

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. **NO CREDIT WILL BE GIVEN FOR ANYTHING WRITTEN IN THIS ORANGE BOOKLET. WRITE YOUR ANSWERS IN THE SEPARATE FREE RESPONSE BOOKLET.**

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 de la falta de comunicación dentro de la obra a la que pertenece.

Primero le había dicho: “Apéame aquí... Déjame aquí... Vete tú solo. Yo te alcanzaré mañana o en cuanto me reponga un poco”. Se lo había dicho como cincuenta veces. Ahora ni siquiera eso decía.

Línea Allí estaba la luna. Enfrente de ellos. Una luna grande y colorada que les llenaba de luz los ojos y que estiraba y oscurecía más su sombra sobre la tierra.

5 —No veo ya por dónde voy —decía él.

Pero nadie le contestaba.

El otro iba allá arriba, todo iluminado por la luna, con su cara descolorida, sin sangre, reflejando una luz opaca. Y él acá abajo.

—¿Me oíste, Ignacio? Te digo que no veo bien.

10 Y el otro se quedaba callado.

Siguió caminando, a tropezones. Encogía el cuerpo y luego se enderezaba para volver a tropezar de nuevo.

—Éste no es ningún camino. Nos dijeron que detrás del cerro estaba Tonaya. Ya hemos pasado el cerro. Y Tonaya no se ve, ni se oye ningún ruido que nos diga que está cerca. ¿Por qué no quieres decirme qué ves, tú que vas allá arriba, Ignacio?

“No oyes ladrar los perros”

Pedro Páramo y El llano en llamas

Barcelona: Editorial Planeta, S. A.

GO ON TO THE NEXT PAGE.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

GO ON TO THE NEXT PAGE.

Question 1: Short Answer—Text Explanation

6 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

| Scoring Criteria: Content | | |
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| 1 | 2 | 3 |
| <p>The response addresses the theme in relation to the text, but any evidence provided is irrelevant. The response may correctly identify the period or the author.</p> <ul style="list-style-type: none"> Addresses the theme in relation to the text; includes minimal or no supporting evidence. May correctly identify the period and/or the author. | <p>The response discusses the development of the theme in the text using evidence, although some evidence may be unclear. The response correctly identifies either the period or the author.</p> <ul style="list-style-type: none"> Discusses the development of the theme in the text. Supports response with evidence from the text, but evidence may not always be clear or relevant. Identifies either the period or the author correctly. | <p>The response explains how the theme is developed in the text using relevant evidence from the text to support the response. The response correctly identifies the period and may identify the author.</p> <ul style="list-style-type: none"> Explains the development of the theme in the text. Supports response with relevant evidence. Identifies the period correctly and may identify the author correctly. |
| <p>0 (zero) The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.</p> <p>A response that merely restates part or all of the prompt and/or stimulus receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.</p> <p>NR (No Response)—Page is blank.</p> <p>A response that receives a NR in content must also receive a NR in language.</p> | | |

| Scoring Criteria: Language | | |
|---|--|--|
| 1 | 2 | 3 |
| <p>Language usage is inappropriate to the task, inaccurate, or insufficient; the student's use of language impedes the reader's understanding of the response.</p> <ul style="list-style-type: none"> 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 tenses, mood, word order, or word formation are frequent and impede comprehensibility. There are frequent errors in conventions of written language (e.g., spelling, accent marks, punctuation) that impede comprehensibility. | <p>Language usage is appropriate to the task and sometimes accurate; although the student's use of language is somewhat limited, it supports the reader's understanding of the response.</p> <ul style="list-style-type: none"> 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 that may, at times, detract from overall comprehensibility (e.g., errors in the use of verb tenses, mood, word order, or word formation). There are some errors in conventions of written language (e.g., spelling, accent marks, punctuation), but they do not impede overall comprehensibility. | <p>Language usage is appropriate to the task, generally accurate, and varied; the student's use of language supports the reader's understanding of the response.</p> <ul style="list-style-type: none"> Vocabulary is varied and appropriate to the topic or work being discussed. Control of grammatical and syntactic structures is good with occasional errors; use of verb tenses, mood, word order, and word formation is generally accurate. There are occasional errors in conventions of written language (e.g., spelling, accent marks, punctuation). |
| <p>0 (zero) The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.</p> <p>A response that merely restates part or all of the prompt and/or stimulus receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.</p> | | |
| <p>NR (No Response)—Page is blank.</p> <p>A response that receives a NR in content must also receive a NR in language.</p> | | |

