

2019 AP® SPANISH LITERATURE AND CULTURE FREE-RESPONSE QUESTIONS

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 poema. Luego, explica el desarrollo del tema de la tradición y la ruptura dentro de la obra a la que pertenece.

Tú me dijiste: no lloró mi padre;
Tú me dijiste: no lloró mi abuelo;
No han llorado los hombres de mi raza,

Verso

Eran de acero.
5 Así diciendo te brotó una lágrima
Y me cayó en la boca... más veneno.
Yo no he bebido nunca en otro vaso
Así pequeño.

Débil mujer, pobre mujer que entiende,
10 Dolor de siglos conocí al beberlo:
Oh, el alma mía soportar no puede
Todo su peso.

“Peso ancestral”

Irremediamente

Madrid: Ediciones Torremozas, S. L.

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Question 2 Text and Art Comparison Suggested Time — 15 minutes

Lee la siguiente selección y estudia la pintura. Luego compara la representación del honor en las dos obras en relación con el Siglo de Oro.

La mañana venida levantámonos, y comienza a limpiar y sacudir sus calzas y jubón, y sayo y capa. Y yo que le servía de pelillo. Y vísteseme muy a su placer, de espacio. Echéle aguamanos, peinóse, y puso su espada en el talabarte, y al tiempo que la ponía díjome:

Línea — ¡Oh, si supieses, mozo, qué pieza es ésta! No hay marco de oro en el mundo porque yo la diese; mas ansí,
5 ninguna de cuantas Antonio hizo, no acertó a ponelle los aceros tan prestos como ésta los tiene. [...]

Y con un paso sosegado y el cuerpo derecho, haciendo con él y con la cabeza muy gentiles meneos, echando el cabo de la capa sobre el hombro y a veces so el brazo, y poniendo la mano derecha en el costado, salió por la puerta [...].

Y súbese por la calle arriba con tal gentil semblante y continente, que quien no le conociera pensara ser muy
10 cercano pariente al conde de Arcos, o, a lo menos, camarero que le daba de vestir.

“Tratado tercero”
Lazarillo de Tormes
Madrid: Editorial Castalia, 1987.
(La edición más antigua de esta novela es de 1554).

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Question 1

Short Answer: Text Explanation

Text: “Peso ancestral,” Alfonsina Storni

Theme: *La tradición y la ruptura*

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 or stimulus receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.

— **Response is blank.**

Note: A response that receives a (—) in content must also receive a (—) in language.

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Question 1 (continued)

Language Usage

- 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, or word 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 or stimulus receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.

- **Response is blank.**

Note: A response that receives a (—) in content must also receive a (—) in language.