



AP[®] French Literature 2004 Scoring Guidelines

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**AP® FRENCH LITERATURE
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Criteria Analyse: “Hereux qui comme Ulysse”

Subquestion 1

- 5** A **comprehensive and insightful analysis** of how the poet uses oppositions to communicate his feelings. The response includes examples from both the *quatrains* and *tercets*.
- 4** A **well-developed response** that explains how the poet uses oppositions to communicate his feelings. The response includes examples from both the *quatrains* and *tercets*.
- 3** A **basically satisfactory discussion** of oppositions with some appropriate reference to the poet’s feelings. May deal with only the *quatrains* or the *tercets* OR may contain interpretive flaws.
- 2** An **unsatisfactory response** that merely lists the oppositions or only identifies the poet’s feelings OR a response with **major interpretive flaws** OR an **extremely brief response**.
- 1** A response that **fails to identify** any of the oppositions or to mention the poet’s feelings OR a **complete misunderstanding** of the text OR an **incoherent attempt** to answer the question.
- 0** Irrelevant or not in French
- Blank

Subquestion 2

- 5** A **comprehensive and insightful discussion** of what each of the three sentences contributes to the meaning of the poem, supported by **precise analysis** of the text.
- 4** A **well-developed discussion** of what each of the three sentences contributes to the meaning of the poem, with **precise examples** from the text.
- 3** A **basically satisfactory discussion** of the three sentences that comprise the poem and what they contribute to its meaning, with **some examples** from the text. May contain **interpretive flaws**.
- 2** An **unsatisfactory discussion** of the three sentences that comprise the poem OR a discussion of one or two sentences OR a response with **major interpretive flaws** OR an **extremely brief response**.
- 1** A response that **fails to identify** the sentences OR a **complete misunderstanding** of the poem OR an **incoherent attempt** to answer the question.
- 0** Irrelevant or not in French
- Blank

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**Literature Essay Criteria
Le rôle de l'éducation: *L'Enfant noir*, *L'Ecole des femmes***

- 9** A **cohesive** and **insightful** essay on education as an instrument of social integration and/or a source of conflict. The **analysis** is supported by **pertinent references** to the text.
- 8-7** A **well-developed** essay on education as an instrument of social integration and/or a source of conflict. **Explains** the role of education and offers **precise examples** from the text. **Shows some insight**.
- 6-5** A **satisfactory discussion** of education as an instrument of social integration and/or a source of conflict. The discussion is supported by **some examples** from the text. **Positive aspects outweigh flaws and omissions**.
- 4-3** An essay that **addresses** the theme of education in the text but mainly **summarizes the plot** OR offers only **minimal discussion** of the effects of education OR contains **major interpretive flaws**.
- 2-1** An essay that shows some **familiarity** with the text, but only mentions education **without any discussion** of its effects OR an **extremely brief response**.
- 0** Shows **no familiarity** with the text OR **does not address the topic** OR is **not in French**.
- Blank

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Language Criteria

- 5** **Very good** control of language, with perhaps a few grammatical inaccuracies and some awkwardness of style. Shows good sense of idiom, sophisticated syntax and rich vocabulary. Few serious errors.
- 4** **Good** control of language. May have some obvious grammatical errors, but the answer reads smoothly overall. Signs of fluency and style. Varied syntax and generally apt vocabulary.
- 3** **Adequate** use of language. The answer demonstrates a reasonably clear understanding of basic French syntax and uses some apt vocabulary, but may contain numerous errors of grammar.
- 2** **Weak** use of language with prevalent glaring errors, but generally understandable. Frequent transpositions of English syntax into French; frequent anglicisms. Some sentences force interpretation on the part of the reader.
- 1** **Inadequate** use of language with very few vocabulary resources, little or no sense of idiom or style. Many sentences require interpretation by the reader. Essentially gallicized English.
- 0** Non-French answer OR insufficient sample.
- Blank