

## AP<sup>®</sup> SPANISH LITERATURE 2009 QUESTION OVERVIEWS

### Question 1

This question assesses students' ability to write an essay analyzing the way in which a given theme is treated in a poem that is not on the required reading list for the course. On this year's exam, the selection was "La higuera," a seven-stanza, 27-line poem by Juana de Ibarbourou. Students were asked to analyze the vision of the fig tree presented in the poem and to discuss the poet's use of language and poetic devices to communicate this vision.

### Question 2

In the thematic analysis, two types of questions are possible: one is an analysis of a given theme or topic in one work from the required reading list, and the second involves the comparison of a given theme or topic in two works from the list. This year's question was of the former type. Students were asked to write an essay analyzing how a specific event produces a transformation in one or more persons in one work chosen from a list of four titles: Cervantes's *El ingenioso hidalgo don Quijote de la Mancha*, Alas's "¡Adiós, Corderal," García Márquez's "El ahogado más hermoso del mundo," and Cortázar's "La noche boca arriba." These works offered significant coverage of the reading list geographically (Spain and Latin America) and chronologically (seventeenth, nineteenth, and twentieth centuries). All the options were narrative texts, so they especially lent themselves to a question that asked about a relationship between cause and effect, event and ensuing transformation.

### Question 3

The text analysis question has two possible variations: one involves an analysis of a critical commentary about one work from the required reading list; the other is the analysis of an excerpt from a work on the reading list. This year's question was of the former type. It was based on an excerpt from "Las sociedades creadas en el teatro de Federico García Lorca," an article by Dennis A. Klein in which he discusses the symbolic use of walls to express the enforcement or transgression of social, sexual, and gender norms by the characters in *La casa de Bernarda Alba*. Students were asked to analyze how the ideas in the excerpt from Klein's commentary are reflected in the play.