

2009 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 grade on the examination. Each question counts for 20 percent of the total grade.

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 la visión de la higuera que la poeta presenta en el siguiente poema. En tu análisis debes comentar los recursos técnicos y el lenguaje poético que usa la poeta en su presentación. Tu ensayo debe incluir ejemplos del poema que apoyen tus ideas.

La higuera

Porque es áspera y fea;
Porque todas sus ramas son grises,
Yo le tengo piedad a la higuera.

Verso En mi quinta¹ hay cien árboles bellos:
5 Ciruelos redondos,
 Limoneros rectos
Y naranjos de brotes² lustrosos.

En las primaveras
Todos ellos se cubren de flores
10 En torno a la higuera.

Y la pobre parece tan triste
Con sus gajos³ torcidos que nunca
De apretados capullos⁴ se visten . . .

Por eso,
15 Cada vez que yo paso a su lado
Digo, procurando
Hacer dulce y alegre mi acento:
—Es la higuera el más bello
De los árboles todos del huerto.

20 Si ella escucha,
Si comprende el idioma en que hablo,
¡Qué dulzura tan honda hará nido

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En su alma sensible de árbol!

- Y tal vez, a la noche,
25 Cuando el viento abanique su copa⁵,
Embriagada de gozo le cuente:
—Hoy a mí me dijeron hermosa.

Juana de Ibarbourou
Antología poética
Madrid: Ediciones Cultura Hispánica, 1970
(Originally published in 1922 in *Raíz salvaje*)
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- ¹ quinta: finca o casa de campo
² brote: planta recién nacida
³ gajo: rama de árbol
⁴ capullo: flor que no ha acabado de abrirse
⁵ copa: la parte superior de un árbol

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Question 2

Análisis temático

(Tiempo sugerido—40 minutos)

2. En algunas de las obras leídas, un evento determinado produce la transformación de una o más personas que toman parte en él. 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.

“¡Adiós, Cordera!”, Leopoldo Alas (Clarín)

“El ahogado más hermoso del mundo”, Gabriel García Márquez

El ingenioso hidalgo don Quijote de la Mancha, Miguel de Cervantes Saavedra

“La noche boca arriba”, Julio Cortázar

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Question 1: Poetry Analysis

9 Demonstrates Superiority

- A very well-developed essay that clearly and thoroughly **analyzes** the vision of *la higuera* presented in the poem.
- Accurately discusses how poetic language and devices are used in the poem to communicate this vision.
- 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 vision of *la higuera* presented in the poem.
- Textual analysis outweighs description and paraphrasing.
- Discusses how poetic language and devices are used in the poem to communicate this vision.
- Commentary is supported with specific textual references.
- The 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.
 - 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.
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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.
- 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.

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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 task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).