

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 poema. Luego, explica el desarrollo del tema del sistema patriarcal dentro de la obra a la que pertenece.

Verso Hombres necios que acusáis
a la mujer sin razón,
sin ver que sois la ocasión
de lo mismo que culpáis:

5 si con ansia sin igual
solicitáis su desdén,
¿por qué queréis que obren bien
si las incitáis al mal?

10 Combatís su resistencia
y luego, con gravedad,
decís que fue liviandad
lo que hizo la diligencia.

Parecer quiere el denuedo
de vuestro parecer loco,
15 el niño que pone el coco
y luego le tiene miedo.

Queréis, con presunción necia,
hallar a la que buscáis,
para pretendida, Thais,
20 y en la posesión, Lucrecia.

[...]

“Hombres necios que acusáis”
Obras completas
México: Editorial Porrúa, S. A.

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.

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 de la comunicación o falta de comunicación en las dos obras en relación con la España de la primera mitad del siglo XX.

MAGDALENA: (*A voces.*) Adela, ¿no vienes?

AMELIA: Estará echada en la cama.

Línea
5 LA PONCIA: Esta tiene algo. La encuentro sin sosiego, temblona, asustada como si tuviese una lagartija entre los pechos.

MARTIRIO: No tiene ni más ni menos que lo que tenemos todas.

MAGDALENA: Todas, menos Angustias.

10 ANGUSTIAS: Yo me encuentro bien y al que le duela que reviente.

MAGDALENA: Desde luego que hay que reconocer que lo mejor que has tenido siempre es el talle y la delicadeza.

15 ANGUSTIAS: Afortunadamente, pronto voy a salir de este infierno.

MAGDALENA: ¡A lo mejor no sales!

MARTIRIO: Dejar esa conversación.

ANGUSTIAS: Y además, ¡más vale onza en el arca que ojos negros en la cara!

20 MAGDALENA: Por un oído me entra y por otro me sale.

AMELIA: (*A LA PONCIA.*) Abre la puerta del patio a ver si nos entra un poco de fresco.

Federico García Lorca
ACTO SEGUNDO
La casa de Bernarda Alba
Madrid: Aguilar, 1954.
(Originalmente se escribió en 1936).
©Herederos de Federico García Lorca

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.

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- 30 Fue una réplica breve y segura, pero la voz seguía siendo apacible, con muchos matices. La mujer de la casa sonrió por primera vez.

—Bueno —dijo.

Gabriel García Márquez

“La siesta del martes”

Los funerales de la Mamá Grande

© Gabriel García Márquez, 1962

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.

Directions: Write a coherent and well-organized essay IN SPANISH on the topic that appears below.

Instrucciones: Escribe un ensayo coherente y bien organizado EN ESPAÑOL sobre el siguiente tema.

Question 4

Text Comparison

Suggested Time — 35 minutes

Analiza el efecto de los recursos literarios que los autores emplean en los dos poemas para desarrollar el tema de la desilusión. En tu ensayo, compara la presentación del tema en los dos poemas. Debes incluir ejemplos de los textos que apoyen tus ideas.

Poema 1

Volverán las oscuras golondrinas
 en tu balcón sus nidos a colgar,
 y otra vez con el ala a sus cristales
 jugando llamarán.

Verso

5 Pero aquellas que el vuelo refrenaban
 tu hermosura y mi dicha a contemplar,
 aquellas que aprendieron nuestros nombres...
 esas... ¡no volverán!

Volverán las tupidas madreselvas
 10 de tu jardín las tapias a escalar,
 y otra vez a la tarde aún más hermosas
 sus flores se abrirán.

Pero aquellas, cuajadas de rocío
 cuyas gotas mirábamos temblar
 15 y caer como lágrimas del día...
 esas... ¡no volverán!

Volverán del amor en tus oídos
 las palabras ardientes a sonar;
 tu corazón de su profundo sueño
 20 tal vez despertará.

Pero mudo y absorto y de rodillas
 como se adora a Dios ante su altar,
 como yo te he querido...; desengáñate,
 ¡así... no te querrán!

Gustavo Adolfo Bécquer
 "Rima LIII"
Rimas y declaraciones poéticas
 Madrid: Espasa-Calpe, S. A. 1996.
 (Se publicó originalmente en 1871).

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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		
1	2	3
<p>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.</p> <ul style="list-style-type: none"> Does not correctly identify the author and/or the period. Attempts to explain the development of the theme in the text. Does not adequately support response with textual evidence. <p>Scoring 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.</p>	<p>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.</p> <ul style="list-style-type: none"> 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. <p>Scoring 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.</p>	<p>The response correctly identifies the author and the period and effectively explains the development of the theme in the text.</p> <ul style="list-style-type: none"> 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.
<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. 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. 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 comprehension. There are frequent errors in conventions of written language (e.g., spelling, accent marks, punctuation) that impede communication. 	<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; occasional errors in the use of verb tenses, mood, word order, or word formation do not detract from overall understanding. There are some errors in conventions of written language (e.g., spelling, accent marks, punctuation), but they do not impede communication. 	<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 works being discussed. Control of grammatical and syntactic structures is very good in spite of a few errors; use of verb tenses, mood, word order, and word formation are generally accurate. There are very few 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. 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. A response that receives a NR in content must also receive a NR in language.</p>		