



AP[®] French Language 2002 Scoring Commentary

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Composition

Sample AA – Score: 4

This essay occasionally shows promise, but there are persistent problems with grammar, usage, and sentence construction. The very first sentence is fine, but the second should not have included “À mon âge” or “pendant la jeunesse.” At the beginning of paragraph 2, “Quand vous voyagez, vous allez” is promising, but the rest of the sentence makes no sense. Two sentences later, we are pleased with “Il y a trop de langages différents dans le monde,” (“trop de + noun” is so often missed! and “différents” agrees properly with “langages,” which is often misspelled but is correct here). Unfortunately, the last part of this sentence does not fit with the first part. In the third paragraph we stumble over “Car les enfants,” and we fare no better with “Je beaucoup passe mon argent sur le weekend” in the fourth. We are impressed with “réaliser mon but dans la vie” but it takes us a moment to figure out that “et ne donner pas dans” is a literal mistranslation of “not to give in”! Overall, control is weak in this essay, inaccuracies are numerous, and the text frequently requires interpretation. There are indeed some of the redeeming features that characterize the 3-4 category, and the student’s earnest effort to treat the topic results in a substantial development that earns the essay a score of 4 rather than 3.

Sample BB – Score: 7

We are unimpressed by the beginning of this essay. Two successive sentences open with “Je pense que,” “apporte” is a poor word choice, and “un nombre de raisons,” while grammatically correct, does not reflect French usage. But the quality soon improves: the “Premièrement” of paragraph 2 inaugurates a clear progression of paragraphs in which the last begins with “En conclusion.” Despite some phonetic errors (“influencé” and “voyagé” instead of the infinitives, “j’était,” etc.), some minor errors of word choice (“intéressés avec,” so many occurrences of “le jeune”) and spelling (“ammener”); even despite some anglicisms (“vont sur les voyages,” “expérience” as a verb) and missed agreements, the essay displays good control of written French. The student uses a variety of expressions to achieve an interesting style and to structure the exposition: “Par contre,” “Plutôt,” “A [for “De,” unfortunately] l’autre côté,” “Par exemple,” and so on. The rhetorical question “Qui veut que son enfant soit raciste?” is very effective, and not just for its successful use of the subjunctive! In the last paragraph we appreciate the use of “raisons pour lesquelles” and “me plaît,” but not of “j’ai discussé in the same sentence. In short, the essay contains a fair number of errors in grammar and usage, but it also includes many high-end language features, along with evidence of a creative treatment of the topic. On balance, it deserves a 7.

Sample CC – Score: 9

The high quality of this essay quickly becomes apparent, thanks to its ease of expression and good sense of idiomatic French. There are a few lapses—“pas” is missing after “comprend” in the first sentence, “il n’ont” has a missing “s,” “isolé” does not agree with “ville,” “joue” in the last paragraph is incorrectly paired with “les voyages,” and “ce qui sont” should have been “ceux qui sont.” But noting the presence of these few errors amounts to nitpicking, in light of the essay’s overall high quality, its strong control, and its natural-sounding French. To earn a 9, an essay does not have to be error-free; it must demonstrate excellence and display strong control, which this one does.

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Speaking

Question 1

Sample A - Score: 5

This response from a clearly non-native speaker demonstrates very good communicative ability. There is a high level of fluency. Despite some lapses in language control, there is a sustained presentation of ideas with good use of transitions (“puis,” “car,” “après,”) and a broad range of vocabulary and structures (“décus,” “drôle,” “rendre la clé,” “rit d’elle”).

Sample B - Score: 4

This response demonstrates good communicative ability. It is mostly correct and the speaker goes beyond the basics in the use of indirect and direct object pronouns and some range of vocabulary (“c’est dommage,” “arrêter”).

Sample C – Score: 2

This response demonstrates limited communicative ability. The speaker struggles to produce the first sentence. There are serious flaws in grammar and only one completely correct sentence.

Question 2

Sample A – Score: 5

This response demonstrates very good communicative ability. There is a variety of syntactic structures, including the comparative and a good contrast between the passé composé and the imparfait. The answer is very well developed, with a sustained presentation of examples.

Sample B – Score: 4

This response demonstrates good communicative ability. It is mostly correct, and there is some range of vocabulary (“indépendant,” “emmener,” “responsabilité”).

Sample C – Score: 3

This response demonstrates adequate communicative ability. The fluency is very moderate, and there is uncertainty when the speaker moves beyond the basics (“ils n’ont besoin pas de ses parents”).

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Question 3

Sample A – Score: 5

This response demonstrates very good communicative ability. It is a fluent, well- developed answer that shows a variety of syntactic structures and a broad range of vocabulary (“n’importe quel adolescent,” “il faut qu’ils fassent attention,” “le droit de prendre leurs propres décisions”).

Sample B – Score: 4

This response demonstrates good communicative ability. It is mostly correct, with connection of ideas and some range of vocabulary (“responsabilité,” “protéger”).

Sample C – Score: 2

This response demonstrates limited communicative ability. Although the general idea is comprehensible, the speaker struggles to express ideas. There are serious grammatical flaws and the answer may require some interpretation.

Question 4

Sample A – Score: 5

This response demonstrates very good communicative ability. It is very fluent, and there is a variety of syntactic structures, including the ease and coherence with which the speaker moves between the past and the future. There is a sustained presentation of ideas and a broad range of vocabulary (“le lendemain,” “pour cette raison,” “l’écran,” “vraiment distrait”).

Sample - Score: 4

This response demonstrates good communicative ability. There is a connection of ideas. Although there is some repetition, the response is fluent, and there is some range of vocabulary (“jusqu’au dernier moment,” “il s’amuse”).

Sample C - Score: 3

This response demonstrates adequate communicative ability. There is some development of ideas, but uncertainty when the speaker moves beyond the basics (“l’étudiant fait des choses amusement,” “des choses qu’il avait aille besoin de”).

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Question 5

Sample A - Score: 5

This response demonstrates excellent communicative ability. It is well developed, with a high level of fluency and a sustained presentation of ideas. There is a very broad range of vocabulary (“distraction,” “outil de travail,” “autour du monde”).

Sample B – Score: 4

This response demonstrates good communicative ability. It is mostly correct and there is a range of vocabulary (“romans,” “seulement,” “s’amuser”). Structures go beyond the basics (“ne...jamais,” “il faut...” usually used correctly).

Sample C - Score: 3

This response demonstrates adequate communicative ability. The speaker competently uses core vocabulary (verbs “être,” “jouer,” “je veux”), but there is uncertainty when the speaker moves beyond the basics (“les universités que je veux assister”).