Question 1 included a fragment of *“No oyes ladrar los perros”* by Juan Rulfo, which is part of the required course reading list. Students were asked to write a short response in which they identify both the author and the period and explain the development of *la falta de comunicación*.

| Scoring Notes: Content | | |
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| Below are some of the acceptable ways responses identify author and period and address the theme in the text. This list is not exhaustive. | | |
| Author: <ul style="list-style-type: none"> Juan Rulfo Rulfo | Period: <ul style="list-style-type: none"> 1953 Siglo XX Mediados del Siglo XX Época del Boom Latinoamericano/ Durante el Boom Pre-Boom/ Precursor del Boom Posrevolucionario o después de la Revolución | Theme: <ul style="list-style-type: none"> The lack of communication between father and son is evident in the depiction of the initial sparse, choppy dialogue between them. This initial dialogue consisting of the son’s utterance of repetitive, similar sounding, curt orders (<i>“Apéame;” “Déjame;” “Vete”</i>) and a few short perfunctory phrases and the father’s unanswered questions, breaks down further into the son’s silence and the father’s more inner-directed monologue of intermittent complaints and futile pleas for help from his son. The father does not pay attention to his son’s requests and, whether unwilling, incapable of doing so, or disinterested, the son does not respond to the father’s requests. Faced with Ignacio’s silence—a silence that both echoes and mirrors the desolate landscape, the father turns inward and speaks to himself, obliquely complaining of his son’s lack of cooperation. That monologue shows us the great chasm between father and son, which has existed for years. However, and despite the father’s complaints, as evident in his heroic physical effort to carry his son onward, he still wishes to communicate with his son, asking for his guidance to reach the town and save his life: <i>“No veo ya por donde voy;” “Te digo que no veo bien;” “¿Por qué no quieres decirme qué ves, tú que vas allá arriba, Ignacio?”</i> Despite the lack of communication, the light of the moon projects a shadow of the two that outlines a single figure in the solitude of the countryside. As evident in the father’s persistence, despite Ignacio’s repetitive requests to be left alone (<i>“Apéame aquí... Déjame aquí... Vete tú solo.”</i>; <i>“Se lo había dicho como cincuenta veces”</i>), in laboring to carry his son for help, the father cannot face what is happening to his son, whose death is imminent. Following repeated failures at communication with his father, Ignacio has stopped talking. This lack of communication is exemplified, when later, despite his father’s direct question, <i>“¿Me oíste, Ignacio?”</i> Ignacio remains silent. The lack of communication underscores the sadness in this fragment because it is evident that the two must work together to reach Tonaya in any kind of timely fashion. With Ignacio’s silence (<i>“ni siquiera eso decía”</i>) and a lack of verbal responses to the character’s requests and questions (<i>“nadie le contestaba;” “se quedaba callado”</i>), language appears ineffective or inadequate for contributing to their interpersonal communication. The lack of verbal communication is not limited to interpersonal communication but rather extends to and mirrors the lack of communication that the characters feel with the mysterious surrounding world that is also marked by silence (<i>“ni se oye ningún ruido”</i>) and darkness (<i>“No se ve nada;” “no veo rastro de nada.”</i>). In addition to the limited exchange of words, the few words that the characters exchange with each other are lacking in expressiveness and signs of human kindness, friendship, love, and warmth. As |

