

**Directions:** Write a coherent and well-organized essay IN SPANISH on the topic that appears below.

**Instrucciones:** Escribe un ensayo coherente y bien organizado EN ESPAÑOL sobre el siguiente tema.

**Question 4**

**Text Comparison**

**Suggested Time — 35 minutes**

Analiza el efecto de los recursos literarios que los autores emplean en los dos poemas para desarrollar el tema del sistema patriarcal. En tu ensayo, compara la presentación de este tema en los dos poemas. Debes incluir ejemplos de los textos que apoyen tus ideas.

**Poema 1**

**A Julia de Burgos**

Ya las gentes murmuran que yo soy tu enemiga  
porque dicen que en verso doy al mundo tu yo.

Mienten, Julia de Burgos. Mienten, Julia de Burgos.

*Verso* La que se alza en mis versos no es tu voz: es mi voz;

5 porque tú eres ropaje y la esencia soy yo;  
y el más profundo abismo se tiende entre las dos.

Tú eres fría muñeca de mentira social,  
y yo, viril destello de la humana verdad.

Tú, miel de cortesanas hipocresías; yo no;  
10 que en todos mis poemas desnudo el corazón.

Tú eres como tu mundo, egoísta; yo no;  
que todo me lo juego a ser lo que soy yo.

Tú eres sólo la grave señora señorona; yo no,  
yo soy la vida, la fuerza, la mujer.

15 Tú eres de tu marido, de tu amo; yo no;  
yo de nadie, o de todos, porque a todos, a todos,  
en mi limpio sentir y en mi pensar me doy.

Tú te rizas el pelo y te pintas; yo no;  
a mí me riza el viento, a mí me pinta el sol.

20 Tú eres dama casera, resignada, sumisa,  
atada a los prejuicios de los hombres; yo no;  
que yo soy Rocinante corriendo desbocado  
olfateando horizontes de justicia de Dios.

Tú en ti misma no mandas; a ti todos te mandan;  
25 en ti mandan tu esposo, tus padres, tus parientes,  
el cura, la modista, el teatro, el casino,  
el auto, las alhajas, el banquete, el champán,  
el cielo y el infierno, y el qué dirán social.

En mí no, que en mí manda mi solo corazón,  
30 mi solo pensamiento; quien manda en mí soy yo.

[...]

Julia de Burgos

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(Originalmente se publicó en *Poema en veinte surcos*, 1938).

**Poema 2**

**Tú me quieres blanca**

Tú me quieres alba,  
Me quieres de espumas,  
Me quieres de nácar.  
*Verso* Que sea azucena  
5 Sobre todas, casta.  
De perfume tenue.  
Corola cerrada.

Ni un rayo de luna  
Filtrado me haya.  
10 Ni una margarita  
Se diga mi hermana.  
Tú me quieres nívea,  
Tú me quieres blanca,  
Tú me quieres alba.

15 [...]

Tú que el esqueleto  
Conservas intacto  
No sé todavía  
Por cuáles milagros,  
20 Me pretendes blanca  
(Dios te lo perdone)  
Me pretendes casta  
(Dios te lo perdone)  
¡Me pretendes alba!

25 Huye hacia los bosques;  
Vete a la montaña;  
Límpiate la boca;  
Vive en las cabañas;  
Toca con las manos

30 La tierra mojada;  
Alimenta el cuerpo  
Con raíz amarga;  
Bebe de las rocas;  
Duerme sobre escarcha;

35 Renueva tejidos  
Con salitre y agua;  
Habla con los pájaros  
Y lévate al alba.  
Y cuando las carnes

40 Te sean tornadas,  
Y cuando hayas puesto  
En ellas el alma  
Que por las alcobas  
Se quedó enredada,

45 Entonces, buen hombre,  
Preténdeme blanca,  
Preténdeme nívea,  
Preténdeme casta.

Alfonsina Storni  
*Huellas de las literaturas hispanoamericanas*  
©1997 by Prentice Hall, Inc.  
Upper Saddle River, New Jersey.  
(Originalmente se publicó en *El dulce daño*, 1918).

**STOP**

**END OF EXAM**

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## 2017 SCORING GUIDELINES

### Question 4

**Essay:** Text Comparison

**Texts and Theme**

**Text 1:** “*A Julia de Burgos*,” Julia de Burgos

**Text 2:** “*Tú me quieres blanca*,” Alfonsina Storni

**Theme:** *El sistema patriarcal*

**5 The essay clearly analyzes the literary devices and compares the theme in both texts.**

- Effectively analyzes rhetorical, stylistic, or structural features in both texts in relation to the development of the theme.
- Analyzes the development of the theme in both texts to support comparative analysis.
- Includes an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression of ideas in a well-developed essay.
- Supports analysis by integrating specific, well-chosen textual examples throughout the essay.

**4 The essay analyzes the literary devices and compares the theme in both texts; description and narration are present but do not outweigh analysis.**

- Discusses rhetorical, stylistic, or structural features in both texts in relation to the development of the theme.
- Explains and compares the presence of the theme in both texts.
- Includes an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas.
- Supports analysis with appropriate textual examples.

**3 The essay attempts to analyze the literary devices and compare the theme in both texts; however, description and narration outweigh analysis.**

- Describes some rhetorical, stylistic, or structural features in both texts and attempts to explain their relevance to the theme.
- Describes the presence of the theme in both texts.
- Includes a statement of purpose, evidence of organization (a stated topic, an introduction, a conclusion), and a logical progression of ideas.
- Elaborates on main points and supports observations with examples; however, the examples may not always be clear and relevant.
- Contains some errors of interpretation, but errors do not detract from the overall quality of the essay.

*Note:*

A. If the essay has a significantly unbalanced focus on one of the texts, the analysis must be good to merit a 3.

B. If the essay does not include literary devices, the comparison of the theme in both texts must be good to merit a 3.

C. If the essay suggests a lack of understanding of the theme, the analysis of literary devices in both texts must be good to merit a 3.

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## 2017 SCORING GUIDELINES

### Question 4 (continued)

**2 The essay shows little ability to analyze the literary devices or compare both texts; summary and paraphrasing predominate.**

- May identify some rhetorical, stylistic, or structural features in one or both texts, but may not explain their relevance to the theme.
- Describes the presence of the theme in one text, but the description of the theme in the other text is weak.
- May not clearly state a purpose or be organized around a central idea or argument; progression of ideas may not be logical.
- Presents main points and some details, describes basic elements of texts, but may do so without examples or supporting an argument.
- Contains some errors of interpretation that occasionally detract from the overall quality of the essay.

*Note:* An essay that treats only one text cannot earn a score higher than 2.

**1 The essay is inaccurate and insufficient; there is no attempt to analyze the literary devices or compare both texts; irrelevant comments predominate.**

- May identify some rhetorical, stylistic, or structural features in one or both texts, but does not explain their relevance to the theme.
- Demonstrates lack of understanding of the theme.
- Does not state a purpose, show evidence of organization, or offer a progression of ideas.
- May consist entirely of plot summary without examples relevant to the theme.
- Contains frequent errors of interpretation that significantly detract from the overall quality of the essay.

**0 The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.**

*Note:* An essay that merely restates part or all of the prompt receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.

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*Note:* An essay that receives a (—) in content must also receive a (—) in language.