

**AP® WORLD LANGUAGE AND CULTURE EXAMS**  
**2012 SCORING GUIDELINES**

**Interpersonal Speaking: Conversation**

---

**5: STRONG performance in Interpersonal Speaking**

- Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
  - Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
  - 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 conversation
  - 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 Interpersonal Speaking**

- Maintains the exchange with a series of responses that is generally appropriate within the context of the task
  - Provides required information (e.g., responses to questions, statement and support of opinion) with some elaboration
  - Fully understandable, with some errors which 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 conversation, 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 Interpersonal Speaking**

- Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task
  - Provides required information (e.g., responses to questions, statement and support of opinion)
  - 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 conversation with several shifts
  - 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 Interpersonal Speaking**

- Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task
  - Provides some required information (e.g., responses to questions, statement and support of opinion)
  - 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 conversation
  - 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 Interpersonal Speaking**

- Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task
  - Provides little required information (e.g., responses to questions, statement and support of opinion)
  - 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 Interpersonal Speaking**

- Mere restatement of language from the prompts
  - Clearly does not respond to the prompts
  - "I don't know," "I don't understand" or equivalent in any language
  - Not in the language of the exam
- 

- (hyphen): **BLANK (no response although recording equipment is functioning)**

# AP<sup>®</sup> FRENCH LANGUAGE AND CULTURE

## 2012 SCORING COMMENTARY

### Task 3: Conversation

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

#### Overview

This task assessed speaking in the interpersonal communicative mode by having students respond as part of a simulated oral conversation. Students were first allotted 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Then the conversation proceeded, including 20 seconds for students to speak at each of five turns in the conversation. The series of five responses received a single holistic score based on how well it accomplished the assigned task. The responses had to appropriately address each turn in the conversation according to the outline as well as the simulated interlocutor's utterance.

In this exam, within the theme of Contemporary Life, students were asked to respond to a simulated oral conversation with Christine, a young student who wants to go to France to improve her speaking skills. Christine was not admitted to her chosen program and laments the fact by expressing her disappointment and seeking advice. Students were directed to respond to Christine, asking for details that would explain why her application was rejected and why she wanted to go to France in the first place. They were to state their opinions on the matter, offer alternative solutions, comfort and encourage her, and finally say goodbye. This task required good communicative skills that would allow students to listen to and understand Christine's statements and give appropriate answers.

#### Sample: 3A

#### Score: 5

#### Transcript of Student's Response

*Ah, ça me rend triste que tu ne sois pas trop contente! Ah, mais, qu'est-ce qui s'est passé? Est-ce qu'il y a a un problème, ah, à la maison? Ou est-ce qu'un membre de ton famille est, ah, à l'hôpital? Ou'est-ce qui se passe? Je je m'intéresse beaucoup et j'ai beaucoup de concern pour ça parce que, euh, je veux bien que tu as, tu es . .*

*Oh, non, ça c'est très triste, euh. Je je pense que les universités sont pas bons parce que les universités, ah, ah, les écoles ne savent pas ce qu'ils manquent en te refusant. C'est c'est très, très triste! Mais qu'est-ce que tu vas faire? Est-ce que tu vas aller à à une autre école, euh, ou dans un dans un autre pays?*

*Attends! C'est une très, très bonne idée, ah! Tu peux aller, euh, au Canada ou, euh, euh, dans la Caraïbes, parce que, ah, il y a beaucoup de pays où ils parlent le français, c'est la langue du pays, ah, mais si tu tu y étudi si tu y étudies, tu peux tu peux apprendre la langue dans ce . .*

*Attends, c'est pas pas un grand problème, parce que tu, ah, tu es très, très intéressante! Il y a, il y aura toujours des des amis, euh, des des des gens qui veulent être votre amie parce que tu es, être ton amie, parce que tu es très, très, très, donc, tu es très intéressante et tu . .*

*Je suis certain que tu vas choisir la meilleure école pour toi parce que tu es, tu es très intelligente et tu vas, tu vas faire bien, ah, quelque part. Tu vas faire bien où tu vas et auvoir auvoir mon amie et je sais que tu vas faire un bon choix parce que tu es très très intelligente et . .*

