

2019 AP® SPANISH LITERATURE AND CULTURE FREE-RESPONSE QUESTIONS

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 fragmentos para desarrollar el tema del nacionalismo. En tu ensayo, compara la presentación de este tema en los dos fragmentos. Debes incluir ejemplos de los textos que apoyen tus ideas.

Fragmento 1

Línea El pueblo natural, con el empuje del instinto, arrollaba, ciego del triunfo, los bastones de oro. Ni el libro europeo, ni el libro yanqui, daban la clave del enigma hispanoamericano. Se probó el odio, y los 5 países venían cada año a menos. Cansados del odio inútil, de la resistencia del libro contra la lanza, de la razón contra el cirial, de la ciudad contra el campo, del imperio imposible de las castas urbanas divididas sobre la nación natural, tempestuosa o inerte, se 10 empieza, como sin saberlo, a probar el amor. Se ponen en pie los pueblos, y se saludan. “¿Cómo somos?” se preguntan; y unos a otros se van diciendo cómo son. Cuando aparece en Cojímar un problema, no van a buscar la solución a Dantzig. Las levitas son 15 todavía de Francia, pero el pensamiento empieza a ser de América. Los jóvenes de América se ponen la camisa al codo, hunden las manos en la masa, y la levantan con la levadura de su sudor. Entienden que se imita demasiado, y que la salvación está en crear.
20 Crear es la palabra de pase de esta generación. El vino, de plátano; y si sale agrio, ¡es nuestro vino!

José Martí
“Nuestra América”
Claves del pensamiento martiano
Ensayos políticos, sociales y literarios
Madrid: Editorial Verbum, 2013.
(Originalmente se publicó en *La Revista Ilustrada* de Nueva York, en 1891).

Fragmento 2

Nunca he practicado la ilusión de provenir de otro lugar del que provengo. Tampoco me ha ilusionado ser otra persona diferente a ésta que soy. A la vez, Línea porque nunca se me ha hecho sana, inteligente o 5 tolerable la idea de que hay un mérito intrínseco en la procedencia nacional, advierto que nunca me ha robado el sueño la imposibilidad absoluta de ser, por ejemplo, norteamericano.

Además, tal sueño me ha parecido siempre el 10 colmo de la aberración, el paradigma superior de la tontería. Sin la necesidad de estafar la propia naturaleza, afincado¹ hasta las entretelas² en lo que uno es, sea hombre o mujer, blanco o negro, amarillo o mestizo, religioso o agnóstico, europeo o novomundista, heterosexual u homosexual, joven o viejo, puertorriqueño o norteamericano, hay suficiente aventura y significación, hay complejidad y destino de sobra, como para poder adelantar cualquier vocación, como para poder vislumbrar cualquier proyecto.
15 En ese sentido, en el hecho de ser puertorriqueño sin traumatismos ni compunciones³, sin ceder un ápice⁴ a los peligros de la victimización, echando mano del patriotismo cuando ha sido menester pero desacreditando la patriotería cuando ha sido 20 necesario, he buscado, hasta encontrarlos, los materiales con que construir mi obra. Una obra que ha tenido como reiterado eje⁵ el diálogo, sin ambages⁶,

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Question 4

Essay: Text Comparison

Texts and Theme

Text 1: Excerpt from “Nuestra América,” José Martí

Text 2: Excerpt from “No llores por nosotros, Puerto Rico,” Luis Rafael Sánchez

Theme: *El nacionalismo*

5 The essay clearly analyzes the literary devices and compares the theme in the texts.

- Effectively analyzes rhetorical, stylistic, or structural features in both texts in relation to the development of the theme.
- Analyzes the development of the theme in both texts to support comparative analysis.
- Includes an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression of ideas in a well-developed essay.
- Supports analysis by integrating specific, well-chosen textual examples throughout the essay.

4 The essay analyzes the literary devices and compares the theme in the texts; description and narration are present but do not outweigh analysis.

- Discusses rhetorical, stylistic, or structural features in both texts in relation to the development of the theme.
- Explains and compares the presence of the theme in the texts.
- Includes an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas.
- Supports analysis with appropriate textual examples.

3 The essay attempts to analyze the literary devices and compare the theme in the texts; however, description and narration outweigh analysis.

- Describes some rhetorical, stylistic, or structural features in both texts and attempts to explain their relevance to the theme.
- Describes the presence of the theme in both texts.
- Includes a statement of purpose, evidence of organization (a stated topic, an introduction, a conclusion), and a logical progression of ideas.
- Elaborates on main points and supports observations with examples; however, the examples may not always be clear and relevant.
- Contains some errors of interpretation, but errors do not detract from the overall quality of the essay.

Note:

A. If the essay has a significantly unbalanced focus on one of the texts, the analysis must be good to merit a 3.

B. If the essay does not include literary devices, the comparison of the theme in the texts must be good to merit a 3.

C. If the essay suggests a lack of understanding of the theme, the analysis of literary devices in both texts must be good to merit a 3.

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Question 4 (continued)

2 The essay shows little ability to analyze the literary devices or compare the texts; summary and paraphrasing predominate.

- May identify some rhetorical, stylistic, or structural features in one or both texts but may not explain their relevance to the theme.
- Describes the presence of the theme in one text, but the description of the theme in the other text is weak.
- May not clearly state a purpose or be organized around a central idea or argument; progression of ideas may not be logical.
- Presents main points and some details, describes basic elements of texts but may do so without examples or supporting an argument.
- Contains some errors of interpretation that occasionally detract from the overall quality of the essay.

Note: An essay that treats only one text cannot earn a score higher than 2.

1 The essay is inaccurate and insufficient; there is no attempt to analyze the literary devices or compare the texts; irrelevant comments predominate.

- May identify some rhetorical, stylistic, or structural features in one or both texts but does not explain their relevance to the theme.
- Demonstrates lack of understanding of the theme.
- Does not state a purpose, show evidence of organization, or offer a progression of ideas.
- May consist entirely of plot summary without examples relevant to the theme.
- Contains frequent errors of interpretation that significantly detract from the overall quality of the essay.

0 The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.

Note: An essay that merely restates part or all of the prompt or stimuli receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.

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Note: An essay that receives a (—) in content must also receive a (—) in language.

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Question 4 (continued)

- 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 text(s) being discussed; 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 comprehension frequently.
 - Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are inaccurate; errors are nearly constant and impede comprehension frequently; there may be little or no evidence of paragraphing.
- 0 The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.**

Note: An essay that merely restates part or all of the prompt or stimuli receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.

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