

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

## 2013 SCORING GUIDELINES

### Presentational Speaking: Cultural Comparison

---

#### **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

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

## 2013 SCORING GUIDELINES

### Presentational Speaking: Cultural Comparison (continued)

---

#### **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)**

# AP<sup>®</sup> FRENCH LANGUAGE AND CULTURE 2013 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 accomplishes the assigned task. The response 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 response had to be organized clearly.

The course theme for the cultural comparison task was "*l'esthétique*." Students had to respond to the following question: "What is the attitude of the people in your community toward visual arts such as painting, photography, sculpture, and drawing?" Students had to compare their observations of their own community to their observations of a Francophone country or region. Students could make reference to what they have studied, observed, or experienced in order to support their response.

### Sample: 4A

Score: 5

### Transcript of Student's Response

*Donc, ah, l'attitude des gens de, ah, ma communauté est, um, que l'art est très important et que l'art a beaucoup de valeur, um, en n'im n'importe quel, uh, n'importe quel art visuel, uh, comme la peinture ou la sculpture ou bien la, ah, la musique. Uh, par exemple, ah, dans mon lycée, il y a, uh, des expositions d'art par par les étudiants d'art ou, ah, il y a aussi des concerts, ah, par l'étudiant de musique, les étudiants de musique et il y a les joueurs et les orchestres qui jouent, ah, dans ces concerts, et, um je pense que, ah, bien que tout le monde ne soit pas, ne soit pas artistique, um, tout le monde peut apprécier l'art et pour la plupart, pour la plupart, uh, ceux qui voient l'art, uh, l'apprécient, et, um, en France, il y a, ah, des musées très connus comme le Louvre et le Musée d'Orsay, et il y a, um, des objets d'art là, um, que tout le monde reconnaissent et, de plus, uh, en Paris ou, ah, en France, tout la France, il y a, um, l'architec-, l'archi-, l'architecture, ah, très connue et, um, c'est aussi, um, quelque chose que tout le monde reconnaisse, um, et en général, um, pendant, ah, tout le monde, on pense que l'art a beaucoup de valeur, et que l'art est quelque chose dont tout le monde a besoin, et, um, l'art en général est, um, um, un élément essentiel, ah, de la vie contempor-, contemporaine et, um, de la vie quotidienne et, um, c'est quelque chose, um, avec lequel, avec laquelle on peut...*

### Commentary

In this strong response, the student effectively treats the topic within the context of the task. Framing the presentation, the student notes the attitude of his or her community vis-à-vis the importance of the visual arts (painting, sculpture, and music). The student's ideas are first supported by referencing the prevalence of art exhibitions, music concerts, and orchestras in his or her own community. The student then turns to discuss the important cultural role played in French society by museums and architecture. In comparing the student's own community to the target community, the student recognizes that the visual arts are something that everybody values and needs ("*tout le monde, on pense que l'art a beaucoup de valeur, et que l'art est quelque chose dont tout le monde a besoin, et, um, l'art en général est um, um, un élément essentiel, ah, de la vie contempor-, contemporaine et, um, de la vie quotidienne ...*"). As further evidence of the student's strong performance in cultural comparison, transitional elements are used effectively and

# AP<sup>®</sup> FRENCH LANGUAGE AND CULTURE 2013 SCORING COMMENTARY

## Task 4: Cultural Comparison (continued)

cohesive devices (“*Par exemple*”; “*aussi*”; “*et*”; “*de plus*”), are fully understandable. The student demonstrates accuracy and variety in grammar, syntax, and usage, with few errors.

### Sample: 4B

Score: 3

#### Transcript of Student's Response

*Bonjour, ah danz mon vie, les artes visuels sont très importants .. um, il y a beaucoup dez galeriez et des musées .. um aussi, il y a beaucoup dez festivals d'arte. Um, je pense que nouz c-, célèbraz les artistes régionaux, ah, parce qu'ils démonstra, -stra le héritage avec leur, avec leur arte et, um, les autres dans genz sont pouvoir, uh, regarder le arte et a une appréciation pour l'arte. Um, en France, um le le genz um problemement pensent que l'arte visuel sont très importants, um, parce que l'arte est une grand pièce de la histoire de France. Um, il y a beaucoup des musées très grands, ah, par exemple le Louvre, um, ou le Musée d'Orsay. Um, les les artes en France est très modernes, les les nouveaux artes est très modernes en France, um, parce que il y a beaucoup d'art d'arte, ah, ou romantique ou classique ou baroque. Et, um, le genz um, probablement pensent que c'est très nécessaire, um, à ...*

#### Commentary

In this fair response, the student suitably treats the topic within the context of the task. The student first establishes that the visual arts (galleries, museums, art festivals) are deemed important in his or her own community. Then, showing a basic understanding of the target culture, the student surmises that the French likewise value the visual arts because of the importance of romantic, classical, baroque, and modern art in French history, as well as the existence of large museums like the Louvre and the Musée d'Orsay. The student uses some transitional elements and cohesive devices (“*aussi*”; “*parce que*”; “*par exemple*”; “*ou*”) to organize his or her ideas. At times, the student's pronunciation makes the response difficult to understand (“*danz*”; “*les genz*”; “*modernes*”). The control of grammar is not always accurate (“*nous célèbraz*”; “*les autres dans gens sont pouvoir*”) and clarification or self-correction is not always helpful (“*ils démonstra, -stra*”); however, the response is generally comprehensible and appropriate to the task.

### Sample: 4C

Score: 1

#### Transcript of Student's Response

*Ah, les arts visuels, ils sont très importants pour ma co-, communauté. Um .. on peut utiliser les arts pour communiquer. Il y a un école entière en, dans, dans ma communauté où on peut apprendre des arts pour faire des advertise-, advertisements or faire des nouvelles, pour prendre des photos .. d'aller avec des nouvelles. Um, il y a beaucoup des .. des choses utiles qu'on peut faire avec des artes visuels et, bien sûr, il y a aussi, ah, l'opportunité d'exprime votre émotion. Ah, beaucoup des personnes réalisent que les arts visuels peut-être aider des étudiants en leur créativité et de l'ex-, l'exprimer, ah, soi-même. Ah, les arts ça sont aussi un symbole de la culture où ils ont faits, ah, alors on a beaucoup des programmes avec des arts. On a des musées, on a, on le .. uh, s'appelle «Ground for Sculpture» où on peut voir beaucoup des sculpt-, des sculptures, ah, autour de, les, la terre. Ah, il y a aussi des programmes d'art sur, dans l'école, dans la bibliothèque. On a beaucoup des opportunités pour .. faire des arts visuels et en France ...*

#### Commentary

In this poor response, the student does not treat the topic within the context of the task. While the topic of the communicative, emotive, and cultural role of the visual arts in his or her own community is mentioned, and at the very end of the presentation the student seems poised to discuss the visual arts in a Francophone community (“*en France*”), no information regarding the target culture is presented.