
AP French Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] FRENCH LANGUAGE AND CULTURE 2018 SCORING GUIDELINES

Identical to Scoring Guidelines used for German, Italian, and Spanish Language and Culture Exams

Presentational Speaking: Cultural Comparison (Task 4)

Clarification Notes:

The term “community” can refer to something as large as a continent or as small as a family unit.
The phrase “target culture” can refer to any community, large or small, associated with the target language.

5: STRONG performance in Presentational Speaking

- Effective treatment of topic within the context of the task.
- Clearly compares the student’s own community with the target culture, including supporting details and relevant examples.
- Demonstrates understanding of the target culture, despite a few minor inaccuracies.
- Organized presentation; effective use of transitional elements or cohesive devices.
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility.
- Varied and appropriate vocabulary and idiomatic language.
- Accuracy and variety in grammar, syntax, and usage, with few errors.
- Mostly consistent use of register appropriate for the presentation.
- Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility.
- Clarification or self-correction (if present) improves comprehensibility.

4: GOOD performance in Presentational Speaking

- Generally effective treatment of topic within the context of the task.
- Compares the student’s own community with the target culture, including some supporting details and mostly relevant examples.
- Demonstrates some understanding of the target culture, despite minor inaccuracies.
- Organized presentation; some effective use of transitional elements or cohesive devices.
- Fully understandable, with some errors that do not impede comprehensibility.
- Varied and generally appropriate vocabulary and idiomatic language.
- General control of grammar, syntax, and usage.
- Generally consistent use of register appropriate for the presentation, except for occasional shifts.
- Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility.
- Clarification or self-correction (if present) usually improves comprehensibility.

3: FAIR performance in Presentational Speaking

- Suitable treatment of topic within the context of the task.
- Compares the student’s own community with the target culture, including a few supporting details and examples.
- Demonstrates a basic understanding of the target culture, despite inaccuracies.
- Some organization; limited use of transitional elements or cohesive devices.
- Generally understandable, with errors that may impede comprehensibility.
- Appropriate but basic vocabulary and idiomatic language.
- Some control of grammar, syntax, and usage.
- Use of register may be inappropriate for the presentation with several shifts.

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Presentational Speaking: Cultural Comparison (Task 4) (continued)

- Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility.
- Clarification or self-correction (if present) sometimes improves comprehensibility.

2: WEAK performance in Presentational Speaking

- Unsuitable treatment of topic within the context of the task.
- Presents information about the student's own community and the target culture, but may not compare them; consists mostly of statements with no development.
- Demonstrates a limited understanding of the target culture; may include several inaccuracies.
- Limited organization; ineffective use of transitional elements or cohesive devices.
- Partially understandable, with errors that force interpretation and cause confusion for the listener.
- Limited vocabulary and idiomatic language.
- Limited control of grammar, syntax, and usage.
- Use of register is generally inappropriate for the presentation.
- Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility.
- Clarification or self-correction (if present) usually does not improve comprehensibility.

1: POOR performance in Presentational Speaking

- Almost no treatment of topic within the context of the task.
- Presents information only about the student's own community or only about the target culture, and may not include examples.
- Demonstrates minimal understanding of the target culture; generally inaccurate.
- Little or no organization; absence of transitional elements and cohesive devices.
- Barely understandable, with frequent or significant errors that impede comprehensibility.
- Very few vocabulary resources.
- Little or no control of grammar, syntax, and usage.
- Minimal or no attention to register.
- Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility.
- Clarification or self-correction (if present) does not improve comprehensibility.

0: UNACCEPTABLE performance in Presentational Speaking

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "I don't know," "I don't understand," or equivalent in English
- Clearly responds to the prompt in English

NR (No Response): BLANK (no response although recording equipment is functioning)

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2018 SCORING COMMENTARY

Task 4: Cultural Comparison

Note: Student samples are quoted verbatim and may contain grammatical errors. In the transcripts of student speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate the student paused while speaking.

Overview

This task assessed speaking in the presentational communicative mode by having the student make a comparative oral presentation on a cultural topic. Students were allotted 4 minutes to read the topic and prepare the presentation and then 2 minutes to deliver the presentation. The response received a single, holistic score based on how well it accomplished the assigned task. The presentation had to compare the student's own community to an area of the French-speaking world, demonstrating understanding of cultural features of the French-speaking world. Furthermore the presentation had to be organized clearly.

The course theme for the cultural comparison task was Contemporary Life. Students had to respond to the following question: What is the place of advertising in your community? Students had to compare their observations of their own community to those of a Francophone community or region. Students could refer to what they had studied, observed, and/or experienced as support for their claims.

