

**2010 AP® SPANISH LITERATURE FREE-RESPONSE QUESTIONS**

**SPANISH LITERATURE**

**SECTION II**

**Total time—1 hour and 50 minutes**

**3 Questions**

**Section II counts for 60 percent of the total score on the examination. Each question counts for 20 percent of the total score.**

*Directions:* Write coherent and well-organized essays IN SPANISH on the topics that appear below. Avoid mere plot summary.

*Instrucciones:* Escribe un ensayo coherente y bien organizado EN ESPAÑOL sobre cada uno de los siguientes temas. Evita simplemente resumir el argumento.

**Question 1**

**Análisis de poesía**

**(Tiempo sugerido—30 minutos)**

1. Analiza el tema de la búsqueda en el siguiente poema. En tu análisis debes comentar los recursos técnicos y el lenguaje poético que usa el poeta para comunicar este tema. Tu ensayo debe incluir ejemplos del poema que apoyen tus ideas.

Note: The poem by Octavio Paz, “El sediento,” does not appear on this website due to copyright constraints. The poem was originally published in *Poemas (1935-1975)* (Barcelona: Editorial Seix Barral, 1979).

**Question 2**

**Análisis temático**

**(Tiempo sugerido—40 minutos)**

2. En algunas de las obras que has leído, aparece el encuentro de dos culturas. Escoge DOS de las siguientes obras. Escribe un ensayo que compare este tema en las DOS obras. Tu ensayo debe incluir ejemplos de los textos que apoyen tus ideas.

“Balada de los dos abuelos”, Nicolás Guillén

“Chac Mool”, Carlos Fuentes

“El sur”, Jorge Luis Borges

*Naufragios*, Álvar Núñez Cabeza de Vaca

# **AP® SPANISH LITERATURE 2010 SCORING GUIDELINES**

## **Question 1: Poetry Analysis**

### **9 Demonstrates Superiority**

- A very well-developed essay that clearly and thoroughly **analyzes** the theme of the search presented in the poem.
- Accurately discusses how poetic language and devices are used in the poem to communicate this theme.
- Commentary is supported with specific textual references.
- Demonstrates insight; may show originality.
- Virtually no irrelevant or erroneous information.
- Reader has no doubt that the student possesses an insightful understanding of the poem and the question.

### **7–8 Demonstrates Competence**

- A well-developed essay that **analyzes** the theme of the search presented in the poem.
- Textual analysis outweighs description and paraphrasing.
- Discusses how poetic language and devices are used in the poem to communicate this theme.
- Commentary is supported with specific textual references.
- Reader may have to make some inferences because the essay is not always sufficiently explicit.
- May contain some errors, but these do not undermine the overall quality of the essay.
- The essay must include some treatment of the poetic language and devices used in the poem to merit a score of 7.

### **5–6 Suggests Competence**

- Student basically understands the question and the poem, but the essay is not well focused or developed.
- Description and paraphrasing outweigh textual analysis.
- Limited discussion of how poetic language and devices are used in the poem to communicate the theme.
- Erroneous or repetitive statements or both may intrude and weaken the overall quality of the essay.
- May require significant inferences because the response is not always explicit.
- An essay that does not address poetic language and devices must be good to merit a score of 5.

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### **3–4 Suggests Lack of Competence**

- Essay is so general as to suggest that the student has not adequately understood the question or the poem or both.
- Poorly organized essay; focus wanders; comments are sketchy.
- May consist almost entirely of paraphrasing or mere listing of poetic language and devices.
- Irrelevant statements may predominate.
- May contain major errors of interpretation that detract from the overall quality of the essay.