

## 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 la relación de la voz poética con los conceptos opuestos en el siguiente poema. En tu ensayo debes analizar cómo el poeta integra los recursos técnicos y el lenguaje poético con el tema. Tu ensayo debe incluir ejemplos del poema que apoyen tus ideas.

Contra las canciones de opósitos<sup>1</sup>

*Verso*  
5 Me he pasado la vida conciliando contrarios.  
Pensando: bien y mal no son tan diferentes,  
sí es muchas veces no, mi amiga es mi enemiga,  
el placer duele tanto que parece dolor  
y los días de fiesta son días de fastidio<sup>2</sup>.

10 Me he pasado la vida tiritando<sup>3</sup> en agosto  
y muriendo de sed al lado de la fuente.  
Pero esto se acabó. No quiero que la risa  
se disfraze de llanto, ni que los besos hieran<sup>4</sup>,  
ni que la muerte salve, ni que el sol del verano  
sea en el fondo sombra y océano el desierto.  
Quiero volver atrás, al tiempo en que las cosas  
no eran tan complicadas, y el amor no era odio  
y la nieve era nieve, y la paz y la guerra  
15 eran palabras únicas, distintas, inequívocas<sup>5</sup>,  
y no la doble cara de un mismo aburrimiento.  
Ya no quiero sudar<sup>6</sup> rodeado de pingüinos.

“Contra las canciones de opósitos” by  
Luis Alberto de Cuenca, copyright © 1987 by  
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<sup>1</sup> opósito: opuesto, contrario

<sup>2</sup> fastidio: incomodidad

<sup>3</sup> tiritar: temblar de frío

<sup>4</sup> herir: hacer daño

<sup>5</sup> inequívoco: que no admite duda

<sup>6</sup> sudar: perspirar

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**Question 2**

**Análisis temático**

**(Tiempo sugerido—40 minutos)**

2. En algunas obras que has leído está presente el tema del engaño. Escoge UNA de las siguientes obras. Escribe un ensayo que analice este tema en la obra. Tu ensayo debe incluir ejemplos del texto que apoyen tus ideas.

“A Julia de Burgos”, Julia de Burgos

*El delantal blanco*, Sergio Vodanovic

*Lazarillo de Tormes*, Anónimo

*San Manuel Bueno, mártir*, Miguel de Unamuno

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## Question 1: Poetry Analysis

### 9 DEMONSTRATES SUPERIORITY

- Essay is very well developed and clearly and thoroughly **analyzes** the relationship of the poetic voice with the opposing concepts presented in the poem.
- Accurately discusses how poetic language and devices are integrated with the poem's theme.
- Commentary is supported with specific textual references.
- Demonstrates insight; may show originality.
- Contains 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

- Essay is well developed and **analyzes** the relationship of the poetic voice with the opposing concepts presented in the poem.
- Textual analysis outweighs description and paraphrasing.
- Discusses how poetic language and devices are integrated with the poem's theme.
- Commentary is supported with specific textual references.
- The 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 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.
  - There is limited discussion of how poetic language and devices are integrated with the poem's theme.
  - Erroneous or repetitive statements 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.
- Essay is poorly organized; 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.

### 1–2 DEMONSTRATES LACK OF COMPETENCE

- Essay demonstrates that the student has not understood the question or the poem.
- Essay lacks organization or is chaotic.
- Examples are inappropriate or incorrect; OR examples are absent.

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## **Question 1: Poetry Analysis (continued)**

### **0 NO CREDIT**

- Mere restates the question; OR is so brief or so poorly written as to be meaningless; OR is written in English; OR is crossed out; OR is completely off topic or off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

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