



## **AP<sup>®</sup> French Literature 2008 Scoring Guidelines**

### **The College Board: Connecting Students to College Success**

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,400 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT<sup>®</sup>, the PSAT/NMSQT<sup>®</sup>, and the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

© 2008 The College Board. All rights reserved. College Board, AP Central, Advanced Placement Program, AP, SAT, and the acorn logo are registered trademarks of the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation. All other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: [www.collegeboard.com/inquiry/cbpermit.html](http://www.collegeboard.com/inquiry/cbpermit.html).

**Visit the College Board on the Web: [www.collegeboard.com](http://www.collegeboard.com).**  
**AP Central is the online home for AP teachers: [apcentral.collegeboard.com](http://apcentral.collegeboard.com).**

# AP<sup>®</sup> FRENCH LITERATURE 2008 SCORING GUIDELINES

## LANGUAGE CRITERIA

- 5** **VERY GOOD** control of language. Shows good sense of idiom, sophisticated syntax, and rich vocabulary. May contain a few grammatical inaccuracies and some awkwardness of style, but few serious errors.
- 4** **GOOD** control of language. Signs of fluency and style, varied syntax, and generally apt vocabulary. The answer reads smoothly overall despite some obvious grammatical errors.
- 3** **ADEQUATE** use of language. The answer is comprehensible. It demonstrates a reasonable understanding of basic French syntax and uses some apt vocabulary but may contain numerous errors of grammar.
- 2** **WEAK** use of language. Contains prevalent glaring errors and frequent transpositions of English syntax into French. Frequent anglicisms. Some sentences force interpretation on the part of the reader.
- 1** **INADEQUATE** use of language. Very few vocabulary resources and little sense of basic French syntax. Many sentences require interpretation by the reader. Essentially gallicized English.
- 0** Non-French answer OR insufficient sample.
- Blank.

# AP<sup>®</sup> FRENCH LITERATURE 2008 SCORING GUIDELINES

## *ANALYSE/CONTENT*

### Subquestion 1

- 5** A **comprehensive and insightful analysis** of at least two important themes in the poem, with an emphasis on the scene presented and the poet's feelings. The response includes **pertinent references** to the poem.
- 4** A **well-developed discussion** of at least two important themes in the poem, with an emphasis on the scene presented and the poet's feelings. The response includes **references** to the poem.
- 3** A **basically satisfactory discussion** of at least one important theme in the poem, with an emphasis on the scene presented and the poet's feelings. May contain **some interpretive flaws**.
- 2** An **unsatisfactory response** that merely lists the themes or simply describes the poet's feelings or the scene in the poem OR a response with **obvious interpretive flaws** OR an **extremely brief response**.
- 1** A response that **does not discuss either** the poet's feelings or the scene in the poem OR a **complete misunderstanding** of the poem OR an **incoherent attempt** to answer the question.
- 0** Irrelevant or not in French.
- Blank.

### Subquestion 2

- 5** A **comprehensive and insightful analysis** of the way in which stylistic and poetic devices contribute to the development of the themes and to the expression of the poet's feelings. The response includes **pertinent references** to the poem.
- 4** A **well-developed discussion** of the way in which literary devices contribute to the development of the themes or to the expression of the poet's feelings, with **appropriate references** to the poem.
- 3** A **basically satisfactory discussion** of literary devices in the poem, with **some reference** to the text. May contain **interpretive flaws**.
- 2** An **unsatisfactory response** that does not address the question adequately OR a response with **obvious interpretive flaws** OR an **extremely brief response**.
- 1** A response that **fails to address** the question OR a **complete misunderstanding** of the poem OR an **incoherent attempt** to answer the question.
- 0** Irrelevant or not in French.
- Blank.

**AP<sup>®</sup> FRENCH LITERATURE  
2008 SCORING GUIDELINES**

***ESSAI/CONTENT***

- 9** A **cohesive** and **insightful** essay that **identifies** two primary mentors and **discusses** and **explains** their role and their influence on their protégé(s) and on the development of the themes in the work. The **analysis** is supported by **pertinent references** to the text.
- 8–7** A **well-developed** essay that **identifies** two primary mentors and **discusses** their role and their influence on their protégé(s) and on the development of the themes in the work. The discussion is supported by **precise examples** from the text. **Shows some insight.**
- 6–5** A **satisfactory discussion** that **identifies** two mentors, **discusses** their role and their influence on their protégé(s), and **alludes** to the themes in the work. The discussion is supported by **some examples** from the text. **Positive aspects outweigh flaws and omissions.**
- 4–3** A response that **identifies** two mentors but offers **minimal discussion** of the question OR **identifies** only one valid mentor and discusses that character’s role and influence in the work OR mainly **summarizes the plot** OR contains **major interpretive flaws.**
- 2–1** A response that shows some **familiarity** with the text **without any discussion** of the mentors OR a **complete misinterpretation** of the text OR an **extremely brief response.**
- 0** Shows **no familiarity with the text** OR does not address the topic OR is not in French.
- Blank.