

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 del individuo en su entorno dentro de la obra a la que pertenece.

Copyright permission for the Question 1 excerpt has not been granted for publication on AP Central. However, the excerpt from "La siesta del martes" can be found in the first paragraph on page 14 of *Los funerales de la Mamá Grande*, published by Mondadori Espana, S.A., 1987. The short story appears on pages 11-19 of the anthology.

**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 2**

**Text and Art Comparison  
Suggested Time — 15 minutes**

Lee la siguiente selección y estudia la pintura. Luego compara la representación del imperialismo en las dos obras en relación a la época colonial.

Y como por mí tuvieron noticias de vuestra alteza y de su muy grande y real poder, dijeron que querían ser vasallos de vuestra majestad y mis amigos, y que me rogaban que los defendiese de aquel grande señor que los tenía por fuerza y tiranía, y que les tomaba sus hijos para los matar y sacrificar a sus ídolos. Y me dijeron otras muchas quejas de él, y con esto han estado y están muy ciertos y leales en el servicio de vuestra alteza y creo lo estarán siempre por ser libres de la tiranía de aquél, y porque de mí han sido siempre bien tratados y favorecidos. Y para más seguridad de los que en la villa quedaban, traje conmigo algunas personas principales de ellos con alguna gente, que no poco provechosos me fueron en mi camino. [...]

[N]os salió a recibir aquel señor Mutezuma [...]

[Y] entonces alzó las vestiduras y me mostró el cuerpo diciendo: “A mí véisme aquí que soy de carne y hueso como vos y como cada uno, y que soy mortal y palpable, [...] Ved cómo os han mentido; verdad es que tengo algunas cosas de oro que me han quedado de mis abuelos: todo lo que yo tuviere tenéis cada vez que vos lo quisiéredes [...]. Y no recibáis pena alguna, pues estáis en vuestra casa y naturaleza.” Yo le respondí a todo lo que me dijo, satisfaciendo a aquello que me pareció que convenía, en especial en hacerle creer que vuestra majestad era a quien ellos esperaban; y con esto se despidió; e ido, fuimos muy bien proveídos de muchas gallinas y pan y frutas y otras cosas necesarias, especialmente para el servicio del aposento, y de esta manera estuve seis días, muy bien proveído de todo lo necesario, y visitado de muchos de aquellos señores.

Hernán Cortés  
“Segunda carta de relación”  
*Cartas de relación*  
México, D.F.: Editorial Porrúa, 2002.  
(Se terminó de escribir en 1520).

# AP<sup>®</sup> SPANISH LITERATURE AND CULTURE

## 2015 SCORING GUIDELINES

### Question 1

**Short Answer:** Text Explanation

**Text:** “La siesta del martes,” Gabriel García Márquez

**Theme:** *El individuo en su entorno*

- 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 receives a score of 0. A response scored a 0 in content must also receive a 0 in language.

- Response is blank.**

*Note:* A response scored a (-) in content must also receive a (-) in language.

# AP<sup>®</sup> SPANISH LITERATURE AND CULTURE

## 2015 SCORING GUIDELINES

### Scoring Guidelines for Language Usage for Questions 1 and 2

- 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, and 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 receives a score of 0. A response scored a 0 in language must also receive a 0 in content.

—      **Response is blank.**

*Note:* A response scored a (-) in language must also receive a (-) in content.

# AP<sup>®</sup> SPANISH LITERATURE AND CULTURE

## 2015 SCORING GUIDELINES

### Scoring Guidelines for Language Usage for Questions 1 and 2

- 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, and 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 receives a score of 0. A response scored a 0 in language must also receive a 0 in content.

— **Response is blank.**

*Note:* A response scored a (-) in language must also receive a (-) in content.