

# AP<sup>®</sup> FRENCH LANGUAGE AND CULTURE EXAM 2014 SCORING GUIDELINES

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

### Interpersonal Speaking: Conversation

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

- Maintains the exchange with a series of responses that is 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 is 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 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 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 is 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 is 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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### **1: POOR performance in Interpersonal Speaking**

- Unsuccessfully attempts to maintain the exchange by providing a series of responses that is 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 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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## 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 the student 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 five turns in the conversation. The series of five 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 course theme for the conversation task was *"la famille et la communauté."* In this task, the student receives a phone call from Martine, the daughter of the family with whom the student will stay for one year while studying in France. With the departure date getting close, Martine calls to check a few points about the student's stay. The student needed to respond to the following five audio prompts:

1. Martine says that she is calling to check a few things and asks the student if he/she is getting ready for his/her year in France. The student had to respond to the question and show his/her enthusiasm.
2. Martine mentions that the student will be able to meet her entire family on the Sunday following his/her arrival because her family gets together on Sundays. She asks the student if his/her family does the same. The student had to respond with a few details.
3. Martine adds that her friends are eager to meet the student, briefly explains the type of activities she does with them, and asks the student what he/she likes to do with his/her own friends. The student had to respond by providing specific examples of activities that he/she does with his/her friends.
4. Martine then explains that there are a lot of short vacations in France and that she often takes trips with her family. She then asks the student where he/she would like to go or what he/she would like to do with Martine's family. The student had to make a few suggestions.
5. Martine adds that the trunk of her family's car is rather small and that the student should keep that in mind when packing. She also says that she looks forward to seeing the student and asks him/her to contact her if he/she has any questions. The student had to react to the comments and end the conversation in an appropriate manner.

### Sample: 3A

Score: 5

### Transcript of Student's Response

1. *Oh, oui, j'ai vraiment hâte d'aller en France et bien sûr que je me prépare. J'ai déjà commencé de faire ma valise et j'ai décidé quels vêtements je veux amener pour aller en France. J'ai regardé la météo pour voir, euh, quel genre d'habits il faut amener, euh. J'ai l'impression (que la tempéra..) ..*
2. *Euh, non, c'est pas vraiment la même chose. Euhm, comme beaucoup de ma famille, elle habite assez loin de chez moi. Alors, je peux pas vraiment les voir. Alors souvent, on v.., on se réunit en famille, l'été ou pour les fêtes comme Noël ou Pâques, mais, euh, chaque semaine (se) ..*

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## Task 3: Conversation (continued)

3. *Avec mes copains, on fait à peu près la même chose que toi. Euh, on aime beaucoup aller au cinéma, on aime bien aller au restaurant, euh, des fois on va, euhm, chez l'a, chez l'am, à les maisons de nos amis et on aime bien, euh, manger ensemble, (regarder des films) ..*
4. *Euh, oui, bien sûr. Euh, j'aimerais aller à Paris pour voir tous les monuments. Aussi, j'aimerais voir tous les, euh, châteaux de la Loire. Euh, j'adore l'histoire, alors ça serait très intéressant de voir, euh, les châteaux pour voir où les anciens nobles et des rois de France, ils ont habité.*
5. *Bon, d'accord. Euh, je vais amener une valise assez petite, comme ça, on aura la place dans votre voiture. J'ai vraiment hâte, euh, d'aller en France et je te remercie, toi et ta famille, euh, de m'accueillir, euh. C'est drôlement gentil et j'ai hâte d'y aller.*

### Commentary

The student maintains the exchange with a series of responses that are clearly appropriate within the context of the task (“*bien sûr que je me prépare*”; “*j’ai décidé quels vêtements je veux amener pour aller en France*”). In this response, the student provides required information with frequent elaboration (“*J’ai regardé la météo pour voir, euh, quel genre d’habits il faut amener*”; “*l’été ou pour les fêtes comme Noël ou Pâques*”; “*j’aimerais voir tous les, euh, châteaux de la Loire. Euh, j’adore l’histoire, alors ça serait très intéressant de voir, euh, les châteaux*”). The response is fully understandable, and ease and clarity of expression is present. Occasional errors do not impede comprehensibility (“*on va, euhm, chez l’a, chez l’am, à les maisons de nos amis*”; “*on aura la place dans votre voiture*”). The student uses varied and appropriate vocabulary and idiomatic language (“*j’ai vraiment hâte d’aller en France*”; “*C’est drôlement gentil*”). This accurate response demonstrates variety in grammar, syntax, and usage, with few errors (“*je peux pas vraiment les voir, on se réunit en famille*”). This response demonstrates mostly consistent use of register appropriate for the conversation (“*je te remercie*”). Pronunciation, intonation, and pacing in this response make it comprehensible, and errors do not impede comprehensibility (“*comme beaucoup de ma famille, elle habite assez loin de chez moi*”).

