



## **AP<sup>®</sup> French Language and Culture 2013 Scoring Guidelines**

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

## 2013 SCORING GUIDELINES

### Interpersonal Writing: E-mail Reply

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#### **5: STRONG performance in Interpersonal Writing**

- Maintains the exchange with a response that is clearly appropriate within the context of the task
  - Provides required information (e.g., responses to questions, request for details) 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 situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
  - Variety of simple and compound sentences, and some complex sentences
- 

#### **4: GOOD performance in Interpersonal Writing**

- Maintains the exchange with a response that is generally appropriate within the context of the task
  - Provides required information (e.g., responses to questions, request for details) with some elaboration
  - 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 situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
  - Simple, compound, and a few complex sentences
- 

#### **3: FAIR performance in Interpersonal Writing**

- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
  - Provides required information (e.g., responses to questions, request for details)
  - 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 situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing) although these may lack cultural appropriateness
  - Simple and a few compound sentences
- 

#### **2: WEAK performance in Interpersonal Writing**

- Partially maintains the exchange with a response that is minimally appropriate within the context of the task
- Provides some required information (e.g., responses to questions, request for details)
- Partially understandable, with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax, and usage
- Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
- Simple sentences and phrases

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2013 SCORING GUIDELINES**

**Interpersonal Writing: E-mail Reply (continued)**

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**1: POOR performance in Interpersonal Writing**

- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
  - Provides little required information (e.g., responses to questions, request for details)
  - 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; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
  - Very simple sentences or fragments
- 

**0: UNACCEPTABLE performance in Interpersonal Writing**

- Mere restatement of language from the stimulus
  - Completely irrelevant to the stimulus
  - “I don’t know,” “I don’t understand,” or the equivalent in any language
  - Not in the language of the exam
- 

**- (hyphen): BLANK (no response)**

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## 2013 SCORING GUIDELINES

### Presentational Writing: Persuasive Essay

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#### **5: STRONG performance in Presentational Writing**

- Effective treatment of the topic within the context of the task
  - Demonstrates a high degree of comprehension of the sources' viewpoints with very few minor inaccuracies
  - Integrates content from all three sources in support of the argument
  - Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
  - Organized essay; 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
  - Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences
- 

#### **4: GOOD performance in Presentational Writing**

- Generally effective treatment of the topic within the context of the task
  - Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
  - Summarizes, with limited integration, content from all three sources in support of the argument
  - Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
  - Organized essay; 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
  - Develops mostly paragraph-length discourse with simple, compound, and a few complex sentences
- 

#### **3: FAIR performance in Presentational Writing**

- Suitable treatment of the topic within the context of the task
- Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
- Summarizes content from at least two sources in support of the argument
- Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
- 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
- Uses strings of mostly simple sentences, with a few compound sentences

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## 2013 SCORING GUIDELINES

### Presentational Writing: Persuasive Essay (continued)

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#### **2: WEAK performance in Presentational Writing**

- Unsuitable treatment of the topic within the context of the task
  - Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate
  - Summarizes content from one or two sources; may not support the argument
  - Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently
  - Limited organization; ineffective use of transitional elements or cohesive devices
  - Partially understandable, with errors that force interpretation and cause confusion for the reader
  - Limited vocabulary and idiomatic language
  - Limited control of grammar, syntax, and usage
  - Uses strings of simple sentences and phrases
- 

#### **1: POOR performance in Presentational Writing**

- Almost no treatment of the topic within the context of the task
  - Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies
  - Mostly repeats statements from sources or may not refer to any sources
  - Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent
  - 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
  - Very simple sentences or fragments
- 

#### **0: UNACCEPTABLE performance in Presentational Writing**

- 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 the equivalent in any language
  - Not in the language of the exam
- 

- (hyphen): **BLANK (no response)**

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## 2013 SCORING GUIDELINES

### Interpersonal Speaking: Conversation

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#### **5: STRONG performance in Interpersonal Speaking**

- Maintains the exchange with a series of responses that are 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 are 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 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 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 are 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 are 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

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## Interpersonal Speaking: Conversation (continued)

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### **1: POOR performance in Interpersonal Speaking**

- Unsuccessfully attempts to maintain the exchange by providing a series of responses that are 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 the 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

## 2013 SCORING GUIDELINES

### Presentational Speaking: Cultural Comparison

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#### 5: STRONG performance in Presentational Speaking

- Effective treatment of the 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 the 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 the 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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## 2013 SCORING GUIDELINES

### Presentational Speaking: Cultural Comparison (continued)

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#### **2: WEAK performance in Presentational Speaking**

- Unsuitable treatment of the 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 the topic within the context of the task
  - Presents information only about the student's own community or the target culture; 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 the equivalent in any language
  - Not in the language of the exam
- 

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