



AP[®] French Language 2005 Scoring Guidelines

The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

Copyright © 2005 by College Board. All rights reserved. College Board, AP Central, APCD, Advanced Placement Program, AP, AP Vertical Teams, Pre-AP, SAT, and the acorn logo are registered trademarks of the College Entrance Examination Board. Admitted Class Evaluation Service, CollegeEd, Connect to college success, MyRoad, SAT Professional Development, SAT Readiness Program, and Setting the Cornerstones are trademarks owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark of the College Entrance Examination Board and National Merit Scholarship Corporation. Other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: <http://www.collegeboard.com/inquiry/cbpermit.html>.

Visit the College Board on the Web: www.collegeboard.com.
AP Central is the official online home for the AP Program and Pre-AP: apcentral.collegeboard.com.

**AP[®] FRENCH LANGUAGE
2005 SCORING GUIDELINES**

Part A (Fill-ins)

1. depuis
2. qui
3. que
4. à
5. la

6. aux
7. en
8. à
9. auxquelles
10. celles

11. auxquelles
12. aux
13. dont
14. en
15. le

16. voyager
17. je passerais OR passerais
18. me passionne OR passionne
19. j'ai rendu OR ai rendu **NOT** je ai rendu
20. j'ai pu OR ai pu **NOT** je ai pu

21. arrivant
22. avons découvert
23. avait disparu
24. le cherchaient OR cherchaient
25. l'a trouvé OR a trouvé **NOT** le a trouvé **NOT** a le trouvé

26. J'ai passé OR ai passé
27. avoir dîné
28. est OR était
29. nous sommes promenés OR nous sommes promenées
30. ne veuille plus

**AP[®] FRENCH LANGUAGE
2005 SCORING GUIDELINES**

Essay: Question 31

9	Demonstrates Excellence	STRONG CONTROL <ul style="list-style-type: none">• Ease of expression marked by a good sense of idiomatic French.• Clarity of organization.• Accuracy and variety in vocabulary, 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	Demonstrates Competence	GOOD CONTROL <ul style="list-style-type: none">• Reads smoothly overall despite some errors in grammar and usage.• Evidence of organization.• Varied and generally appropriate vocabulary.• Creative or thorough treatment of the topic may compensate for more language problems than this category normally allows.
5–6	Suggests Competence	FAIR CONTROL <ul style="list-style-type: none">• 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.
3–4	Suggests Incompetence	WEAK CONTROL <ul style="list-style-type: none">• 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	Demonstrates Incompetence	POOR or NO CONTROL <ul style="list-style-type: none">• 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.
0		A composition that is very clearly 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.

**AP[®] FRENCH LANGUAGE
2005 SCORING GUIDELINES**

Speaking Part: Questions 1–5

The score assigned each response should reflect the Exam Reader’s judgment of its quality as a whole. Speakers should be rewarded for what they do well in response to the questions, bearing in mind that all responses, even those receiving a 5, 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 provide a well-developed response to the question will receive a lower score than the quality of the answer might otherwise indicate.

- 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.
 - Approaches or reaches a high level of fluency (ease of expression).
- 4** Response demonstrates **good** communicative skills.
- An appropriate answer characterized by fluency (ease of expression).
 - Mostly correct use of syntax.
 - Goes beyond control of basic structures.
 - 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.
- An appropriate answer restricted by serious flaws in core grammar, usage, and pronunciation.
 - Low level of fluency (ease of expression).
 - Speaker may struggle to express ideas.
 - Answer may require some interpretation.

**AP[®] FRENCH LANGUAGE
2005 SCORING GUIDELINES**

Speaking Part: Questions 1–5 (continued)

- 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 or interference from other languages.
 - 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. (NOT a technical problem.)