

2017

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# AP French Language and Culture

## Sample Student Responses and Scoring Commentary

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

## 2017 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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## Identical to Scoring Guidelines used for German, Italian, and Spanish Language and Culture Exams

- 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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## Task 4: Cultural Comparison

**Note:** Student samples are quoted verbatim and may contain grammatical errors. In the transcripts of student speech quoted in 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 Global Challenges. The student had to respond to the following question: How has access to medical care (hospitals, insurance, medications, etc.) affected the lives of people in your community? The student had to compare their observations of their own community to those of a Francophone country or region. The student could make reference to what they had studied, observed, and/or experienced as support for their claims.

### Sample: 4A

Score: 5

### Transcription of Student Response

*Bon, aux États Unis . . euh, les soins médicaux sont très disponibles. L'accès aux hôpitaux sont faciles. Les médicaments sont accessibles et les pharmacies sont partout. C'est très facile pour les gens d'aller aux hôpitaux ou d'acheter son, ses médicaments mais en même temps ça peut être un peu cher. Quand on va aux hôpitaux, on doit payer . . euh, beaucoup d'argent si on a pas ce qu'on appelle le healthcare. Euh, les gens peut quelquefois avoir des problèmes en payer pour tout ce que ils ont besoin, euhm . . et mais c'est plus disponible que en d'autres parties du monde comme dans, euh, l'Afrique, ou aux il-, ou ça peut être, euh . . où les hôpitaux sont moins partout, ils sont très rares mais bon, au Canada c'est un peu plus différent. Euhm, les hôpitaux et les médicaments et les pharmacies sont accessibles comme en les États-Unis mais le healthcare c'est gratuit alors c'est plus facile pour les gens d'aller et euh, obtenir le, le traitement que c'est nécessaire pour, euh, pour ce, pour vivre et pour être soin. Euh, alors, euh . . le healthcare est, euh, payé par le gouvernement mais aussi par les impôts des gens et si, s'ils ont, si ils peut pas payer, euh, parce qu'ils ont pas travail que, euh, le paye, que paye pour ça, alors, euhm, le gouvernement peut payer pour ceux qu'ils ont, ceux qu'ils peut pas.*

### Commentary

This response is a strong performance in Presentational Speaking and a generally effective treatment of the topic within the context of the task. It clearly compares the student's own community (U.S.) with the target culture (Africa and Canada) and includes supporting details and relevant examples (“*les soins médicaux sont très disponibles*”; “*Les médicaments sont accessibles et les pharmacies sont partout*”; “*dans, euh, l'Afrique, ou aux il-, ou ça peut être, euh . . où les hôpitaux sont moins partout*”; “*au Canada c'est un peu plus différent. Euhm, les hôpitaux et les médicaments et les pharmacies sont accessibles comme en les États-Unis*”). The student demonstrates understanding of the target culture (“*alors, euh . . le healthcare est, euh, payé par le gouvernement mais aussi par les impôts des gens*”). The student is fully understandable with ease and clarity of expression; occasional errors do not impede comprehensibility (“*si ils peut pas payer, euh, parce qu'ils ont pas travail que, euh, le paye, que paye pour ça*”). The student uses varied and appropriate vocabulary (“*partout*”; “*disponibles*”; “*facile*”; “*en même temps*”; “*obtenir*”; “*gratuit*”; “*impôts*”; “*quelquefois*”; “*traitement*”) and shows control of grammar, syntax (“*alors*”), and usage (“*on doit*”).

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## Task 4: Cultural Comparison (continued)

Pronunciation, intonation, and pacing make the response comprehensible. This response earned a score of 5.

### Sample: 4B

Score: 3

#### Transcription of Student Response

*Aujourd'hui je vais discuter comment l'accès aux soins médic-, médicaux a affecté la vie des gens de ma communauté et dans un communauté francophone. Je veux commencer avec, avec aux États-Unis. Aux États-Unis, nous avons beaucoup d'accès à, à des médicaments, des hôpitaux et d'assurances. Par exemple, nous avons une, un système avec le nomme première ade. Première ade est vingt-quatre heures et quand un gens est, euh, quand les gens n'est pas bon, euhm, il peut visiter le première ade. Alors en outre nous avons beaucoup d'accès à des médicaments qui sont dans le supermarché comme il y a des médicaments pour, pour l'allergie, pour des froids et pour tous les choses. Maintenant je veux comp-, je veux comparer mes observations avec une communauté francophone comme l'Haïti. En Haïti, il n'y a pas la même accès comme aux États-Unis. Par exemple, il n'y a pas beaucoup de, d'hôpitaux et de médicaments parce que le pays est très très pauvre. Par, par exemple le, la pauvreté est la raison pour, euh, la crise de d'AIDS en Haïti. Pour finir je veux dire que je pense que l-, aux, les États-Unis et l'Haïti est très différent et l'accès n'est.*

#### Commentary

This response is a fair performance in Presentational Speaking and a suitable treatment of the topic within the context of the task. It compares the student's own community (U.S.) with the target culture (Haïti), including a few supporting details and examples (“Aux États-Unis, nous avons beaucoup d'accès à, à des médicaments, des hôpitaux et d'assurances”; “En Haïti, il n'y a pas la même accès comme aux États-Unis”). The response demonstrates a basic understanding of the target culture (“Par exemple, il n'y a pas beaucoup de, d'hôpitaux et de médicaments parce que le pays est très très pauvre”; “la pauvreté est la raison pour la crise de d'AIDS en Haïti”). It shows some organization and a limited use of transitional elements (“je vais discuter”; “Je veux commencer”; “en outre”; “Maintenant je veux comp-, je veux comparer”; “Pour finir”). The response is generally understandable, with errors that may impede comprehensibility (“Première ade”; “il y a des médicaments ... pour des froids”). The student uses appropriate but basic vocabulary (“beaucoup”; “l'allergie”; “choses”; “pays”; “raison”; “différent”). The presentation shows some control of grammar, syntax, and usage (“il n'y a pas beaucoup de, d'hôpitaux”). Pronunciation, intonation, and pacing make the response generally comprehensible; however some errors occasionally impede comprehensibility (“avec le nomme première ade”). This response earned a score of 3.

### Sample: 4C

Score: 1

#### Transcription of Student Response

*Les médic-, médicaux, euhm . . . a affecté la vie de gens de mon communauté par, euhm, donne . . . donne des poullules . . . à la gens malades et . . . euhm, euhm, alors que ils . . . deviennent pire . . . autre rég-, région du monde, euh, que je connaissais, connaisse, euhm . . . les médicaux, les médicaux là est . . . moins, moins que . . . a lave ma, mon pays, euhm, . . . les, les éducation.*

#### Commentary

This is a poor performance in Presentational Speaking. There is almost no treatment of the topic within the context of the task. The student presents information only about the student's own community (“Les médic-, médicaux, euhm . . . a affecté la vie de gens de mon communauté par . . . donne des poullules . . . à la

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**Task 4: Cultural Comparison (continued)**

*gens malades*”). The student does not identify a target culture. Although the student attempts to give an example, the response is difficult to comprehend (“*autre rég-, région du monde, euh, que je connaissais, connaisse ... les médicaux là est . . moins, moins que . . a lave ma, mon pays*”). There is neither organization nor transitional elements. The response is barely understandable with frequent and significant errors that impede comprehensibility. There are few vocabulary resources (“*gens malades*”; “*pire*”), and there is little control of grammar. There are a couple of conjugated verbs (“*ils deviennent*”; “*que je connaissais*”), but the student is unable to complete the thought. Pronunciation (“*poullules*”), intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility. This response earned a score of 1.