

1999

The College Board

Advanced Placement Examination

SPANISH LITERATURE

SECTION II

Total time—1 hour and 40 minutes

Questions 1 and 2 each count for 17.5 percent of the total grade on the examination, and Question 3 counts for 20 percent of the total grade on the examination.

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.

Análisis de poesía

(Suggested time—30 minutes)

1. Analiza cómo en el siguiente poema se desarrolla una evocación del pasado. En tu ensayo, debes discutir el lenguaje poético y los recursos técnicos que se emplean.

Los pinos

Yo digo ¡pinos! y siento

Que se me aclara el alma.

Yo digo ¡pinos! y en mis oídos

Verso Rumorea la selva.

(5) Yo digo ¡pinos! y por mis labios pasa

La frescura de las fuentes salvajes.

¡Pinos, pinos, pinos! Y con los ojos cerrados

Veo la hilacha¹ verde de los ramajes profundos,

Que recortan el sol en obleas² desiguales

(10) Y lo arrojan, como puñados de lentejuelas,³

A los caminos que bordean.

Yo digo ¡pinos! y me veo morena

Quinceabrilera,

Bajo uno que era amplio como una casa,

(15) Donde una tarde alguien puso en mi boca,

Como el fruto extraordinario

El primero beso amoroso.

¡Y todo mi cuerpo anémico tiembla

Recordando su antiguo perfume a yerbabuena!

(20) Y me duermo con los ojos llenos de lágrimas,

Así como los pinos se duermen con las ramas

Llenas de rocío.

Juana de Ibarbourou

¹*hilacha*: loose thread

²*obleas*: wafers

³*puñados de lentejuelas*: handfuls of sequins

1999 SPANISH LITERATURE

Directions: Write coherent and well-organized essays IN SPANISH on the topics that appear below.

Instrucciones: Escribe un ensayo coherente y bien organizado EN ESPAÑOL sobre cada uno de los siguientes temas.

Gabriel García Márquez

(Suggested time—30 minutes)

2. Muchas de las obras de García Márquez reflejan la realidad política o social latinoamericana. Usando por lo menos dos obras de este autor que hayas leído, explica en tu ensayo cómo logra el novelista presentar esta realidad.

Miguel de Unamuno y Ana María Matute

(Suggested time—40 minutes)

3. La angustia de los protagonistas se destaca en algunas de las obras de Miguel de Unamuno y Ana María Matute. Basándote en por lo menos una obra de cada uno de estos dos autores, compara las características y el significado de este sufrimiento.

END OF EXAMINATION

AP[®] SPANISH LITERATURE
1999 SCORING GUIDELINES
Question 1 Content Subscore

9 — DEMONSTRATES SUPERIORITY

A very well-developed essay that analyzes the development of an evocation of the past in the poem. Makes appropriate references to the poetic devices and language used. The essay clearly demonstrates insight and analytic ability. May show originality. Reader has no doubt that the student possesses a superior understanding of the material.

7-8 — DEMONSTRATES COMPETENCE

A well-developed essay that analyzes the development of an evocation of the past in the poem. Makes appropriate references to the poetic devices and language used. Textual analysis outweighs description and paraphrasing. 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. In order to merit a 7, the essay must include some treatment of poetic devices and language.

5-6 — SUGGESTS COMPETENCE

Student basically understands the question and the poem, but the essay is not always well focused. Description and paraphrasing outweigh textual analysis. Erroneous statements may intrude. The essay may deal with the past without discussing the development of its evocation in the poem. A good essay on the development of the evocation of the past that does not address poetic devices and language may fall into this category.

3-4 — SUGGESTS LACK OF COMPETENCE

Essay conveys a limited understanding of the poem or the question. Poorly organized, focus wanders, and comments are sketchy. Irrelevant comments may predominate. May contain major errors. Essay may be so general as to suggest that the student has not understood the question or the poem.

1-2 — DEMONSTRATES LACK OF COMPETENCE

Essay is chaotic, confused, incorrect. Reader is left with the certainty that the student has not understood the question or the poem.

0 — Response is on task but is so brief or so poorly written as to be meaningless. Written in English. Blank page or response is completely off-task (obscenity, nonsense poetry, drawings, letter to the reader, etc.)

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Question 1 Language Subscore**

The Spanish literature examination tests the ability of students to "write well-organized essays in correct and idiomatic Spanish." These rubrics are designed to guide consultants in assessing **the degree to which language usage supports the content of essays**. All criteria should be taken into account in categorizing the student's command of the written language as related to each literature question.

**5 — DEMONSTRATES VERY GOOD COMMAND OF
LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.**

- A few errors may occur in grammatical structures.
- Broad range of vocabulary.
- Very good control of the conventions of the written language (spelling, accents, etc.)

**4 — DEMONSTRATES GOOD COMMAND OF LANGUAGE
USAGE TO SUPPORT ESSAY CONTENT.**

- Some errors in grammatical structures.
- Good range of vocabulary.
- Conventions of the written language are generally correct (spelling, accents, etc.)

**3 — DEMONSTRATES ADEQUATE COMMAND OF LANGUAGE
USAGE TO SUPPORT ESSAY CONTENT.**

- Frequent grammatical errors, but essay is comprehensible.
- Appropriate but limited vocabulary.
- May have numerous errors in spelling and other conventions of the written language.

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Question 1 Language Subscore (cont.)

**2 — SUGGESTS LACK OF COMPETENCE OF LANGUAGE
USAGE TO SUPPORT ESSAY CONTENT.**

- Numerous grammatical errors that force a sympathetic reader to supply inferences.
- Limited and/or repetitive vocabulary.
- Pervasive errors in the conventions of the written language.

**1 — DEMONSTRATES LACK OF COMPETENCE OF
LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.**

- Constant grammatical errors that render comprehension difficult.
- Insufficient vocabulary

0 — UNACCEPTABLE.

- Unintelligible.
- Written in English.
- Off target.