

**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 el autor y la época de este fragmento. Luego, explica el desarrollo del tema de la valentía dentro de la obra a la que pertenece.

¿Qué rumor? ¿Es la lluvia...? Desatada
Cae a torrentes, oscurece el mundo,
Y todo es confusión, horror profundo.

Verso
Cielo, nubes, colinas, caro bosque,
5 ¿Dó estás...? Os busco en vano:
Desaparecisteis... La tormenta umbría
En los aires revuelve un océano
Que todo lo sepulta...
Al fin, mundo fatal, nos separamos:
10 El huracán y yo solos estamos.

¡Sublime tempestad! ¡Cómo en tu seno,
De tu solemne inspiración hinchido,
Al mundo vil y miserable olvido,
Y alzo la frente, de delicia lleno!

15 ¿Dó está el alma cobarde

2017 AP® SPANISH LITERATURE AND CULTURE FREE-RESPONSE QUESTIONS

Que teme tu rugir...? Yo en ti me elevo
Al trono del Señor: oigo en las nubes
El eco de su voz; siento a la tierra
Escucharle y temblar. Ferviente lloro
20 Desciende por mis pálidas mejillas,
Y su alta majestad trémulo adoro.

“En una tempestad”

Obra poética

La Habana: Editorial Letras Cubanas

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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 naturaleza y el ambiente en las dos obras en relación con el realismo.

Así como habían pensado se habían trasladado a otra labor para las primeras horas de la tarde. Ya para las tres andaban todos empapados de sudor. No traían una parte de la ropa seca. Cada rato se detenían. A veces no alcanzaban respiración, luego veían todo oscuro y les entraba el miedo de asolearse, pero seguían.

Línea —¿Cómo se sienten?

5 —N'ombre, hace mucho calor. Pero tenemos que seguirle. Siquiera hasta las seis. Nomás que esta agua que traemos ya no quita la sed. Cómo quisiera un frasco de agua fresca, fresquecita acabada de sacar de la noria, o una coca bien helada.

—Estás loco, con eso sí que te asoleas. Nomás no le den muy aprisa. A ver si aguantamos hasta las seis. ¿Qué dicen?

10 A las cuatro se enfermó el más chico. Tenía apenas nueve años pero como ya le pagaban por grande trataba de emparejarse con los demás. Empezó a vomitar y se quedó sentado, luego se acostó. Corrieron todos a verlo atemorizados. Parecía como que se había desmayado y cuando le abrieron los párpados tenía los ojos volteados al revés. El que se le seguía en edad empezó a llorar pero le dijo luego que se callara y que ayudara a llevarlo a casa. Parecía que se le venían calambres por todo el cuerpecito. Lo llevó entonces cargado él solo y se empezó a decir otra vez que por qué.

15 —¿Por qué a papá y luego a mi hermanito? Apenas tiene los nueve años. ¿Por qué? Tiene que trabajar como un burro enterrado en la tierra. Papá, mamá y éste mi hermanito, ¿qué culpa tienen de nada?

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... y no se lo tragó la tierra
by Tomás Rivera
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Question 1

Short Answer: Text Explanation

Text: Excerpt from “En una tempestad,” José María Heredia

Theme: *La valentía*

- 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 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, and 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 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.