

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

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

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## 2013 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 5 turns in the conversation. The series of 5 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.

The theme for the conversation task was "*la vie contemporaine*." In this task, the student received a phone call from Véronique, a friend from a Québécois school where the student is spending the semester. The student needed to respond to the following five audio prompts:

1. Véronique, who did not see the student that day at school, asks him/her if everything is all right. The student had to respond to the question.
2. Véronique asks the student whether he/she can return some notes for a history class that she lent him/her earlier because a history test is coming up and she needs the notes to prepare for it. At that point, the student was asked to react to Véronique's statement and apologize.
3. Véronique adds that she would like to have her notes back that evening because she is getting anxious about the test. The student had to agree to return the notes to Véronique that evening and suggests a place and a time.
4. Véronique proposes to the student that they meet and study together for the upcoming exam. The student had to accept and explain why it is a good idea.
5. Véronique is delighted and says good-bye to the student. The student had to end the conversation in an appropriate manner.

#### Sample 3A

**Score: 5**

#### Transcript of Student's Response

*Oui, je vais, eh, bien, j'étais un peu malade mais je pense que je serai .. bonne pour demain. Um, qu'est-ce qui se passe à l'école aujourd'hui? Ah, est-ce que c'est intéressante?*

*Ah oui. J'ai .. ton, j'ai tes notes. Ah, peut-être nous pouvons étudier ensemble parce que je pense que tes notes est très bonnes et très, ah .. Eh .. je ...*

*Oui je peux vous donne ce soir, um. Ah, où est-ce que tu habites? Je peux, ah, demande à mes parents pour, um, me conduire à vo-, ton adresse. Ah, merci, je vous remercie beaucoup pour t- ...*

*Oui. Je pense que ça c'est un, une très bonne idée parce que je pense que étudier ensemble est .. um, mieux pour moi parce que j'ai de la difficulté avec concentrer sur mes études quand je suis toute seule. Um, quand est-ce que ...*

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## Task 3: Conversation (continued)

*Ah, à demain. Je pense que je .. vous je te verra demain à l'école, merci, um. Merci encore et bonne journée.*

### Commentary

This strong response maintains the exchange with a series of responses that are clearly appropriate within the context of the task (“j’étais un peu malade”; “j’ai tes notes”; “Bonne journée”). It provides required information such as the reason for being absent from school and the time when the student can return the borrowed notes. The response is supported by frequent elaboration (“Qu’est-ce qui se passe à l’école aujourd’hui?”; “parce que je pense que étudier ensemble est .. um, mieux ...”). It is fully understandable and occasional errors do not impede comprehensibility (“tes notes est très bonnes”; “je peux, ah, demande à mes parents”; “j’ai de la difficulté avec concentrer sur mes études”). This response also shows mostly consistent use of register, as well as self-correction (“ton ... tes notes”; “à vo-, ton adresse”).

### Sample 3B

**Score: 3**

### Transcript of Student’s Response

*Oui, ah .. ça va bien. Ah .. comment ah l’école, ah, va pour toi? Ah, est-ce que tu ces courses va bien?*

*Oui. Ah, j’ai pris des notes, ah, ah, dans le cours d’histoire et, ah, je peux partager mes notes avec vous, uh, avec toi, uh, si tu en es besoin.*

*Ah, oui, pas de problème. Ah, uh, je peux étudier avec v-, uh, toi et, ah, tu peux, uh, réviser, ah, mes notes, ah, sur sa, la lecture.*

*Oui, ah, ça marche, ah, pour moi, ah, uh, je me demandais, uh, je me demande pourquoi, uh, c’est, c’est une bonne idée. Ah, ah ...*

*Ah, bonne chance avec le prof d’histoire. Ah, à deman. À deman, ah, dans le course d’histoire .. ah, d’histoire, ah, et ...*

### Commentary

This fair response maintains the exchange with a series of responses that are somewhat appropriate within the context of the task and provides the required information (“Oui ... ça va bien”; “Oui, pas de problème”; “Oui, ah, ça marche, ah, pour moi”). It is generally appropriate, with errors that occasionally impede comprehensibility (“tu en es besoin”). It demonstrates appropriate but basic vocabulary (“Bonne chance avec le prof”; “étudier”) and some control of grammar (“J’ai pris des notes”). Pronunciation makes the response generally comprehensible, although there are errors that occasionally impede the listener’s comprehension (“course”, “deman”).

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2013 SCORING COMMENTARY**

**Task 3: Conversation (continued)**

**Sample 3C**

**Score: 1**

**Transcript of Student's Response**

*Oui, je je suis allée à l'école.*

*Oui, je sais .. um .. les notes sur l'examen.*

*Uh .. c'est d'accorde. Uh .. j'ai peux donner.*

*Ah, c'est une bonne ai, ah, idée. Um ...*

*Au revoir.*

**Commentary**

This response demonstrates unsuccessful attempts to maintain the exchange by providing a series of responses that are inappropriate within the context of the task: The statements “*Oui, je je suis allée à l'école*” and “*Je sais, um, les notes*” do not address the prompt. This response provides little information (“*C'est d'accorde*”) and few vocabulary resources (“*l'école*”; “*les notes*”; “*l'examen*”). There is little control of grammar (“*j'ai peux*”).