



## **AP<sup>®</sup> French Literature 2004 Scoring Commentary**

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**AP<sup>®</sup> FRENCH LITERATURE  
2004 SCORING COMMENTARY**

**Criteria Analyze: Question 1.1**

**Sample: 1.1A**

**Score: 2**

Clearly, this essay does not deal with the subject satisfactorily even though the student has understood the poem. It is much too brief and superficial. It just gives two examples of oppositions, without analyzing them, and concludes from them that the poet likes “familiar things” more than “exotic” ones.

**Sample: 1.1B**

**Score: 3**

This is a basically satisfactory response that demonstrates that the student has understood the poem, but it is incomplete and superficial. It accurately points out the contrast between Ulysses’ and Jason’s situations, on the one hand, and the poet’s, on the other one. However, it ignores the oppositions in the second “quatrain” and deals with the main ones, in the “tercets,” too briefly.

**Sample: 1.1C**

**Score: 5**

Thorough and insightful essay on the way the poet uses oppositions to communicate his feelings. After a brief introduction that presents Du Bellay’s situation, it explains the allusion to Ulysses by noting that the poet mentions him not because of his adventures but because, unlike himself, he was able to return home and stay there. It then emphasizes the contrast between the poet’s modest village and home and his opinion of them, before dealing in detail with the systematic oppositions present in the “tercets.” It is especially insightful when it contrasts the coldness of Rome and the warmth of the village. This excellent essay, which ends with a conclusion summarizing the argument, is also clear and well organized.

**AP<sup>®</sup> FRENCH LITERATURE  
2004 SCORING COMMENTARY**

**Criteria Analyze: Question 1.2**

**Sample: 1.2A**

**Score: 1**

This essay, which only identifies the first sentence (at least partly), does not answer the question in a satisfactory manner. Once the terms of the question and the excerpts from the poem are removed, very little is left. What is left does not make much sense. And some of what can be understood reveals a misunderstanding of the poem (“le voyage [...] était une chose ou sentiment heureux pour le poète”).

**Sample: 1.2B**

**Score: 3**

This is a basically satisfactory response that reflects a good understanding of the poem. However, it is not specific enough and uses only a couple of examples from the text. The introduction and the discussion of the first sentence are good, but the rest of the essay essentially summarizes the poem instead of explaining it.

**Sample: 1.2C**

**Score: 5**

Excellent discussion of what each of the three sentences contributes to the meaning of the poem, supported by precise analysis of the text. It devotes one paragraph to each sentence and shows how one leads to the next one. This essay points out that the first sentence presents what the poet considers to be an ideal situation and that the text becomes personal in the second sentence, emphasizing the question that is at the heart of the poem (“Quand reverrai-je...?”). Finally, it shows very well that the two “tercets” explain why the poet misses his home so much. It is insightful throughout, smooth, and superbly organized.

**AP<sup>®</sup> FRENCH LITERATURE  
2004 SCORING COMMENTARY**

**Literature Essay: Question 2**

**Sample: EN-2A**

**Content Score: 3**

By offering a brief and systematic summary of the steps in Laye's education, the student demonstrates that he or she read and basically understood the novel. The essay touches only on one conflict, that with Laye's mother over his departure for Conakry and then France. No attempt is made to discuss the basic conflict between traditional African society and the occidental modern world, or the role of education in social integration. There are a couple of interpretive flaws (e.g., Laye's father never attended school; the engineering school is in France, not in Conakry). The conclusion strays to the importance of education in general with no clear reference to the text.

**Language Score: 3**

A perfect 3! The French is basic in both vocabulary and syntax and very carefully written. There are few careless errors. Simple sentence structure is executed with great accuracy. The few attempts at more sophisticated syntax (subjunctive, conditional) contain errors.

**Sample: EN-2B**

**Content Score: 5**

The student addresses the theme of education and the resulting conflicts, concluding that education is ultimately beneficial. The basic opposition, one between Laye's learning in his village and his education at the school in Conakry, is flawed in that it ignores his formal schooling in Kouroussa. Examples of what he learns in the village support the idea that these lessons are not useful for integration into modern life, for which school (math, reading) will better prepare him. The final paragraph offers a discussion of the railway as a symbol of separation and of the inevitability of movement toward modern life. While the idea may well have come from the teacher, the student's explanation reflects an understanding of the book which outweighs the flaws and omissions of the preceding paragraphs.

**Language Score: 2**

Although this essay is generally understandable, it exhibits a lack of mastery of very basic French syntax (e.g., verb conjugation, word order, agreements) and a limited vocabulary. Some sentences are essentially English written with French words (e.g., "Cependant sa education s'éprouvait d'être beneficiale de sa vie"). The student attempts unsuccessfully to use more advanced syntax such as relative pronouns, present participles, and the conditional.

**AP<sup>®</sup> FRENCH LITERATURE  
2004 SCORING COMMENTARY**

**Literature Essay: Question 2 (cont'd.)**

**Sample: EN-2C**

**Content Score: 9**

A metaphoric opening sentence engages the reader immediately in this excellent analysis of Laye's "voyage" from childhood to adulthood. The essay is cohesive and well structured, with a clear introduction and an insightful and subtle conclusion concerning Laye's surmounting the conflicts within himself. In the discussion of each stage of Laye's development, the student explores the intellectual, social, and moral dimensions of education. References to the text are well chosen, always pertinent to the theme, and fully analyzed.

