



AP[®] French Language 2001 Scoring Commentary

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Composition

Sample F

Score: 9

While this essay undeniably presents a few minor errors, it nonetheless demonstrates “strong control” and is characterized by “accuracy and variety in grammar and syntax.” The criteria for a score of 9 do not require an essay to be error-free. This writer has provided a thorough and very clear treatment of the topic, in sentences that read naturally while avoiding useless repetition. Many ambitious essays contain memorized expressions that seem to have been added merely to impress the reader. But here, the varied sentence beginnings, for example, contribute to an effective style and do not draw attention to themselves.

Sample HH

Score: 7

Despite the presence in this essay of a few decidedly non-French words and expressions (“interminée,” “externelles,” “conflicts mondiaux,” “disparance”), the overall level of expression is quite high. This writer exercises good control in general, with a few minor errors. He or she is able to use the subjunctive (we forgive “aie” for “ait”), conditional sentences, appropriate connecting expressions, varied sentence structure, and vocabulary that is adequate but not impressive.

Sample T

Score: 5

Like many essays in this score range, this one contains several nice features (“signs of fluency”) along with a number of lapses in grammar and usage. The overall impression is one of “fair control.” Some expressions are inappropriate but suggest promise: “une grande culture au lieu de beaucoup de cultures original,” “Jean habitait à un destination lointaine.” Others are nicely idiomatic: “pour que je puisse bien comprendre ses lettres...,” “J’en ai marre de la technologie,” “ça ne me plaît pas.” With fewer structural and spelling errors, this essay would have been a candidate for a score of 6 or even 7.

Speaking Part

Question 1

Sample A

Score: 5

This response of a non-francophone student demonstrates very good communicative skills. It is well developed with excellent vocabulary (*apparaître, complètement pareilles*). There are lapses (*au marché de l’antiquité* and the pronunciation of *franç*), but there is a high level of fluency and good use of transitions.

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Sample B

Score: 4

This response demonstrates good communicative skills. There are some errors in verb agreement, but it is mostly correct, with no hesitation in structures which often present difficulties (*téléphoner à, n'est rien, elles deviennent*). The vocabulary, pronunciation, and fluency are good.

Sample C

Score: 3

This response demonstrates adequate communicative skills. The verbs are impressive at the beginning, but the fluency is moderate. Vocabulary is very basic. There is some development of ideas, but uncertainty when the speaker goes beyond the basics (*...raconté une lampe très chère*).

Question 2

Sample A

Score: 3

This is an appropriate response characterized by adequate communicative skills. The vocabulary is core (*voyager, maison, à la plage*). Correct sentences are basic. There are some problems with adjectives and prepositions, and there is uncertainty when the speaker moves beyond the basics.

Sample B

Score: 5

This response from a non-francophone speaker demonstrates very good communicative skills. It has the sustained presentation of many ideas, with broad vocabulary and a variety of syntactic structures, including three different uses of the verb *demander*.

Sample D

Score: 4

This is an appropriate answer that demonstrates good communicative skills. Although the vocabulary is not broad, it has some range, and the speaker manages to use circumlocution when uncertain about the correct word. There are mostly correct syntactic structures, and the answer is fluent, although not highly fluent.

Question 3

Sample B

Score: 4

This is an example of good communicative skills. It is fluent and mostly correct. The substitution of *pendant* for *parmi* is problematic, but the grammar is correct. The answer is fluent and there is a connection of ideas.

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Sample D

Score: 3

This is an appropriate answer with some development of ideas. The speaker uses core vocabulary and verb structures (*on peut dire, on doit travailler*) and one relative pronoun, but mostly relies on repetition. When the speaker tries to define *la chance*, there is uncertainty because he is moving beyond the basics.

Sample E

Score: 5

This is a well-developed, appropriate, sustained answer delivered by a speaker who is clearly non-native. There are few lapses in language control and a high level of fluency, with excellent use of relative pronouns, transitional expressions, and the subjunctive.

Question 4

Sample A

Score: 2

This response is limited. There is very little vocabulary, the speaker struggles to express ideas, and there are serious flaws in grammar, such as speaking in infinitives and confusing the verbs *lire* and *dire*.

Sample C

Score: 4

This response demonstrates good communicative skills. Although adjectives are used in the feminine and there are some lapses (*à nuit* instead of *la nuit*), it is mostly correct and has some range of vocabulary.

Sample D

Score: 5

This response is very good. There is a high level of fluency and a sustained presentation of ideas. The speaker varies the vocabulary, syntactic structure, and transitional words (*par contre, pendant que*).

Question 5

Sample B

Score: 5

This non-francophone speaker's response is very good. It is highly fluent and presents a sustained connection of ideas. The pronunciation is excellent, and there is a broad use of vocabulary, such as *ça peut nous enlever* and *améliorer notre condition physique et mentale*.

Sample C

Score: 2

This answer is limited. The speaker struggles, and although the answer is appropriate, it is restricted by serious flaws (*les gens avoir, plus bon*).

Sample D

Score: 3

This response is adequate. There is some development of ideas, but uncertainty when the speaker moves beyond the basics (*on sent très bien, pendant jouer*).