

2003 AP[®] SPANISH LITERATURE FREE-RESPONSE QUESTIONS

Question 2

Análisis temático

(Tiempo sugerido—40 minutos)

2. Muchos autores mezclan la realidad con la fantasía en sus obras. Escoge UNO de los cuentos siguientes. Escribe un ensayo describiendo esta mezcla y explicando su significado en el cuento. Tu ensayo debe incluir ejemplos del texto.

“El ahogado más hermoso del mundo”, Gabriel García Márquez

“Chac Mool”, Carlos Fuentes

“La muerte y la brújula”, Jorge Luis Borges

“Un señor muy viejo con unas alas enormes”, Gabriel García Márquez

Question 3

Análisis de texto

(Tiempo sugerido—40 minutos)

3. En su obra *Qué es la novela picaresca*, Alonso Zamora Vicente dice lo siguiente:

El pícaro, sirviendo a diversos amos, yendo de uno a otro como rebotándose, va aprendiendo la realidad hostil de la vida. . . . Los años se van sucediendo, el pícaro crece en edad y experiencia y resentimiento, y desconfía de todo y de todos en perpetua defensiva.

Analiza cómo las ideas planteadas en esta cita se reflejan en el *Lazarillo de Tormes*. En tu ensayo, debes incluir ejemplos del *Lazarillo*.

END OF EXAMINATION

AP[®] SPANISH LITERATURE 2003 SCORING GUIDELINES

Question 2: Análisis temático

9 DEMONSTRATES SUPERIORITY

A very well-developed essay that **both** *describes* the commingling of reality and fantasy in the chosen story **and** *explains* the meaning of that commingling. Provides appropriate examples from the text to support the response. Demonstrates insight; may show originality. Includes virtually no irrelevant or erroneous information. Convincingly explains the mixture of reality and fantasy within the story selected, as well as its meaning.

7-8 DEMONSTRATES COMPETENCE

A well-developed essay that **both** *describes* the commingling of reality and fantasy in the chosen story **and** *explains* the meaning of that commingling. May reveal some insight or originality. Provides appropriate examples from the text. Any plot summary supports the response. Reader may need to make some inferences because the essay is not always sufficiently explicit. May contain some erroneous information, but errors do not significantly affect the overall quality of the essay.

5-6 SUGGESTS COMPETENCE

May consist largely of plot summary with little attention to the commingling of reality and fantasy in the chosen story **and** its meaning. Relatively superficial commentary. Student essentially understands the question, but the essay is not always well focused or sufficiently developed. May contain errors of fact or interpretation that detract from the overall quality of the essay. Significant inferences are needed because the response is not always explicit. If the essay describes the commingling of reality and fantasy within the text but does not address its meaning, or vice versa, the treatment must be good to merit a 5.

3-4 SUGGESTS LACK OF COMPETENCE

Student has not adequately understood the question or the story. Poorly organized essay; focus wanders. Sketchy. May consist entirely of plot summary. Irrelevant comments may predominate. Possible prepared overview of the story or its author with limited connection to the question. May contain major errors or be so general as to suggest that the student is unable to answer competently.

1-2 DEMONSTRATES LACK OF COMPETENCE

Essay is chaotic, confused, and incorrect. The response demonstrates a lack of understanding of the question or unfamiliarity with the story chosen.

0 NO CREDIT

Response is on task but is so brief or so poorly written as to be meaningless. Written in English. Blank page or response is completely off-task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).