

2019 AP® SPANISH LITERATURE AND CULTURE FREE-RESPONSE QUESTIONS

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 3

Analysis of Single Text

Suggested Time — 35 minutes

Analiza cómo el fragmento de *San Manuel Bueno, mártir* representa las características de la metaficción y el contexto cultural de la España de principios del siglo XX. En tu ensayo debes comentar los recursos literarios de la metaficción. Debes incluir ejemplos del texto que apoyen tus ideas.

Línea ¿Cómo vino a parar a mis manos este documento, esta memoria de Ángela Carballino? He aquí algo, lector, algo que debo guardar en secreto. Te la doy tal y como a mí ha llegado, sin más que corregir pocas, muy pocas particularidades de redacción. ¿Que se parece mucho a otras cosas que yo he escrito? Esto nada prueba contra su objetividad, su originalidad. ¿Y sé yo, además, si no he creado fuera de mí seres reales y efectivos, de alma inmortal?

5 ¿Sé yo si aquel Augusto Pérez, el de mi novela *Niebla*, no tenía razón al pretender ser más real, más objetivo que yo mismo, que creía haberle inventado? De la realidad de este San Manuel Bueno, mártir, tal como me lo ha revelado su discípula e hija espiritual Ángela Carballino, de esta realidad no se me ocurre dudar. Creo en ella más que creía el mismo santo; creo en ella más que creo en mi propia realidad.

10 Y ahora, antes de cerrar este epílogo, quiero recordarte, lector paciente, el versillo noveno de la Epístola del olvidado apóstol San Judas —¡lo que hace un nombre!—, donde se nos dice cómo mi celestial patrono, San Miguel Arcángel —Miguel quiere decir “¿Quién como Dios?”, y arcángel, archimensajero—, disputó con el Diablo —Diablo quiere decir acusador, fiscal— por el cuerpo de Moisés y no toleró que se lo llevase en juicio de maldición, sino que le dijo al Diablo: “El Señor te reprenda”. Y el que quiera entender que entienda.

Miguel de Unamuno
San Manuel Bueno, mártir
Madrid: Ediciones Cátedra, 1995.
(Originalmente se publicó en 1931).
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Question 4

Text Comparison

Suggested Time — 35 minutes

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

Fragmento 1

Línea El pueblo natural, con el empuje del instinto,
arrollaba, ciego del triunfo, los bastones de oro. Ni el
libro europeo, ni el libro yanqui, daban la clave del
5 enigma hispanoamericano. Se probó el odio, y los
países venían cada año a menos. Cansados del odio
inútil, de la resistencia del libro contra la lanza, de la
razón contra el cirial, de la ciudad contra el campo,
del imperio imposible de las castas urbanas divididas
sobre la nación natural, tempestuosa o inerte, se
10 empieza, como sin saberlo, a probar el amor. Se
ponen en pie los pueblos, y se saludan. “¿Cómo
somos?” se preguntan; y unos a otros se van diciendo
cómo son. Cuando aparece en Cojimar un problema,
no van a buscar la solución a Dantzig. Las levitas son
15 todavía de Francia, pero el pensamiento empieza a ser
de América. Los jóvenes de América se ponen la
camisa al codo, hunden las manos en la masa, y la
levantan con la levadura de su sudor. Entienden que se
imita demasiado, y que la salvación está en crear.
20 Crear es la palabra de pase de esta generación. El
vino, de plátano; y si sale agrio, ¡es nuestro vino!

José Martí

“Nuestra América”

Claves del pensamiento martiano

Ensayos políticos, sociales y literarios

Madrid: Editorial Verbum, 2013.

(Originalmente se publicó en *La Revista Ilustrada* de
Nueva York, en 1891).

Fragmento 2

Línea Nunca he practicado la ilusión de provenir de otro
lugar del que provengo. Tampoco me ha ilusionado
ser otra persona diferente a ésta que soy. A la vez,
5 porque nunca se me ha hecho sana, inteligente o
tolerable la idea de que hay un mérito intrínseco en la
procedencia nacional, advierto que nunca me ha
robado el sueño la imposibilidad absoluta de ser, por
ejemplo, norteamericano.
Además, tal sueño me ha parecido siempre el
10 colmo de la aberración, el paradigma superior de la
tontería. Sin la necesidad de estafar la propia
naturaleza, afincado¹ hasta las entretelas² en lo que
uno es, sea hombre o mujer, blanco o negro, amarillo
o mestizo, religioso o agnóstico, europeo o
15 novomundista, heterosexual u homosexual, joven o
viejo, puertorriqueño o norteamericano, hay suficiente
aventura y significación, hay complejidad y destino de
sobra, como para poder adelantar cualquier vocación,
como para poder vislumbrar cualquier proyecto.
20 En ese sentido, en el hecho de ser puertorriqueño
sin traumatismos ni compunciones³, sin ceder un
ápice⁴ a los peligros de la victimización, echando
mano del patriotismo cuando ha sido menester pero
desacreditando la patriotería cuando ha sido
25 necesario, he buscado, hasta encontrarlos, los
materiales con que construir mi obra. Una obra que ha
tenido como reiterado eje⁵ el diálogo, sin ambages⁶,

