

2011 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 soledad en el siguiente poema. En tu ensayo debes analizar cómo la poeta integra los recursos técnicos y el lenguaje poético con el tema. Tu ensayo debe incluir ejemplos del poema que apoyen tus ideas.

Momento

Una ciudad hecha de huesos grises
se abandona a mis pies.

Verso
5 Como tajos¹ negros,
 las calles,
 separan el osario², lo cuadriculan³,
 lo ordenan, lo levantan.

En la ciudad, erizada⁴ de dos millones de hombres,
no tengo un ser amado...

10 El cielo, más gris aún
 que la ciudad,
 desciende sobre mí,
 se apodera de mi vida,
 traba⁵ mis arterias,
 apaga mi voz...

15 Como un torbellino⁶,
 no obstante,
 al que no puedo substraerme,

2011 AP® SPANISH LITERATURE FREE-RESPONSE QUESTIONS

el mundo gira alrededor
de un punto muerto:
20 mi corazón.

Alfonsina Storni
Poesías completas
Buenos Aires: Editorial SELA, 1996.
(Publicado originalmente en 1934).

¹ tajo: corte

² osario: lugar donde se hallan huesos

³ cuadricular: trazar líneas que formen cuadrados

⁴ erizado: lleno de espinas

⁵ trabar: bloquear

⁶ torbellino: tornado

2011 AP® SPANISH LITERATURE FREE-RESPONSE QUESTIONS

Question 2 Análisis temático (Tiempo sugerido—40 minutos)

2. Algunas obras presentan el tema de la obsesión como factor que altera la conducta humana. Escoge UNA de las obras siguientes. Escribe un ensayo que analice este tema en la obra. Tu ensayo debe incluir ejemplos del texto que apoyen tus ideas.

“El hijo”, Horacio Quiroga

La casa de Bernarda Alba, Federico García Lorca

“La muerte y la brújula”, Jorge Luis Borges

“La prodigiosa tarde de Baltazar”, Gabriel García Márquez

Question 3 Análisis de texto (Tiempo sugerido—40 minutos)

3. En su libro *Introducción a la literatura fantástica*, Tzvetan Todorov comenta lo siguiente:

“En un mundo que es el nuestro, el que conocemos, [...] se produce un acontecimiento que no puede explicarse por las leyes de ese mundo familiar. Quien percibe el acontecimiento debe optar por una de las dos soluciones posibles: o bien se trata de una ilusión de los sentidos, de un producto de la imaginación, y las leyes del mundo siguen siendo lo que son; o bien el acontecimiento tuvo lugar realmente, es una parte integrante de la realidad, pero entonces esta realidad está regida por leyes que nos son desconocidas. [...]

Lo fantástico es la vacilación que experimenta un ser que sólo conoce las leyes naturales, ante un acontecimiento al parecer sobrenatural”.

Analiza cómo las ideas planteadas en la cita se reflejan en “La noche boca arriba” de Julio Cortázar. En tu ensayo debes incluir ejemplos del texto que apoyen tus ideas.

STOP

END OF EXAM

AP® SPANISH LITERATURE 2011 SCORING GUIDELINES

Question 1: Poetry Analysis

9 Demonstrates Superiority

- A very well-developed essay that clearly and thoroughly **analyzes** the theme of solitude 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.
- 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 solitude 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.
- 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 integrated with the poem’s theme.
- Erroneous and/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.

3–4 Suggests Lack of Competence

- Essay is so general as to suggest that the student has not adequately understood the question and/or the poem.
- 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.

1–2 Demonstrates Lack of Competence

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

AP® SPANISH LITERATURE 2011 SCORING GUIDELINES

Question 1: Poetry Analysis (continued)

0 No Credit

- Blank page; OR mere restatement of the question; OR response is so brief or so poorly written as to be meaningless; OR response is written in English; OR response is completely off topic or off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

Language Usage

The AP Spanish Literature Exam tests the ability of students to write well-organized essays in correct and idiomatic Spanish. These scoring guidelines assess **the degree to which language usage effectively supports an appropriate response to the question**. All the criteria listed below should be taken into account in categorizing the student's command of the written language as related to each literature question.

5 Very Good Command

- Infrequent, random errors in grammatical structures.
- Varied and accurate use of vocabulary.
- Control of the conventions of the written language (spelling, accents, punctuation, paragraphing, etc.).

4 Good Command

- Some errors in grammatical structures; however, these do not detract from the overall readability of the essay or response.
- Appropriate use of vocabulary.
- Conventions of the written language are generally correct (spelling, accents, punctuation, paragraphing, etc.).

3 Adequate Command

- Frequent grammatical errors, but essay or response is comprehensible.
- Limited vocabulary.
- May have numerous errors in conventions of the written language (spelling, accents, punctuation, paragraphing, etc.).

2 Weak Command

- Serious grammatical errors that force a sympathetic reader to supply inferences.
- Very limited and/or repetitive vocabulary.
- Pervasive errors in the conventions of the written language.

1 Inadequate Command

- Constant grammatical errors that render comprehension difficult.
- Insufficient vocabulary.
- Lack of control of the conventions of the written language.

0 No Credit

- Unintelligible, written in English, or off task.