

AP[®] FRENCH LANGUAGE
2006 SCORING GUIDELINES (Form B)

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.)

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Note: In the transcription of student responses, two dots indicate a pause.

Speaking: Question 1

Sample: 1A

Score: 4

This well-developed, appropriate response demonstrates good communicative skills and fluency (ease of expression). Ideas are connected. There is some range of vocabulary: “soirée,” “dehors,” “endormi.” The syntax is mostly correct, and the answer goes beyond control of basic structures: “Il y avait un petit garçon,” “il lisait,” “il était en train de manger,” “il semble être endormi.”

Sample: 1B

Score: 3

This appropriate response demonstrates adequate communicative skills and moderate fluency (ease of expression). There is some development of ideas. Control of core vocabulary is also demonstrated: “la petite amie,” “le match,” “le foot,” “la télé,” “l’ordinateur,” “maintenant.” The response also shows control of basic structures: “il lit,” “la petite amie de Jacques voudrait jouer ... Jacques regarde le match,” “il dit non,” “Marie va.” Uncertainty is evident, however, when the student goes beyond core vocabulary: “un comic.”

Sample: 1C

Score: 2

This appropriate response demonstrates limited communicative skills. The student struggles to express ideas, and the level of fluency (ease of expression) is low. The answer is restricted by serious flaws in core grammar and usage (“l’homme regarder la télé,” “la soeur est jouer au foot”) and pronunciation (“le nomme” [l’homme]). Due to these serious flaws, the answer requires some interpretation.

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Speaking: Question 2

Sample: 2A

Score: 5

This appropriate, well-developed response demonstrates very good communicative skills. The answer approaches a high level of fluency (ease of expression). There is broad use of vocabulary: “*premièrement*,” “*la santé*,” “*équilibre*,” “*la vie privée*,” “*ensemble*,” “*discuter*.” The answer is characterized by the correct use of a variety of syntactic structures: “*pour être en forme il faut pratiquer... le sport me donne une équilibre*,” “*en faisant du sport*.” Pronunciation is easily comprehensible, the presentation is sustained, and there is connection of ideas.

Sample: 2B

Score: 3

This appropriate response demonstrates adequate communicative skills. There is some development of ideas. The answer shows control of core vocabulary (“*regarder la télé*,” “*faire mes devoirs*”) and basic syntactic patterns with repetition of *j’aime* and *je n’aime pas*: “*J’aime beaucoup jouer*,” “*Je n’aime pas beaucoup regarder la télé*,” “*J’aime beaucoup être*,” “*Je n’aime pas faire mes devoirs*,” “. . . *je n’aime pas aller*.” There is some uncertainty when attempting to use vocabulary or structures beyond core: “*J’aime beaucoup jouer au basket ou quoi d’autre*,” “*être en pleine d’air*.” Pronunciation sometimes requires close attention on the part of the listener.

Sample: 2C

Score: 2

This appropriate response shows limited communicative skills. The student struggles to express ideas, and the answer is restricted by serious flaws in core grammar (“*il est développer*”), usage, and pronunciation (“*vollie*” [volley]). The response requires some interpretation when the student says: “. . . *et je présanne* [?] *les sportives*.” There is a low level of fluency (ease of expression).

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Speaking: Question 3

Sample: 3A

Score: 5

This well-developed, appropriate response shows very good communicative skills and approaches a high level of fluency. Pronunciation is easily comprehensible, presentation is sustained, and ideas are connected. There is a broad range of vocabulary: “*l’amitié*,” “*être en forme*,” “*la santé*,” “*les drogues*,” “*fumer*,” “*particulièrement*,” “*premièrement*,” “*s’entendre*,” “*la détermination*”). The student uses a variety of syntactic structures correctly: “*en jouant*,” “*en pratiquant . . . on peut être en forme*,” and “*les qualités que le sport développe*.”