# AP<sup>®</sup> FRENCH LANGUAGE AND CULTURE 2012 SCORING COMMENTARY

## Task 3: Conversation (continued)

### Commentary

This response maintains the exchange with a series of responses that are clearly appropriate to the task, and it provides the required information (“*Tu peux aller, euh, au Canada ou, euh, euh, dans la Caraïbes,*” “*Je suis certain que tu vas choisir la meilleure école pour toi*”). The response is supported by frequent elaboration (“*Ou est-ce qu’un membre de ton famille est, ah, à l’hôpital?*”) and by varied and clearly appropriate vocabulary and idiomatic language (“*ne savent pas ce qu’ils manquent en te refusant*”). This response demonstrates mostly consistent use of register, as well as self-correction (“*des gens qui veulent être votre ... ton amie*”) and very comprehensible pronunciation.

### Sample: 3B

#### Score: 3

### Transcript of Student’s Response

*Oh, bonjour Christine, et qu’est-ce que ci, qu’est-ce que s’est passé? Et, um, parce que il y a, ah, parce que je sais que tu es triste au sujet de cette situation, mais, um, ah, il y a les options, les autres options. Pourquoi est-ce que tu es très, um, triste?*

*Oh, c’est dommage, je suis désolée. Et qu’est-ce que tu veux être au sujet de cette situation? Je comprends que tu n’es pas pas, tu ne peux pas étudier en France mais il y a les classes de français ici aussi et, um, ah, il y a les autres options . .*

*Oui, c’est une bonne idée mais, um, à mon avis, euh, je pense que tu peux étudier ici aussi, et, um, quand tu peux travailles et tu peux étudier, um, en France, um, il y a les options différentes pour toi et, euh, tu peux étudier en . .*

*Oh, je suis désolée. Mais, ah, je connais une personne qui a aidé les, ah, avec les prob, um, les personnes avec les problèmes de, d’éducation et, um, il peut aider, ah, avec ton problème de, um, étudier en France et . .*

*Oui, ah, ah, je ai l’aidé et, um, ah, c’est, je suis désolée, um, aussi et encore, mais, um . . je peux . .*

### Commentary

This response maintains the exchange with a series of responses that are somewhat appropriate for the conversation, and it provides the required information (“*mais il y a les classes de français ici aussi,*” “*je connais une personne qui a aidé les, ah, avec les prob, um, les personnes avec les problèmes*”). This response is generally understandable, with errors that occasionally impede comprehensibility (“*Et qu’est-ce que tu veux être au sujet de cette situation?*,” “*je connais une personne qui a aidé les, ah, avec les prob*”). This response demonstrates limited control of grammar and syntax (“*et qu’est-ce que ci, qu’est-ce que s’est passé,*” “*Oui, ... je ai l’aidé*”).

**AP® FRENCH LANGUAGE AND CULTURE  
2012 SCORING COMMENTARY**

**Task 3: Conversation (continued)**

**Sample: 3C**

**Score: 1**

**Transcript of Student's Response**

*Salou k, salou Christine, um, qué bien par, si tu veuilles, um, aider Paul et avec moi et si . .*

*Si tu veuilles, um, veuilles y cuan quand tu visites, um, l'ami, um, mon maison, noy, nous allons a pé café étudier . .*

*Um, j'aime parle le français, et, um, je j'aime bien avec la langue so quand tu tu visites, um, nous étudions les français la, la langue pé . .*

*Si, um, étudions co avec moi, no poi bien tu parlez avec ton prof, um, le professeur et, um, ça cradit . .*

*Christine, um, si bien et si à bientôt, et c'est ben bien qu'est-ce que I speak Italian . . A bientôt . . chance*

**Commentary**

This response is inappropriate within the context of the conversation (“*si tu veuilles, um, aider Paul et avec moi,*” “*Si, um, étudions co avec moi, no poi bien tu parlez avec ton prof, um, le professeur*”), and thus the task is not completed. The response is barely understandable, with frequent or significant errors (“*Si tu veuilles, um, veuilles y cuan quand tu visites, um, l'ami,*” “*j'aime bien avec la langue*”) and demonstrates few vocabulary resources (“*c'est ben bien qu'est-ce que I speak Italian*”). There is no control of grammar or syntax (“*mon maison, noy, nous allons a pé café étudier*”).