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| | | <p>aforementioned, the characters tend to use perfunctory words and communicate with gestures, commands, and short phrases. As evident in the father’s switching back and forth between using the informal and formal form of address with his son and in the son’s use of curt commands with his father, both characters have difficulty in expressing feelings with each other.</p> <ul style="list-style-type: none">• The son’s injuries may contribute to limited communication.• The father attributes some of his benevolent actions to the memory of his deceased wife, and her purported wises.• There is a lack of communication between father and son, as well as between the people to whom they ask directions for Tonaya. |
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| Scoring Criteria: Content | | | | |
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| 1 | 2 | 3 | 4 | 5 |
| <p>The essay may attempt to address the text but does not address the specified topic or the given cultural context.</p> <ul style="list-style-type: none"> The essay may attempt to address the text, but there is no discussion of the specified period, movement, literary genre, or technique; or the given cultural context. The essay lacks relevant examples and may consist of generalizations that are irrelevant to the task. | <p>The essay identifies a characteristic of the specified topic or cultural context; summary or paraphrasing predominates.</p> <ul style="list-style-type: none"> The essay identifies at minimum one characteristic of the specified period, movement, literary genre, or technique; or the given cultural context. The essay may identify one or more literary devices, but they are not accurate or relevant. The essay lacks organization. The essay may consist almost entirely of summary and/or paraphrasing. Transitional elements or cohesive devices, if present, are ineffective. | <p>The essay discusses the specified topic or the given cultural context; examples are descriptive and not always clear or relevant.</p> <ul style="list-style-type: none"> The essay discusses the specified period, movement, literary genre, or technique; or the given cultural context. However, the response consists largely of description. The essay may identify literary devices in the text without relating them to the specified period, movement, literary genre, or technique. The essay is not well-organized or focused. The essay discusses main points and supports observations with examples; however, erroneous or repetitive statements may weaken the overall quality of the essay, and the examples may not always be clear and relevant. There is limited use of transitional elements or cohesive devices. | <p>The essay discusses the specified topic as well as the given cultural context; evidence is appropriate but uneven.</p> <ul style="list-style-type: none"> The essay discusses the specified period, movement, literary genre, or technique; and the given cultural context. However, the discussion of one of them may be weak. The essay discusses at minimum one literary device in the text related to the specified period, movement, literary genre, or technique. The essay is organized with a coherent structure and a logical grouping and progression of ideas. The explanation is supported with appropriate examples from the text. There is some effective use of transitional elements or cohesive devices. | <p>The essay explains how the text represents the specified topic as well as the given cultural context using relevant evidence.</p> <ul style="list-style-type: none"> The essay explains how the text represents the specified period, movement, literary genre, or technique; and the given cultural context. The essay discusses literary devices (or multiple examples of a singular literary device) in the text related to the specified period, movement, literary genre, or technique. The essay is organized with a statement of purpose/thesis, a coherent structure, and a logical grouping and progression of ideas. The explanation is supported with specific, well-chosen examples from the text. The use of transitional elements or cohesive devices is effective. |
| <p>0 (zero) The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.</p> <p>An essay that merely restates part or all of the prompt and/or stimulus receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.</p> <p>NR (No Response)—Page is blank.</p> <p>An essay that receives a NR in content must also receive a NR in language.</p> | | | | |

| Scoring Criteria: Language | | | | |
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| 1 | 2 | 3 | 4 | 5 |
| Language usage is inappropriate to the task, inaccurate, or insufficient; the student's use of language impedes the reader's understanding of the response. | Language usage is sometimes inappropriate to the task and generally inaccurate; the student's use of language requires the reader to make inferences to understand the response. | Language usage is appropriate to the task and sometimes accurate; the student's use of language, although limited, generally supports the reader's understanding of the response, with errors that may, at times, impede comprehensibility. | Language usage is appropriate to the task and generally accurate; the student's use of language is clear despite some errors that do not affect the reader's understanding of the overall response. | Language usage is appropriate to the task, mostly accurate, and varied; the student's use of language is clear and supports the reader's understanding of the response. |
| <ul style="list-style-type: none"> Vocabulary is insufficient or inappropriate to the tasks; errors render comprehension difficult. Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, or word formation are nearly constant and impede comprehensibility. Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are inaccurate; errors are nearly constant and impede comprehensibility. | <ul style="list-style-type: none"> Vocabulary may be inappropriate to the tasks and may impede comprehensibility. Control of grammatical and syntactic structures is weak; errors in verb forms, word order, or word formation are numerous and frequently impede comprehensibility. Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally inaccurate; errors are numerous and frequently impede comprehensibility. | <ul style="list-style-type: none"> Vocabulary is appropriate to the tasks but may limit the student's ability to present some relevant ideas. Some control of grammatical and syntactic structures is present and supports basic understanding; errors in the use of verb tenses and moods may, at times, detract from understanding; word order and formation are sometimes accurate. Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are sometimes accurate; numerous errors do not detract from overall understanding. | <ul style="list-style-type: none"> Vocabulary is appropriate to the tasks. General control of grammatical and syntactic structures supports understanding; errors in the use of verb tenses and moods do not detract from overall comprehensibility; word order and formation are generally accurate. Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate with some errors that do not detract from overall comprehensibility. | <ul style="list-style-type: none"> Vocabulary is varied and appropriate to the tasks. Control of grammatical and syntactic structures is very good; use of verb tenses and moods as well as word order and formation is mostly accurate. Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are mostly accurate. |
| 0 (zero) The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task. An essay that merely restates part or all of the prompt and/or stimulus receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language. | | | | |
| NR (No Response)—Page is blank. An essay that receives a NR in content must also receive a NR in language. | | | | |