



AP[®] French Language & Composition 2004 Scoring Commentary Form B

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AP® FRENCH LANGUAGE AND COMPOSITION
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Essay: Question 31

Sample: 31AA

Score: 6

While this student uses some interesting vocabulary and nice turns of phrase, the essay contains errors that keep it in the Fair Control category. Vocabulary words such as "*Pays-Bas*," "*néerlandais*," and "*autrement*" as well as the appropriate use of "*suivre*" with "*un cours*," (the second time s/he makes reference to taking a class) provide a certain richness. The correct use of "*mieux*" and of object pronouns also show some sophistication. Subject-verb agreement is generally well handled and verb tenses are sometimes used correctly, but there is an inconsistency (with usage of the *passé composé* in particular) that suggests competence, rather than demonstrating it. The student follows the directions for this essay by attempting to use a variety of verb tenses and we are impressed with this variety when the student uses the past conditional and pluperfect in the middle paragraph and does so in a structurally correct manner. However, upon a close reading, we discover that the sentence in fact forces interpretation. It then becomes apparent that the student knows how to form the structures required for "si clauses" but not necessarily how to use them to express clear thoughts. In addition, some adjectives (in phrases such as "*n'importe quoi est fluide*" and "*j'aurais été moins globalisé*") also require interpretation and break the flow. The student stays within the essay topic, but the presentation seems somewhat disorganized, especially at the end of the first paragraph, where the development doesn't seem related to the idea just presented. Thus, the essay does not read smoothly overall but does suggest competence. For this, it receives a 6.

Sample: 31BB

Score: 7

This student has good control of the French language and his/her essay meets in many places the criteria in the 7-8 category, although there are some dips into lower categories. Organization is a very strong point as the student develops arguments through a chronological account of involvement in language learning. A conclusion and a thought for the future are provided, although the final sentence forces interpretation. Vocabulary is quite good and despite some spelling and accent inconsistencies we are happy to see "*déménageais / déménagé*," "*suprenant*," and the well-written "*améliorer*." Also in the area of vocabulary, we see a bit too much repetition of some verbs (*apprendre* seems to be everywhere, but fortunately used in a variety of tenses). Some expressions such as "*pourtant*" and "*Je m'ennerve beaucoup*," both near the end of the long first paragraph, are used incorrectly or with a weak relationship to the context and we are sorry to see the *anglicisme* "*fluente*." While many adjectives agree appropriately, there are errors ("*je deviendrai très obséder*") and the same problem arises with verbs. Many are well-used and conjugated correctly, but then we encounter "*J'ai devenu*," "*ma famille sont*," "*les gens deviennes*," etc. which pull the essay down. Nonetheless, the essay reads fairly smoothly overall. To make up for weaknesses, we can refer to the final "bullet" of the 7-8 category and consider that the thorough treatment of the topic and variety of verb tenses (which reflects a certain attention to the directions for this essay question) allow us to put this essay in the "Suggests Competence" category, despite errors in some simple structures. It receives a 7.

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Essay: Question 31 (cont'd.)

Sample: 31CC

Score: 9

This essay begins with a reformulation of the question and with good control, rather than strong control. The long second sentence has a certain awkwardness (the adverb “*énormément*” and the adjective “*développée*” as used to describe the English language). However, by the second paragraph the student’s ease with French becomes apparent. Great sophistication is required to use the past infinitive, the imperfect, and an infinitive correctly in a single sentence and this is followed by equally impressive structures throughout the essay. The student avoids repetition through the use of object pronouns and even a possessive pronoun, which add to the fluency. Complex sentences abound, including uses of relative pronouns and present participles. Rich word choices such as the expressions “*se diriger vers*,” “*savourer*,” and “*profiter au maximum de*” are quite rare in essays of our students and the syntax is striking throughout the essay. Within the well-organized paragraphs the student enables us to follow his/her thought processes through a variety of transitional and connecting words (“*Auparavant*,” “*Tout d’abord*,” “*grâce à*”). This essay is not, however perfect. In addition to the awkwardness mentioned above, in the sentence “*Bref, l’anglais s’utilise dans n’importe quel domaine ou même beauté*,” the last word sequence forces interpretation. Other than this, minor spelling mistakes and a few errors in usage do not break the sense of idiom present in the essay. This demonstrates excellence.

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Speaking Section: Question 1

Sample: 1A

Score: 5

This response demonstrates very good communicative skills. There is a broad use of vocabulary (“*des spectateurs très bien habillées,*” “*ils sont en train d’être très bruyants*”). The speaker has a high level of fluency with sustained presentation of ideas, including transition words such as “*en plus,*” “*on dirait que.*”

Sample: 1B

Score: 5

This response demonstrates superior communicative skills. There is a high level of fluency and excellent control of grammar. The speaker has good pronunciation and a broad use of vocabulary (“*l’ambiance . . .,*” “*les gens sont un peu fous,*” “*un concert passif*”).

Sample: 1C

Score: 3

This response demonstrates adequate communicative skills. The fluency is moderate. The speaker relies on repetition and shows uncertainty when moving beyond the basics (“*après regarder et de comparer les deux images*”).

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Speaking Section: Question 2

Sample: 2A

Score: 5

This response demonstrates very good communicative skills. It is a well-developed answer with a personal example, and broad vocabulary ("*ambiance*," "*groupes populaires*" instead of "*bandes*") and correct use of the subjunctive and compound relative pronouns. The pronunciation is very good.

Sample: 2B

Score: 4

This response demonstrates good communicative skills. It is mostly correct, despite some errors. There is fluency and connection of ideas.

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Speaking Section: Question 3

Sample: 3A

Score: 4

This response demonstrates good communicative skills. There is good development and minimal hesitation. The grammar is mostly correct and shows good control of aspect and prepositions: "*J'ai commencé à jouer du piano quand j'avais huit ans.*"

Sample: 3B

Score: 4

This response demonstrates good communicative skills. Despite some grammatical errors, the response is mostly correct, and there is good fluency and development of ideas.

Sample: 3C

Score: 3

This response demonstrates adequate communicative skills. The fluency is moderate, and the speaker relies on repetition and core vocabulary ("*Ma grand'mère. . . aime chanter. . . Elle chante beaucoup. . .*").

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Speaking Section: Question 4

Sample: 4A

Score: 5

This response demonstrates superior communicative skills. The student did not notice in the picture that the store was closed, but she interpreted the story in her own manner with a high level of fluency, many details, and a variety of syntactic structures (“*. . . en lui demandant d’acheter du pain, “il se rend compte qu’il a oublié. . .” “il se demande ce qu’il devait acheter. . .”*).

Sample: 4B

Score: 4

This response demonstrates good communicative skills. There is fluency and mostly correct use of syntax, including good control of aspect and complex sentences (“*il se souvient qu’il devait acheter. . .*”).

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Speaking Section: Question 5

Sample: 5A

Score: 4

This response demonstrates good communicative skills. Although there are repetitions and use of general vocabulary (“*des trucs*,” “*des choses*”), the speaker goes beyond control of basics in the correct use of transitions and relative pronouns.

Sample: 5B

Score: 3

This response demonstrates adequate communicative skills. The fluency is moderate and there is some development of ideas. The core structures are correct (“*ils sont sûrs*”), but the speaker shows uncertainty when moving beyond the basics (“*avant de faire des jouets*” instead of “*avant de jouer*”).