



## AP French Language 2001 Scoring Guidelines

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2001 SCORING GUIDELINES**

**OBJECTIVE/FILL-INS**

The responses listed below are the only acceptable ones:

- |                     |                        |                            |
|---------------------|------------------------|----------------------------|
| 1. que              | 12. en                 | 22. attendait, m'attendait |
| 2. ce               | 13. dont               | 23. Regarde, regarde       |
| 3. qui              | 14. lesquelles         | 24. allions                |
| 4. de               | 15. le                 | 25. avait dit              |
| 5. dont             | 16. se marier          | 26. se reposer             |
| 6. Avant, avant     | 17. rêve               | 27. fasse                  |
| 7. en               | 18. était              | 28. allait                 |
| 8. qui              | 19. arriveront, seront | 29. aurait donné           |
| 9. de               | arrivés                | 30. faisant                |
| 10. pendant, durant | 20. avoir visité       |                            |
| 11. du              | 21. aillent            |                            |

**ESSAY QUESTION**

**9 Strong Control**

- Clear command of language and a sense of idiom.
- Clarity of organization.
- Accuracy and variety in grammar and syntax with a few errors.
- Exceptional development of the topic may compensate for more language problems than this category normally allows.

**7-8 Good Control**

- Reads smoothly overall despite some errors in grammar and usage.
- Evidence of organization.
- Varied and generally appropriate vocabulary.
- Creative and/or thorough treatment of the topic may compensate for more language problems than this category normally allows.

**5-6 Fair Control**

- Easily comprehensible, with some signs of fluency and organization.
- Correct use of simple grammatical structures with minor errors and/or less accurate use of more complex structures.
- Some apt vocabulary.
- Appropriate treatment of the topic may compensate for more language problems than this category normally allows.

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**3-4 Weak Control**

- Generally comprehensible but frequently forces interpretation on the part of the reader.
- Little evidence of fluency.
- Inaccuracies in grammatical structures and/or limited vocabulary throughout.
- Contains some redeeming features.
- Evidence of efforts to treat the topic.

**1-2 Poor or No Control**

- Almost total lack of structural accuracy and/or vocabulary resources.
  - Unacceptable from most points of view.
  - A 2 may be distinguished from a 1 by having more error-free word sequences or more convincing reference to the wording of the question.
- 
- A composition that very clearly is written on another topic.
- 
- Blank or not written in French.

**As a general rule**, essays containing no more than one page of **normal-sized handwriting** will not receive a score higher than 5.

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### TAPES (SPEAKING SECTION)

Readers were given the following instructions at the Reading:

The score you assign each response should reflect your judgment of its quality as a whole. You should reward speakers for what they do well in response to the questions, bearing in mind that all responses, even those receiving 5s, may show some hesitancy and some lapses in language control. All francophone pronunciations are valid. Native fluency (ease of expression) is not necessary to receive a 5. Self-correction is an asset rather than a deficit as long as it improves the language and does not impede fluency. However, fluency alone does not compensate for overall lack of control of basic structures and vocabulary. Answers that fail to use enough time to provide a well-developed response to the question cannot receive full credit.

- 5 Response demonstrates **very good** or **superior** communicative skills. A well-developed and appropriate answer characterized by the correct use of a variety of syntactic structures. Broad use of vocabulary. Sustained presentation and connection of ideas. Easily comprehensible pronunciation. High level of fluency (ease of expression).
- 4 Response demonstrates **good** communicative skills and an appropriate answer characterized by fluency (ease of expression). Mostly correct use of syntactic structures and connection of ideas. Some range of vocabulary. Pronunciation does not interfere with communication.
- 3 Response demonstrates **adequate** communicative skills. An appropriate answer characterized by moderate fluency (ease of expression). Some development of ideas. May rely on repetition. Shows control of basic syntactic patterns and core vocabulary. Some uncertainty when speaker moves beyond the basics. Pronunciation may require close attention on the part of the listener.
- 2 Response demonstrates **limited** communicative skills. Can be either **(a)** a partially appropriate answer with adequate communicative skills or **(b)** an appropriate answer restricted by serious flaws in grammar, usage, and pronunciation. Low level of fluency (ease of expression): speaker may struggle to express ideas. Answer may require some interpretation.
- 1 Response demonstrates **extremely weak** communicative skills. An appropriate or partially appropriate answer that shows little control of grammar, usage, and pronunciation. Answer forces interpretation or suggests that the student did not fully understand the question. Relies primarily on vocabulary provided in the pictures and questions. Frequent anglicisms. No fluency (ease of expression).
- 0 The response is totally incomprehensible or does not address the question at all, such as “Je ne sais pas,” “Je ne comprends pas,” or any attempt to evade the question.
- No response or response in a language other than French.

### Question-Specific Criteria for the Speaking Section

#### *Question 1*

- The use of the present or the past is accepted.
- There is no penalty if the student does not get to explaining the disappointment, provided that the answer is developed and uses the time.
- We do not place much emphasis on errors of gender in the subject pronouns relating to the persons in the drawings.

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- “Antiquités” causes problems for many students because of being seen in reverse in the drawing and because it is an unfamiliar term. “Antique” is likewise problematic. These problems are not given much emphasis.

### *Question 2*

- The answer absolutely must have two parts to the answer: (1) what they want, and (2) why they want it or some other explanation. The answer must provide some type of explanation, comment, or example even if it does not use the words “parce que.” Enumeration without some justification is not adequate and is considered a partially appropriate answer receiving, therefore, a maximum score of 2 (see the general criteria, above).
- The conditional is not required.
- “Demander pour” is overlooked as an error because it is so common in the answers.

### *Question 3*

This question presents certain difficulties and challenges. There are three of these:

1. The definition of “la chance.”
  2. The relation between “la chance,” however it’s defined, and success in life (“la réussite”).
  3. The examples one might give to support one’s opinion.
- You might think that the student would see the relation between this question and the pictures, but few tapes explicitly make this connection. In fact, “la chance” presents several ambiguities. It can be (a) good fortune or luck (“bonne chance”), (b) randomness, (“chance” in English = “le hasard”), (c) opportunity: the chance of success (les chances de la réussite). We have decided to accept any of these definitions.
  - As for the relation between “la chance” and “la réussite,” we accept (a) answers that develop the two ideas, but also (b) answers that develop “la chance” and don’t really address “la réussite” and (c) answers that develop “la réussite” but don’t address “la chance.”
  - As for specific examples, many students give specific examples, prefacing their remarks with “par exemple.” Others may not do so. As long as the speaker fills the required time with a related commentary, a specific example isn’t important. We are looking for a speech sample, and the last part of this question is simply a suggestion of a way to approach the question. N.B. If the student continues to refer to the sequence of drawings, the answer might be a continuation of the description in #1, and the score is then a 0.

### *Question 4*

- There is no penalty if the student talks about only one of the boys.

### *Question 5*

- The student may refer directly to the boys in the drawing but must mention an advantage. If there is no mention of advantage, the maximum possible score is 2. However, the word “avantage” is not required. N.B. If the student only refers to the boys without mentioning an advantage, the answer might be a continuation of the description in #4, and the score is then a 0.