

2018 AP® SPANISH LITERATURE AND CULTURE FREE-RESPONSE QUESTIONS

SPANISH LITERATURE AND CULTURE SECTION II

Time — 1 hour and 40 minutes
4 Questions

YOU MAY USE THE PAGES THE QUESTIONS ARE PRINTED ON FOR TAKING NOTES AND PLANNING YOUR ANSWERS. NOTES WRITTEN ON THESE PAGES WILL NOT BE SCORED. WRITE ALL OF YOUR RESPONSES ON THE LINED PAGES.

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

Instrucciones: Escribe una respuesta coherente y bien organizada EN ESPAÑOL sobre el siguiente tema.

Question 1 Text Explanation Suggested Time — 15 minutes

Identifica al autor y la época de este fragmento. Luego, explica el desarrollo del tema de la naturaleza y el ambiente dentro de la obra a la que pertenece.

El sol, ya alto, continúa ascendiendo. Adonde quiera que se mire —piedras, tierra, árboles—, el aire, enrarecido como en un horno, vibra con el calor. Un profundo zumbido que llena el ser entero e impregna el ámbito hasta donde la vista alcanza, concentra a esa hora toda la vida tropical.

Línea El padre echa una ojeada a su muñeca: las doce. Y levanta los ojos al monte.

5 Su hijo debía estar ya de vuelta. En la mutua confianza que depositan el uno en el otro —el padre de sienes plateadas y la criatura de trece años—, no se engañan jamás. Cuando su hijo responde:

—Sí, papá, haré lo que dice. Dijo que volvería antes de las doce, y el padre ha sonreído al verlo partir.
Y no ha vuelto.

“El hijo”
Cuentos
México: Editorial Porrúa

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Instrucciones: Escribe una respuesta coherente y bien organizada EN ESPAÑOL sobre el siguiente tema.

Question 2
Text and Art Comparison
Suggested Time — 15 minutes

Lee la siguiente selección y estudia la pintura. Luego compara la representación del papel de la mujer en las dos obras en relación con el movimiento literario del Realismo.

Línea Ildara soltó el peso en tierra y se atusó el cabello, peinado a la moda “de las señoritas” y revuelto por los enganchones de las ramillas que se agarraban a él. Después, con la lentitud de las faenas aldeanas, preparó el fuego, lo prendió, desgarró las berzas, las echó en el pote negro, en compañía de unas patatas mal troceadas y de unas judías asaz secas, de la cosecha anterior, sin remojar. Al cabo de estas operaciones, tenía el tío Clodio liado su cigarrillo, y 5 lo chupaba desgarbadamente, haciendo en los carrillos dos hoyos como sumideros grises, entre el azuloso de la descuidada barba.

10 Sin duda la leña estaba húmeda de tanto llover la semana entera, y ardía mal, soltando una humareda acre; pero el labriego no reparaba: al humo, ¡bah!, estaba él bien hecho desde niño. Como Ildara se inclinase para soplar y activar la llama, observó el viejo cosa más insólita: algo de color vivo, que emergía de las remendadas y encharcadas sayas de la moza... Una pierna robusta, aprisionada en una media roja, de algodón...

15 —¡Ey! ¡Ildara!
—¡Señor padre!
—¿Qué novedad es ésa?
—¿Cuál novedad?
—Ahora me gastas medias, como la hirmán del Abade?

Incorporóse la muchacha, y la llama, que empezaba a alzarse, dorada, lamedora de la negra panza del pote, alumbró su cara redonda, bonita, de facciones pequeñas, de boca apetecible, de pupilas claras, golosas de vivir.

Emilia Pardo Bazán
“Las medias rojas”
Cuentos de la tierra
Madrid: Editorial Atlántida, 1922.
(Originalmente se publicó en 1888).

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2018 SCORING GUIDELINES

Question 1

Short Answer: Text Explanation

Text: Excerpt from “El hijo,” Horacio Quiroga

Theme: *La naturaleza y el ambiente*

- 3** **The response correctly identifies the author and the period and effectively explains the development of the theme in the text.**

- Identifies correctly the author and the period.
- Effectively explains the development of the theme in the text.
- Supports response with relevant evidence from the text.

- 2** **The response correctly identifies either the author or the period and explains the development of the theme in the text; description and narration are present but do not outweigh explanation.**

- Identifies correctly either the author or the period.
- Explains the development of the theme in the text.
- Supports response with evidence from the text, but evidence may not be clear or relevant.

Note: A response that fails to correctly identify both the author and the period must have a good explanation of the development of the theme in the text in order to earn a score of 2.

- 1** **The response incorrectly identifies the author and/or the period; response does not successfully explain the development of the theme in the text; description and narration outweigh explanation; irrelevant comments may predominate.**

- Fails to correctly identify the author and/or the period.
- Attempts to explain the development of the theme in the text.
- Fails to adequately support response with textual evidence.

Note: A response that correctly identifies the author and/or the period but does not explain the development of the theme in the text cannot earn a score higher than 1.

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

Note: A response that merely restates part or all of the prompt or stimulus receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.

- **Response is blank.**

Note: A response that receives a (—) in content must also receive a (—) in language.

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Question 1 (continued)

Language Usage

- 3** **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 topic or works being discussed.
 - Control of grammatical and syntactic structures is very good in spite of a few errors; use of verb tenses and mood is generally accurate; word order and formation are generally accurate.
 - There are very few errors in conventions of written language (e.g., spelling, accent marks, punctuation).
- 2** **Language usage is appropriate to the task and sometimes accurate; the reader understands the response, although the student’s use of language is somewhat limited.**
- Vocabulary is appropriate to the topics or works being discussed but may limit the student’s ability to present relevant ideas.
 - Control of grammatical and syntactic structures is adequate, but there are some errors; errors in the use of verb tenses and moods are frequent, but do not detract from overall understanding; there are occasional errors in word order and formation.
 - There are some errors in conventions of written language (e.g., spelling, accent marks, punctuation), but they do not impede communication.
- 1** **Language usage is inappropriate to the task, inaccurate, or insufficient; the reader struggles to create an understanding of the response.**
- Vocabulary is insufficient or inappropriate to the topics or works being discussed; errors render comprehension difficult.
 - Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, or word formation are frequent and impede comprehension.
 - There are frequent errors in conventions of written language (e.g., spelling, accent marks, punctuation) that impede communication.
- 0** **The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.**

Note: A response that merely restates part or all of the prompt or stimulus receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.

- **Response is blank.**

Note: A response that receives a (—) in content must also receive a (—) in language.