Sample: 4A

Score: 5

Transcription of Student Response

La publicité est dangereuse pour, si elle n'est pas utilisée proprement. Euh, il y a un idéal de la beauté, euh, impossible qui est, qui est imp-, impossible, euh, d'avoir, euh, dans le monde réel, euh, euh, spécifiquement dans les photographes qui, euh, il y a, euh, des photographes qui peut, euh, servir comme un danger, euh, aux gens, aux jeunes. Euhm, aux États-Unis, par exemple, euh, il y a beaucoup de photos modifiées qui sont dangereux pour les jeunes et leur estime de soi. Euh, il y a, aux États-Unis, euh, des statistiques qui montrent qu'il y a plus de trois millions de gens qui sont affectés par, euh, les troubles d'alimentation. Euhm, et à mon école, euh, on doit, euh, on a besoin de d'un groupe, euhm, pour soutenir, euh, les gens, euh, spécifiquement, euh, il y a le plus, plus le les femmes, euhm, qui sont affectées, euh, par, euh, les troubles d'alimentation. Euh, au contraire, euh, la France prend l'action d'améliorer cette situation gro- grave dans le monde. Euh, l'année dernière, euh, la France est devenue, euh, le première pays, euh, d'implémenter un loi pour aider l'estime de soi, euh, des femmes et des, des hommes. Euhm, les publicités avec les photographes qui étaient modifiés ont besoin d'un avertissement qui dit: ce photé-, ce photo était modifiée pour, euhm, pour créer un monde, euh, en sécurité, euh, pour être leur-mêmes, euh, avec les, rien de l'idéal.

Commentary

This is an example of a STRONG performance in Presentational Speaking. The response offers an effective treatment of the topic within the context of the task. It clearly compares the student's own community and the target culture (“aux États-Unis”; “la France”). The response includes supporting details and relevant examples (“Euhm, aux États-Unis, par exemple, euh, il y a beaucoup de photos modifiées qui sont dangereux pour les jeunes et leur estime de soi. Euh, il y a, aux États-Unis, euh, des statistiques qui montrent qu'il y a plus de trois millions de gens qui sont affectés par, euh, les troubles d'alimentation. Euhm, et à mon école, euh, on doit, euh, on a besoin de d'un groupe, euhm, pour soutenir, euh, les gens, euh, spécifiquement, euh, il y a le plus, plus le les femmes, euhm, qui sont affectées, euh, par, euh, les troubles d'alimentation.”). The response demonstrates an understanding of the target culture (“l'année dernière, euh, la France est devenue, euh, le première pays, euh, d'implémenter un loi pour aider l'estime de soi, euh, des femmes et des, des hommes.”). It is an organized

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Task 4: Cultural Comparison (continued)

presentation that effectively uses transitional elements (*“par exemple”*; *“au contraire”*). The response is fully understandable, with ease and clarity of expression. Occasional errors do not impede comprehensibility (*“des photographes qui peut, euh, servir”*; *“photos modifiées qui sont dangereux”*; *“le première pays”*; *“un loi”*; *“leur-mêmes”*). The response contains varied and appropriate vocabulary (*“estime de soi”*; *“troubles d'alimentation”*; *“besoin d'un avertissement”*) and shows accuracy and variety in grammar, syntax, and usage, with few errors (*“des statistiques qui montrent qu'il y a plus de trois millions je de gens qui sont affectés par”*). Pronunciation, intonation, and pacing make the response comprehensible, with errors that do not impede comprehensibility (*“un danger”*). Clarification and self-correction improve comprehensibility (*“plus de trois millions je de gens”*; *“situation gro- grave”*). The response received a score of 5.

Sample: 4B

Score: 3

Transcription of Student Response

Euh, la publicité occupe une grande place danz mon communauté, mais aussi, euhm, des communautés français. Euh, les deux pays est vraiment très similaires parce que tous les deux sont, euh, les pays modernes. Euh, donc il y a beaucoup de similarités, euh, s-, euh, euh, les deux, euh, la pub-, les publicités sont très populaires, ah, les États-Unis comme, euh, danz la France. Euhm, c'est, euh, danz les routes et danz les livres et, euhm, et est-ce et sur la télé et la technologie aussi. Euh, danz la, danz la vie contemporaine, euh, les, les publicités sur la télé est très populaires parce que il y a beaucoup de personnes à les États-Unis et la France qui, euh, regardent la télé tous les jours, euhm, et aussi, danz les États-Unis et la France, il y a des publicités qui est, qui affecter tous les personnes différents. Il y a les publicités qui affectent les enfanz comme le “Toys ‘R’ Us” ou les films pour les publicités pour les films, euh, pour les enfanzt et s-, euh, similairement il y a des publicités pour les adultes comme les voit-, comme les publicités pour les voitures ou les publicités pour l'assurance, euhm.

