

AP® WORLD LANGUAGE AND CULTURE EXAMS
2012 SCORING GUIDELINES

Presentational Speaking: Cultural Comparison

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
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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 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 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
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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
 - Pronunciation, intonation and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
 - Clarification or self-correction (if present) sometimes improves comprehensibility
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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
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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
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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 any language
 - Not in the language of the exam
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- (hyphen): **BLANK (no response although recording equipment is functioning)**

AP[®] FRENCH LANGUAGE AND CULTURE 2012 SCORING COMMENTARY

Task 4: Cultural Comparison

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 presentational communicative mode by having students 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 needed 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.

In this exam, within the theme of Personal and Public Identities, students were asked to deliver a comparative oral presentation on cultural diversity. They were supposed to compare people's attitude toward cultural diversity in their own community and in a region of the francophone world that they knew either from personal experience or from issues studied in class.

Sample: 4A Score: 5

Transcript of Student's Response

Dans ma ville, ah, il y a un grand importance, ah, sur la diversité culturelle. On pense que si on n'avait pas de différents cultures, ah, on n'apprendrait jamais. Ah, il y a beaucoup de choses qu'on, ah, peut apprendre des cultures différents comme, ah, des traditions, ah, des nouveaux des nouvelles langues, ah, des nouvelles, ah, religions et choses comme ça. Donc, ah, aux États-Unis, ah, il y a un grand mélange de personnes, ah, qui sont très différents. On dit que les États-Unis sont, ah, une pays des immigrés. Mais, ah, quand les immigrés sont arrivés, ah, autrefois, il y avait beaucoup de racisme mais maintenant, ah, il y a plus beaucoup plus, ah, d'acceptance pour des gens qui sont différents, ah, des autres. Ah, à l'autre côté, en, ah, France, ah, je, il semble que ce ce ne soit pas la même chose, ah, que comme aux États-Unis et comme ma ville, ah, où j'habite. Um, l'ancien président, Nicolas Sarkozy, a défendu la portage des voiles, ah, pour les filles mus, ah, musulmanes, um, et c'est, ah, une exposé d'intolérance, um, et que les les gens qui sont musulmanes, ah, sont moins importants que les autres. Encore, ah, il y a une expression, ah, en France qui est "la France pour les Français" qui montre le racisme en France, ah, de nos jours. Ah, il est possible que les gens, ah, qui, ah, dit "la France pour les Français," ah, ont peur de différences et veulent faire un souffre-douleur des gens qui sont différents d'eux, um, mais il faut que les personnes acceptent les autres cultures pour apprendre.

Commentary

This response demonstrates effective treatment of the topic within the context of the task. It clearly compares the student's own community with the target culture, including supporting details and relevant examples (racism that used to exist in the United States has been replaced by a more tolerant attitude toward diversity; intolerance toward women wearing the burka in France). It also demonstrates understanding of the target culture (the slogan "la France pour les Français"). The presentation is organized and includes effective transitional elements and cohesive devices ("autrefois," "mais maintenant"). It is fully understandable, with ease and clarity of expression. There is varied and appropriate vocabulary and idiomatic language ("un grand mélange de," "il semble que," "souffre-douleur"). The grammar, syntax, and usage are accurate and varied ("Il y a beaucoup de choses qu'on ... peut apprendre des cultures," "il semble que ce ... ne soit pas").

AP[®] FRENCH LANGUAGE AND CULTURE 2012 SCORING COMMENTARY

Task 4: Cultural Comparison (continued)

Sample: 4B

Score: 3

Transcript of Student's Response

Ah, je pense que l'attitude des genz de mes ma communauté enne ce qui concerne l'importance de la diversité cult culturelle ne pas très bonne. Um, je pense qu'il y a beaucoup de la le même type de personnes danz ma communauté. Ah, il n'y a pas beaucoup de diversité; tous les personnes sont de lez . . . États États-Unis et sez parents sont de les États-Unis et ses grands-parents sont de les États-Unis. Um, mais je pense qu'il y a beaucoup de païs avec diversité avec diversité culturelle à cause de la France. Ah, par exemple, il y a Canada, ah, enne particulaire Québec qui a beaucoup de, ah, influence de ce que le France a influencé beaucoup. Et aussi le Maghreb a beaucoup de diversité à cause de la France. Ah, lez païs qui sont dans le Maghreb sont, ah, Tunisie, Algerie, Maroc. Ah, je pense que la France n'est pas très diversité parce que ilz ne permettent pas que il y a des choses religieuses dans ses écoles et ça c'est une forme de . . . restreindre le diversité danz les écoles. Um . . .

Commentary

This response demonstrates suitable treatment of the topic within the context of the task. It compares the student's own community ("l'attitude . . . ne pas très bonne") with the target culture ("Canada," "France," "Maghreb"), including a few supporting details and examples ("ilz ne permettent pas . . . des choses religieuses"). There is some organization, with limited use of transitional elements and cohesive devices ("mais," "Et aussi," "parce que"). The presentation is generally understandable, with some errors that may impede comprehensibility ("enne particulaire Québec," "Tunise"). The vocabulary is basic but appropriate ("parents," "choses"), and the student exhibits some control of grammar ("je pense," "à cause de la France," "lez païs qui sont"). Pronunciation, intonation, and pacing make the response generally comprehensible.

Sample: 4C

Score: 1

Transcript of Student's Response

Je vis au Canada donc la multiculturalisme est tellement important pour ma vie. Tous les gens de mon communauté se rendent compte l'importance de di la diversité culturelle. Dans mon école, ah, les étudiants ne jugent pas les autres personnes et tous les étudiants acceptent, ah, les autres étudiants, um, qui viennent d'une autre pays ou a une autre a une ré religion différente . . . Ah, um, um. Dans ma pays, on se passe beaucoup des vacances, um, pour les "t" les . . . huh, les les religions différents. Um, il y a de Noël pour les religions de christianité, um, pour les christiennes. Ah, il y a, um, aussi des festivals pour, um, les Chinois parce qu'il y a beaucoup de personnes chinois dans ma commun dans mon communauté aussi. Um . . . La diversité culturelle est . . . maintenant tellement importante dans le monde. Um. La connaissance des des autres cultures, um, peut améliorer . . .

Commentary

This response demonstrates limited treatment of the topic within the context of the task. The information presented is only about the student's own community ("mon communauté," "mon école," "ma pays"). There is no demonstration of understanding of the target culture. There is little organization. The response is sometimes barely understandable, owing to little control of grammar, syntax, and usage ("Dans ma pays, on se passe beaucoup des vacances, um, pour les "t" les . . . huh, les les religions différents"). Self-correction may not improve comprehensibility ("il y a de Noël pour les religions de christianité, um, pour les christiennes").