**Language Score: 4**

The student sustains written French very well throughout a long and complex essay. The vocabulary and syntax are rich and varied. Ideas are connected effectively through use of subordination and through strong transitional wording. There are nevertheless various salient errors of grammar and vocabulary ("ils saient;" poor superlative structure; "étages" for étapes; "reluctants"), which prevented this essay from earning a score of 5.

**Sample: EF-2A**

**Content Score: 4**

This essay reflects a very basic understanding of how the theme of education develops in *L'École des femmes*. The student discusses how Agnès' education begins as Arnolphe's attempt to "create" the perfect stupid wife and is "completed by Horace's lessons." Conflicts are between Arnolphe and Horace. Effects are seen in Agnes' freedom and the shame that her lack of education causes her to feel. These clear ideas lack textual support. Rather they emerge from a composition that is primarily plot summary, offering minimal discussion of education and conflict and not touching on the question of social integration.

**Language Score: 3**

With the exception of the final sentence (échauffé?), the French in this essay is fully understandable. It is marked by quite strong vocabulary resources and a nice flow in the sentence structure. Nonetheless, there are numerous grammatical errors (e.g., elisions, agreements, possessive, prepositions) and few attempts at complex syntax.

**AP<sup>®</sup> FRENCH LITERATURE  
2004 SCORING COMMENTARY**

**Literature Essay: Question 2 (cont'd.)**

**Sample: EF-2B**

**Content Score: 6**

This response is full of valid and interesting points about the theme of education in *L'École des femmes* which might have been developed into a very strong essay had it had clearer organization of ideas with more extensive and succinct textual support. The student takes an interesting point of view on the question, stating in both introduction and conclusion that *L'École des femmes* demonstrates the idea that outcomes often depend more on the innate qualities of individuals than on education. The discussion of the play traces how Agnès' education at the hands of Arnolphe fails to protect her or him and how she gets what she wants through her innate intelligence. The essay suffers from lack of paragraphing, with many valid assertions but insufficiently precise examples from the text. The one example that is discussed in detail—the scene of the “révérences” between Agnès and Horace—supports a secondary point (that Agnès' lack of experience is what lets her be unfaithful), but it seems to contradict the student's thesis. The scene is also discussed in far too much detail, becoming essentially plot summary.

**Language Score: 4**

This essay displays good control of language throughout. The syntax is particularly strong, with frequent correct use of subjunctive and infinitive structures and relative pronouns. Phrases and ideas are effectively connected with words indicating cause and effect, opposition or sequence. The vocabulary is generally apt despite some obvious anglicisms (*ménéale*, *omitée*). The text reads smoothly overall, although phrasing is occasionally a bit awkward.

**Sample: EF-2C**

**Content Score: 9**

In the opening sentence of this essay the student remarks that the bit of “education” that Agnès receives from Arnolphe is not an education in the proper sense of the word, but is a series of egotistically motivated precautions and strategies. This is an insightful start to an essay that offers a cohesive discussion of “education” through social isolation and its consequences. The student astutely observes that it is Arnolphe who winds up silenced and isolated. Agnès' evolution is seen to be a liberation from the education imposed on her by Arnolphe that results from a combination of self discovery and her contact with Horace. Her rebellion against Arnolphe signals the beginning of her social integration. The student insightfully notes that Molière has recourse to a *deus ex machina*, the appearance of Agnès' father, to accomplish the resolution of the conflict between an education of obedience and Agnès liberation that conforms to 17th century mores.

**Language Score: 5**

This essay just reaches the “5” mark. The syntax is sophisticated and the language flows smoothly despite a few awkward passages. Rich and apt vocabulary dominates, although there are multiple examples of gallicized Latin-rooted words that fall somewhere between French and English.

**AP<sup>®</sup> FRENCH LITERATURE  
2004 SCORING COMMENTARY**

**Language Criteria: Question 1**

**Sample: 1D**

**Score: 2**

This exam is mostly understandable and does not contain anglicisms, but it has clearly been written by a student who has few vocabulary resources and has not mastered elementary French grammar. Indeed, it is filled with serious mistakes (agreements, tenses, conjugations...) and even contains parts that force interpretation on the part of the reader.

**Sample: 1E**

**Score: 3**

This exam is easy to understand and reflects adequate knowledge of the French language and grammar. However, its syntax is often quite elementary and its vocabulary rather limited (it uses the word “choses” three times in three lines). More importantly, it is marred by several serious mistakes (missing agreements, “à les” for “aux” “il avait voir” for “il avait vues”...).

**Sample: 1F**

**Score: 5**

Although this response contains a number of grammatical inaccuracies and some awkward constructions, it reads very well and reflects an excellent mastery of the French language. It uses sophisticated vocabulary (“intégrante,” “accueillant,” “grinçant,” “berçant”) and shows a good sense of style. Indeed, it is composed of fairly long and complex sentences with all kinds of subordinate and relative clauses. It also uses interesting constructions such as the following one with a present participle: “le son grinçant des ‘r’s’ dans ‘l’air marin’ du Rome oppose le son douce et berçant de ‘la douceur angevine’ de son village, nous laissant avec ses sentiments de la froideur et dureté du Rome...”