Commentary

This response is an example of a FAIR performance in Presentational Speaking. It offers a suitable treatment of the topic within the context of the task. The response compares the student's own community (*“les États-Unis”*) with the target culture (*“la France”*) and includes a few supporting details and examples (*“danz les États-Unis et la France, il y a des publicités qui est, qui affecter tous les personnes différents”*). The response demonstrates a basic understanding of the target culture (*“les publicités sont très populaires, ah, les États-Unis comme, euh, danz la France. Euhm, c'est, euh, danz les routes et danz les livres et, euhm, et est-ce et sur la télé et la technologie aussi”*; *“il y a beaucoup de personnes à les États-Unis et la France qui, euh, regardent la télé tous les jours”*). The response demonstrates some organization (*“aussi”*; *“donc”*). The response is generally understandable, with errors that may impede comprehensibility (*“qui affecter”*; *“Il y a les publicités qui affectent les enfanz comme le “Toys ‘R’ Us” ou les films pour les publicités pour les films, euh, pour les enfanzt et s-, euh, similairement il y a des publicités pour les adultes comme les voit-, comme les publicités pour les voitures ou les publicités pour l'assurance”*). Vocabulary is appropriate but basic (*“les routes”*; *“les livres”*; *“les voitures”*; *“l'assurance”*). There is some control of grammar, syntax, and usage (*“tous les deux sont”*; *“il y a beaucoup de”*). The use of register is appropriate. Pronunciation, intonation, and pacing make the response generally comprehensible, but errors occasionally impede comprehensibility (*“danz”*; *“les enfanzt”*). The response received a score of 3.

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Task 4: Cultural Comparison (continued)

Sample: 4C

Score: 1

Transcription of Student Response

Euh, la place où le publicité occupe, euh, dans ma communauté est à Boston, euh, la ville, la ville. Euhm, parce que il y a beaucoup de magasins, restaurants, musées, c'est, ah, très, euhm, beaucoup de la monde, euhm, c'est à Boston parce qu- et, ah, les célèbres, euhm, de temps en tempz, ah, ils sont allés au Boston pour, euhm, les théâtres ou, euh, les mus-, musées et, ah, oui. Euhm, c'est un peu différente, euhm, en Paris parce que, euhm, les monuments, les musées, les hi-, l'histoire, c'est un peu plus important, euh, en Paris et, euhm, la publicité occupe, euhm, les, euh, oui, les monuments et les musées, euhm, et, euhm, oui, euh, le la Paris est un peu, euhm, un peu mieux que Boston, euhm, avec, ah, beaucoup de la publicité, ah, comparé à Boston.

Commentary

This response is an example of a POOR performance in Presentational Speaking. It contains almost no treatment of the topic within the context of the task. The word, “publicité,” is mentioned several times, but there is no explanation or development. The response presents information about the student’s own community (“à Boston parce qu- et, ah, les célèbres, euhm, de temps en tempz, ah, ils sont allés au Boston pour, euhm, les théâtres ou, euh, les mus-, musées”) and the target culture (“en Paris parce que, euhm, les monuments, les musées, les hi-, l'histoire”) but does not include examples of advertising. It demonstrates minimal understanding of the target culture (“c'est un peu plus important, euh, en Paris et, euhm, la publicité occupe, euhm, les, euh, oui, les monuments et les musées, euhm, et, euhm, oui, euh, le la Paris est un peu, euhm, un peu mieux que Boston”). There is little organization (“parce que”), and transitional elements are absent. The response is barely understandable, with errors that impede comprehensibility (“en Paris et, euhm, la publicité occupe, euhm, les, euh, oui, les monuments et les musées, euhm, et, euhm, oui, euh, le la Paris est un peu, euhm, un peu mieux que Boston”). The response demonstrates very few vocabulary resources (“magasins”; “restaurants”; “les théâtres”; “un peu”; “les monuments”; “les musées”; “l'histoire”). There is little control of grammar, syntax, and usage (“c'est, ah, très, euhm, beaucoup de la monde”; “au Boston”; “en Paris”; “le la Paris”). The register is appropriate for this situation, but errors in pronunciation, intonation, and pacing impede comprehensibility (“parce qu- et, ah, les célèbres”; “la publicité occupe, euhm, les, euh, oui, les monuments et les musées”). The response received a score of 1.