



## **AP<sup>®</sup> French Language 2006 Scoring Guidelines**

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**Part A (Fill-ins)**

1. dont OR duquel
2. que
3. qui
4. le
5. chez
  
6. leur
7. dont OR duquel
8. en
9. eux
10. pour
  
11. me
12. à
13. laquelle
14. qu' **(NOT que l')**
15. où **(NOT et)**
  
16. viennent
17. avoir atterri
18. avaient réservée
19. ont sillonné
20. retourner
  
21. es allée
22. j'avais su OR avais su **(NOT je avais su)**
23. j'aurais annulé OR aurais annulé **(NOT je aurais annulé)**
24. Écoute OR Ecoute OR écoute **(NOT ecoute)**
25. fasses
  
26. sachant
27. comptait
28. m'a expliqué OR a expliqué **(NOT me a expliqué)**
29. je sorte OR sorte
30. j'ai décidé OR ai décidé

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**Essay: Question 31**

<b>9</b>	<b>Demonstrates Excellence</b>	<b>STRONG CONTROL</b> <ul style="list-style-type: none"><li>• Ease of expression marked by a good sense of idiomatic French.</li><li>• Clarity of organization.</li><li>• Accuracy and variety in vocabulary, grammar, and syntax, with a few errors.</li><li>• Creative development of the topic may compensate for more language problems than this category normally allows.</li></ul>
<b>7–8</b>	<b>Demonstrates Competence</b>	<b>GOOD CONTROL</b> <ul style="list-style-type: none"><li>• Reads smoothly overall despite some errors in grammar and usage.</li><li>• Evidence of organization.</li><li>• Varied and generally appropriate vocabulary.</li><li>• Thorough treatment of the topic may compensate for more language problems than this category normally allows.</li></ul>
<b>5–6</b>	<b>Suggests Competence</b>	<b>FAIR CONTROL</b> <ul style="list-style-type: none"><li>• Easily comprehensible, with some signs of fluency and organization.</li><li>• Correct use of simple grammatical structures with minor errors and/or less accurate use of more complex structures.</li><li>• Some apt vocabulary.</li><li>• Appropriate treatment of the topic may compensate for more language problems than this category normally allows.</li></ul>
<b>3–4</b>	<b>Suggests Incompetence</b>	<b>WEAK CONTROL</b> <ul style="list-style-type: none"><li>• Generally comprehensible but frequently forces interpretation on the part of the reader.</li><li>• Little evidence of fluency.</li><li>• Inaccuracies in grammatical structures and/or limited vocabulary throughout.</li><li>• Contains some redeeming features.</li><li>• Evidence of efforts to treat the topic.</li></ul>
<b>1–2</b>	<b>Demonstrates Incompetence</b>	<b>POOR or NO CONTROL</b> <ul style="list-style-type: none"><li>• Almost total lack of structural accuracy and/or vocabulary resources.</li><li>• Unacceptable from most points of view.</li><li>• 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.</li></ul>
<b>0</b>		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.

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## 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, with the Exam Reader 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.

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**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.)