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Question 3

Essay: Analysis of Single Text

Text, Technique, and Cultural Context

Text: Excerpt from “San Manuel Bueno, mártir,” Miguel de Unamuno

Technique: *La metaficción*

Cultural Context: *La España de principios del siglo XX*

- 5 The essay clearly analyzes how the text represents both the specified technique and the given cultural context.**
- Analyzes how characteristics of the text represent the specified technique.
 - Analyzes how cultural products, practices, or perspectives found in the text relate to the given cultural context.
 - Effectively discusses a variety of rhetorical, stylistic, or structural features in the text.
 - 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 how the text represents both the specified technique and the given cultural context; description and narration are present but do not outweigh analysis.**
- Explains how characteristics of the text represent the specified technique.
 - Explains how cultural products, practices, or perspectives found in the text relate to the given cultural context.
 - Discusses rhetorical, stylistic, or structural features in the text.
 - 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 how the text represents the specified technique and the given cultural context; however, description and narration outweigh analysis.**
- Describes characteristics of the text that represent the specified technique.
 - Describes cultural products, practices, or perspectives of the given cultural context found in the text.
 - Describes some rhetorical, stylistic, or structural features in the text.
 - 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 either the specified technique or the given cultural context and discusses rhetorical, stylistic, or structural features, the analysis must be good to earn a score of 3.

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Question 3 (continued)

B. If the essay has a balanced focus on both the specified technique and the cultural context but does not discuss rhetorical, stylistic, or structural features, the analysis must be good to earn a score of 3.

C. If the essay focuses only on either the specified technique or the given cultural context and discusses rhetorical, stylistic, or structural features, the analysis of either the specified technique or the given cultural context and the discussion of the rhetorical, stylistic, or structural features must be good to earn a score of 3.

2 The essay shows little ability to analyze how the text represents the specified technique and the given cultural context; summary and paraphrasing predominate.

- Identifies characteristics of the text that represent the specified technique, but they may not be clear or relevant.
- Identifies cultural products, practices, or perspectives of the given cultural context found in the text, but they may not be clear or relevant.
- Identifies rhetorical, stylistic, or structural features in the text, but they may not be relevant.
- 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 the text 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 the specified technique or the given cultural context without mentioning the rhetorical, stylistic, or structural features cannot receive a score higher than 2.

1 The essay is inaccurate and insufficient; there is no attempt to analyze how the text represents the specified technique and the given cultural context; irrelevant comments predominate.

- Demonstrates lack of understanding of characteristics of the text that represent the specified technique.
- Demonstrates lack of understanding of the text, or cultural products, practices, or perspectives of the given cultural context found in the text.
- May not identify rhetorical, stylistic, or structural features in the text.
- Does not state a purpose, show evidence of organization, or offer a progression of ideas.
- May consist entirely of summary or paraphrasing of the text without examples relevant to the technique or the given cultural context.
- 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 or stimulus 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.

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Question 3 (continued)

Language Usage

- 5 Language usage is appropriate to the task, generally accurate, and varied; the reader's understanding of the response is clear and supported by the student's use of language.**
- Vocabulary is varied and appropriate to the text(s) being discussed, presents main ideas and supporting details, and communicates some nuances of meaning.
 - Control of grammatical and syntactic structures is very good; use of verb tenses and moods is generally accurate; word order and formation are accurate; use of cohesive devices and transitional elements or both is appropriate to guide understanding.
 - Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; paragraphing shows grouping and progression of ideas.
- 4 Language usage is appropriate to the task and generally accurate; the reader's understanding of the response is clear and not affected by errors in the student's use of language.**
- Vocabulary is appropriate to the text(s) being discussed and presents main ideas and some supporting details.
 - Control of grammatical and syntactic structures is good; occasional errors in the use of verb tenses and moods do not detract from understanding; word order and formation are mostly accurate.
 - Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; occasional errors do not detract from understanding; paragraphing shows grouping and progression of ideas.
- 3 Language usage is appropriate to the task and sometimes accurate; the reader understands the response though the student's use of language is somewhat limited.**
- Vocabulary is appropriate to the text(s) being discussed but may limit the student's ability to present some relevant ideas.
 - Control of grammatical and syntactic structures is adequate; errors in the use of verb tenses and moods may be frequent but do not detract from overall understanding; word order and formation are generally accurate.
 - Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are sometimes accurate; numerous errors do not detract from overall understanding; paragraphing shows grouping of ideas.
- 2 Language usage is sometimes inappropriate to the task and generally inaccurate; the reader must supply inferences to make the response understandable.**
- Vocabulary may be inappropriate to the text(s) being discussed and forces the reader to supply inferences.
 - Control of grammatical and syntactic structures is weak; errors in verb forms, word order, or word formation are numerous and serious enough to impede comprehension at times.
 - Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally inaccurate; errors are numerous and serious enough to impede comprehension at times; paragraphing may not show grouping of ideas.