



AP[®] French Literature 2002 Scoring Commentary

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SECTION II: ANALYSIS

Subquestion 1

Sample LL: Grade 5 out of 5

Very insightful response. In the first half, after a brief introduction, it accurately identifies the two images and perfectly explains their relationship to the poet's feelings. In the second half, it places that relationship in perspective, using other poems by Labé.

It then takes the relationship further by taking into account the theme of death. This comprehensive and well-organized essay is very cogent and quite persuasive.

Sample UU: Grade 2 out of 5

Unsatisfactory response since it does not mention the first image and misinterprets the second one. Indeed, it writes that "the arms of the poet is the tree" and, after a few barely understandable sentences, that, "like the tree", they "speak of the peace that the poet finds in death".

Subquestion 2

Sample O: Grade 4 out of 5

Well-developed essay that addresses the progression in the sentence through a precise analysis of each stanza. It emphasizes the hypothetical parts, the evolving nature of the dream, and the changes in the tone of the poem. It also shows how each stanza constitutes a step toward the final affirmation. However, it is wrong in assuming that the second stanza is an apostrophe directed to the man.

Sample TT: Grade 3 out of 5

Despite its brevity, this essay deals with both parts of the subject. It contains a few remarks about the hypothetical constructions and notes that the resolution appears in the last stanza. It also briefly mentions the punctuation and the structure of the poem. The discussion, however, is very superficial.

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SECTION II: ANALYSIS

Language – Question 1

Sample LL: Grade 5 out of 5

This almost perfectly written and very smooth essay reflects excellent control of the French language. Its vocabulary is rich and varied while its long and complex sentences are filled with relative and subordinate clauses and sophisticated constructions. Since it is so well written and since it contains so few errors, it may have been written by a francophone student.

Sample O: Grade 4 out of 5

This essay reads easily and smoothly and reflects a good sense of style as well as a good knowledge of the French language. Its vocabulary is generally apt and its syntax varied. However it contains some spelling, gender and agreement mistakes, and a number of awkward constructions.

Sample TT: Grade 3 out of 5

This easily understandable essay reflects an adequate knowledge of the French language. In fact, it contains very few errors. However, its vocabulary is quite limited and its syntax rather basic.

Sample UU: Grade 2 out of 5

This essay is not difficult to understand but it is marred by numerous serious errors of all kinds. Clearly, the student who wrote it has not mastered basic points of French grammar, such as the use of the article or verb conjugation in the present tense. In addition, the vocabulary is very limited and the syntax quite awkward.

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SECTION II: ESSAY

Question 2

Sample E' ----- **Grade 8 content/ 5 language** ----- **La Guerre de Troie n'aura pas lieu**

This essay presents a well-developed analysis of Hector and Ulysse, showing how the two adversaries progressively discover their ideological and personal similarities. The student offers separate analyses of the evolution of each character from militarist to pacifist, giving not only precise examples but also pertinent quotations from the play. He/she goes on to examine the interaction between Hector and Ulysse, identifying precisely the turning point that leads to their pact to avoid war and counter destiny. The differences between Hector and Ulysse are shown to be superficial, as they see each other not as the Trojan or the Greek but as two men. Further insight is apparent in the identification of the bellicose characters of both nationalities as their real adversaries. Despite its many strong qualities, the essay fell short of receiving a 9 because of a substantial misrepresentation of the point of departure of Hector's evolution: it is not Andromaque who convinces him to turn against war, war itself has done this already. Strong mastery of idiomatic and fluent French is maintained throughout this well-developed essay. The student has an excellent sense of the flow and rhythm of the language.

Sample JJ' ----- **Grade 3 content/ 5 language** ----- **La Guerre de Troie n'aura pas lieu**

This essay in fact responds to all points of the question, opposition, evolution and theme. However, the interpretation of Ulysse's character is severely flawed. The student sees the basic opposition between Hector and Ulysse, the young Trojan accepting Ulysse's demands in order to avoid war, the older Greek leader using destiny as a defense of the inevitability of war. This opposition is explored in relation to the themes of war and peace and the role of destiny. Ulysse is seen as a conniving, devious warmonger who incites the Trojans to arms and only pretends to evolve toward Hector's antiwar point of view in order to trick him. A substantial part of the essay is based on this incorrect reading of the character. The student's French is idiomatic and fluent, showing real style. Apt vocabulary is used both to discuss the play and to connect ideas. The syntax is complex and varied, and there are few inaccuracies in the grammar.

Sample GG' ----- **Grade 9 content/ 5 language** ----- **Pierre et Jean**

This sophisticated essay offers a subtle and insightful reading of *Pierre et Jean* in terms of the theme of the absolute isolation of the human soul. The introductory paragraph succinctly establishes the basic oppositions between the two characters, which Maupassant uses to illustrate this theme. Following paragraphs contrast the relationship between Pierre and his mother with that between Jean and Mme Rosémilly. In Pierre's love for his mother the student sees a symbol of the possibilities of the human spirit and of deep connection between human beings. The student sees Jean's relationship with Mme Rosémilly, in contrast, as "light" and frivolous. Comparing the two "incomparable" relationships, the student argues convincingly that Pierre's solitude, which results from his mother's fall from ideal to flawed human, illustrates the futility of deep relationships. A powerful conclusion leaves the reader persuaded of the novel's final irony, that the deepest relationships seem damned by the very ardor that creates them, while superficial, banal relationships, which offer no escape from the isolation of the individual soul, are maintainable. Jean, like Pierre, like Mme Roland, is ultimately an isolated soul. The language in this response is not only rich, fluent and idiomatic; it is dramatic, powerful, convincing.

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Question 2 (cont'd.)

Sample M' ----- Grade 4 content/ 3 language ----- Pierre et Jean

This essay recognizes Pierre and Jean as opposed by their physical traits and personalities. The opposition in their personalities is seen to drive the plot of the novel. The student touches on several important themes: “good” brother/ “bad” brother, their mother’s favoritism towards Jean, Pierre’s jealousy. He/she sees rivalry as the main theme of the novel, essentially identifying theme with opposition rather than looking at how the opposition develops or how it contributes to other themes in the novel. Examples are precise although they tend to show basic opposition more than evolution. This essay would have been a 5 had it not concluded with a major misinterpretation of Maupassant’s point of view toward his two opposed characters. The French in this essay is a strong example of mastery of basic syntax. There are few grammatical errors, but the sentence structure remains simple throughout, with little subordination of ideas. Frequent errors in connecting words keep the text from reading smoothly.