Sample: 3B

Score: 3

This appropriate response shows adequate communicative skills. The answer is characterized by moderate fluency (ease of expression). There is some development of ideas, and the response shows control of core vocabulary (“*la télé*,” “*le coeur*,” “*la tête*,” “*maintenant*”) and basic structures (“*beaucoup de personnes fument*,” “*les gens doivent faire beaucoup de sport et pas regarder la télé tous les jours*”). There is uncertainty when the student moves beyond the basics: “*le sport a aidé pour faire plus bon*.”

Sample: 3C

Score: 1

This appropriate response demonstrates extremely weak communicative skills. The answer relies primarily on vocabulary that is provided in the question: “*Oui, la pratique des sports est-elle important pour les jeunes parce que . . .*” There is limited control of grammar, usage and pronunciation: “. . . *parce que la développe très l’important caractéristique . . .*” The student uses some English vocabulary: “. . . *like leadership and . . .*” For these reasons, the answer forces interpretation. There is no fluency (ease of expression).

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Speaking: Question 4

Sample: 4A

Score: 4

This appropriate response demonstrates good communicative skills. The answer is characterized by fluency (ease of expression) and connection of ideas. Pronunciation does not interfere with communication. There is some range of vocabulary: “*perdues*,” “*bâtiments*,” “*cependant*.” The student goes beyond control of basic structures: “*groupe de personnes qui attend devant une cathédrale*,” “*ça paraît très stressant et assez ennuyeux de les regarder*.”

Sample: 4B

Score: 3

This appropriate response demonstrates adequate communicative skills. There is some development of ideas, but pronunciation sometimes requires close listener attention: “*chétédreule*” [*cathédrale*], “*la Siene*” [*la Seine*]. The answer shows control of core vocabulary (“*les touristes*,” “*un autobus*,” “*un livre*,” “*un guide*,” “*la femme*,” “*l’homme*”) and control of basic structures (“*il y a des touristes*,” “*il y a beaucoup de touristes*,” “*ils sont*,” “*ils n’ont pas*,” “*ils font*”). There is uncertainty, however, when the student moves beyond the basics (“*sur le même place*”). Fluency is moderate.

Sample: 4C

Score: 1

This appropriate response demonstrates extremely weak communicative skills. The answer shows little control of grammar, usage, and pronunciation: “*En première l’image le . . les voyageurs trois visiter un musée*,” “*En deux d’image . . un couple* [English pronunciation] *est visiter un musée avec non voyages Etoile*.” This response forces interpretation, and there is no fluency (ease of expression).

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Speaking: Question 5

Sample: 5A

Score: 5

This well-developed, appropriate response demonstrates very good communicative skills. There is sustained presentation and connection of ideas, and pronunciation is easily comprehensible. This answer is characterized by broad use of vocabulary ("*forcément*," "*propres*," "*empêche*," "*réfléchir*," "*manquer*," "*reconnais*") and the correct use of a variety of structures ("*Moi, je préfère*," "*il faut être mené par un guide*," "*ça nous empêche de former nos propres interprétations*," "*Je reconnais qu'il y a des gens . . .*" "*ne pas comprendre*." This response approaches a high level of fluency.

Sample: 5B

Score: 3

This appropriate response demonstrates adequate communicative skills and some development of ideas. Pronunciation sometimes requires close attention. The answer shows control of core vocabulary ("*attendre*," "*personnes*," "*vite*") and basic syntactic patterns ("*quand tu vas . . . tu dois attendre . . . tu dois aller . . . tu es . . . tu peux faire . . . c'est*"). There is some uncertainty when moving beyond the basics: "*sans des amis ou sans de groupe*," "*des autres personnes*." Fluency is moderate.

Sample: 5C

Score: 1

This appropriate response demonstrates extremely weak communicative skills. The student relies primarily on the vocabulary provided in the question: "*Quand je visiter un musée, une ville, ou une autre site . . . sight . . . préférez-vous . . . le faire en groupe parce que je . . .*" There is little control of grammar ("*parce que j'aime . . . regarder*"), usage, and pronunciation ("*qwand*" [*quand*], "*sight*"). The answer forces interpretation, and there is no fluency (ease of expression).