### Sample: 3B

#### Score: 3

### Transcript of Student's Response

1. *Bonjour, Martine. Je suis, euh, très heureuse, ah, ah, de vivre avec vous et votre famille pendant mon temp en France. Ah, je suis, ah, préparée pour mon départure, euh, et ..*
2. *Euh, non, euh, chez moi, ah, ah, c .. ce n'est pas la, ah, la même chose, euhm, euhm. Ma fime, ah, nous nous ne, euh, nous ne, euhm, se nous ne, euh, nous nous passons le temp, euh, ensemble ..*
3. *Euh, moi avec mes copains, euh, euh, j .. j'aime aller, euh, au parc pour, euh, jouer du foot, euhm. Nouse, euh, aim.. aimons aussi, euh, de nager à la plage, euh, quand ..*
4. *Ah oui, euhm. Je veux, euh, aller au, euhm, euh, l. l'Eefell Tour, euhm, parce que, euh, je vois beaucoup des photos de, euh, de l'Eefell Tour et, euh, je je veux le voir, euhm.*
5. *Ah, oui, ah, je je suis d'accord avec vous, euhm. Euhm, merci, euh, de votre invitation. Je vais, euh, porter, euh, les, euh, les vêtements confortables, euhm.*

### Commentary

The student maintains the exchange with a series of responses that are somewhat appropriate within the context of the task (“*Bonjour, Martine. Je suis, euh, très heureuse, ah, ah, de vivre avec vous et votre famille pendant mon temp en France*”). The required information is provided (“*je suis, ah, préparée*”; “*ce n’est pas la, ah, la même chose*”; “*j’aime aller, euh, au parc*”). In this generally understandable response, errors may impede comprehensibility (“*je vois beaucoup des photos*”). The student uses appropriate but basic vocabulary and idiomatic language (“*nous passons*”; “*je suis d’accord avec vous*”). The response demonstrates some control of grammar, syntax, and usage (“*Je suis, euh, très heureuse, ah, ah, de vivre avec vous et votre famille*”; “*Je vais, euh, porter*”). Pronunciation, intonation, and pacing make the response

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## Task 3: Conversation (continued)

generally comprehensible, although errors occasionally impede comprehensibility (“*Je veux, euh, aller au, euhm, euh, l. l’Eefell Tour*”; “*merci, euh, de votre invitation*”).

### Sample: 3C

Score: 2

#### Transcript of Student's Response

1. *Euh, oui, bonjour, Martine. Euh, je suis très heurau à voir toi. Euh, est-ce que tu as bien dit que, euhm, ton pérent a a les questions pour moi? Euh, je pense que je, euh, rester à toi pour (to-) ..*
2. *Euh, mais, oui, ma famille s'est réyoune, euh, chaque dimanche. Euh. Dimanche, c'est la jour pour, ah, réunir et, ah, et va à l'église à tout de suite. Euh, dimanche est un jour très sp ..*
3. *Euh, avec mes copains, euh, j'aime aussi l .. , euh, le rigole, et et aller au café, euhm, et, euh, dans le week-end, euhm, mais aussi, euh, j'aime participe à des, euh, clubs à l'école.*
4. *Euh, est-ce que tu, euhm, biais bien dit que, euh, je, euh, je qu'est-ce que je voudrais faire? Euh, parce que j'aime France beaucoup, euh. J'espère que je j'aille à à tous les ..*
5. *Euh, euh, d'accord, Martine. Euhm, j'ai, euh, j'achète j'ai acheté un valisse, euh, la week-end dernier et à à tous-suite, Martine. Euh, je ne attends pas, euh, pour visiter toi.*

#### Commentary

The student partially maintains the exchange with a series of responses that are minimally appropriate within the context of the task (“*Euh, oui, bonjour, Martine. Euh, je suis très heurau à voir toi. Euh, est-ce que tu as bien dit que, euhm, ton pérent a a les questions pour moi?*”) The student provides some required information (“*avec mes copains, euh, j'aime aussi l .. , euh, le rigole, et et aller au café*”). This response is partially understandable, with errors that force interpretation and cause confusion for the listener (“*est-ce que tu, euhm, biais bien dit que, euh, je, euh, je qu'est-ce que je voudrais faire?*”). In this response, limited vocabulary and idiomatic language (“*chaque dimanche*”; “*aller au café*”) is used. The response demonstrates limited control of grammar, syntax, and usage (“*je pense que je, euh, rester à toi*”; “*j'aime participe*”; “*je ne attends pas, euh, pour visiter toi*”). Pronunciation, intonation, and pacing make the response difficult to comprehend at times, and errors impede comprehensibility (“*je suis très heurau*”; “*ma famille s'est réyoune*”; “*va à l'église*”; “*des, euh, clubs*”; “*un valisse*”).