

AP[®] FRENCH LANGUAGE 2006 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, 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

Overview

On both parts of the speaking exam, questions progress from the concrete (based on a series of pictures) to the personal or the abstract. The first question based on the picture sequence encouraged the use of apt vocabulary and proper sequencing of events with attendant terminology (*d'abord, ensuite, et puis, enfin*) to describe the situation of a boy who graduates from high school and imagines that college will be mostly fun and games. Once on the college campus, however, he has an academic rude awakening. The follow-up second question pursued the issue of lifestyle changes by asking the student what life is likely to be like just a few months after high school. The third question was even more general: it asked for some reflections on the advantages and disadvantages of leaving home as a young adult. The questions based on the split-screen picture call for comparison and contrast. The picture showed a high-school-aged girl who works in a fast food restaurant and another girl who does not work and who has time for sports and leisurely phone calls to friends. The student was asked to compare the two lifestyles, then to reflect on the pluses and minuses of having a part-time job.

Speaking: Question 1

Sample: 1A

Score: 5

This well-developed, appropriate response demonstrates superior communicative skills. The speaker connects ideas and sustains an effective presentation. Pronunciation is easily comprehensible. The answer is characterized by a broad range of vocabulary: "*premièrement,*" "*marque,*" "*études secondaires,*" "*loger,*" "*s'inscrire,*" and "*la pelouse,*" for example. The answer also includes a variety of syntactic structures: "*des gens qui jouent,*" "*une femme qui lit,*" "*avant que les cours commencent,*" "*pense à.*" The speaker reaches a high level of fluency.

Sample: 1B

Score: 4

This appropriate response demonstrates good communicative skills and fluency. There is connection of ideas, and pronunciation does not interfere with communication. Some range of vocabulary is evident: "*se rendre compte,*" "*dehors,*" and "*l'école de ses rêves.*" The response is mostly correct and goes beyond control of basic structures: "*Pierre vient de recevoir son diplôme*" and "*il se rend compte quand il paie ses livres que l'école n'est pas.*"

Sample: 1C

Score: 3

This appropriate response demonstrates adequate communicative skills. There is some development of ideas. Control of basic syntactic patterns is evident: "*il va,*" "*il peut faire,*" "*ils sont très chers,*" and "*il doit acheter.*" Core vocabulary is used: "*université,*" "*les choses,*" "*magasin,*" "*livres,*" and "*l'école.*" Although the student successfully uses "*Il a reçu son diplôme,*" there is uncertainty when attempting structures beyond the core level: misuse of the imparfait or omission of the helping verb (*terminait/terminé*) and the omission of the relative pronoun in "*Il rêve quand il arrivait de tous les choses il peut faire.*"

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Speaking: Question 2

Sample: 2A

Score: 4

This appropriate response demonstrates good communicative skills and fluency (ease of expression). There is some connection of ideas and evidence of some range of vocabulary: “*Je ferai mes études,*” “*ainsi,*” and “*donc.*” Correct syntactical patterns go beyond control of basic structures: “*Je pense que je ferai mes études après chaque classe quand j’irai à l’université,*” “*nous irons,*” “*je veux être dentiste,*” “*je ne peux pas faire ce que cet homme a fait.*”

Sample: 2B

Score: 3

This appropriate response demonstrates adequate communicative skills. There is some development of ideas. Control of basic syntactic patterns (present tense) is demonstrated: “*j’espère,*” “*je vais,*” “*je dois,*” “*je peux*” (repeated), and “*il y a.*” The overall level of vocabulary is core: “*grand*” (repeated), “*gens,*” and “*amusant.*” There is evidence of uncertainty when the speaker moves beyond the basics: “*j’espère que je vais,*” “*je peux faire l’amitié avec quelqu’unes et quelques gens,*” “*je peux faire des aventures.*”

Sample: 2C

Score: 1

This appropriate response demonstrates extremely weak communicative skills and no fluency. There is little control of grammar and usage. Verbs are expressed in the infinitive form (“*je attendre,*” “*ne visiter avec mon ami beaucoup,*” “*je visiter*”), are incorrectly conjugated (“*je dormis*”), or left out (“*Aussi, je argent. . ne argent pas beaucoup.*”). Additionally, some subjects are missing (“*et ne dormis pas,*” “*peut-être le joueur avec mes amis*”). This fragmented answer forces listener interpretation.

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Speaking: Question 3

Sample: 3A

Score: 5

This well-developed, appropriate response shows very good communicative skills. There is sustained presentation and connection of ideas, and pronunciation is easily comprehensible. The correct use of a variety of syntactic structures characterize this response: the simple future (“*je serai*,” “*je n’aurai pas d’argent*”), relative pronouns (“*tout ce que je veux*,” “*j’aime faire des choses qui coûtent*”), direct/indirect object pronouns (“*quand je veux le faire*,” “*me donnent*”), a comparative (“*la liberté est meilleure*”), and conditional sentences with *si* (“*Je serais heureux si j’étais seul*”). This response approaches a high level of fluency.

Sample: 3B

Score: 3

This appropriate response demonstrates adequate communicative skills with some development of ideas. The response uses core vocabulary: “*famille*,” “*amis*,” “*problèmes*,” “*magasins*,” “*le café*,” “*travail*.” Control of basic syntactic patterns is demonstrated: “*Il y a beaucoup d’avantages*,” “*je pense que*,” “*j’aime beaucoup le café*,” “*j’ai besoin de travailler*.” There is repetition of “*je pense que*,” “*il y a*,” and “*j’aime*.” Uncertainty is evident when the student moves beyond basic structures: “*pour après je quitter*” and “*il y avait beaucoup de problèmes*” (the use of the imperfect to speak about a potential future problem). The student also encounters problems with the pronunciation of “*indépendance*.”

Sample: 3C

Score: 2

This appropriate response demonstrates limited communicative skills. There are serious flaws in pronunciation (“*chwoses*,” “*familie*,” and the pronunciation of final consonants). There are also serious errors with possessive adjectives: “*ton familie*.” Parts of the response require some listener interpretation: “*tu es en couleur en sujet ton familie*,” “*tu es désolé parce que ton familie est une . . est une . . une ‘ville’ . .*” There is also evidence of struggle to express some ideas.

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Speaking: Question 4

Sample: 4A

Score: 5

This well-developed, appropriate answer demonstrates very good communicative skills. The answer is characterized by the correct use of a variety of syntactic structures (“*On aperçoit une jeune adolescente qui a un travail . . .*,” “*Elle . . . essaie de gagner sa vie . . .*,” “*On aperçoit une autre jeune adolescente qui mène une vie bien différente . . .*”) and broad use of vocabulary (“*gagner sa vie*,” “*toute la journée*,” “*bien sûr*,” “*en effet*,” “*par contre*”). The student’s presentation is sustained in spite of occasional hesitations and self-corrections. This response is especially strong with regard to connection of ideas (“*tout d’abord*,” “*par contre*,” “*par ailleurs*,” “*en effet*”). Easily comprehensible pronunciation is an additional asset. These factors all contribute to a high level of fluency.

Sample: 4B

Score: 4

This appropriate response demonstrates good communicative skills. There is evidence of correct use of core patterns: “*on voit*,” “*doit vendre*,” “*elle termine*,” “*doit travailler*,” “*peut jouer*.” Additionally, there is evidence of the speaker’s ability to correctly go beyond control of basic structures and core vocabulary: “*à la fin de ses journées*,” “*elle doit balayer*,” “*Elle termine sa journée dans son lit parlant*.” The memorized expression “*intimidé par cette machine*” seems illogical since the student does not seem to be experiencing any difficulty in expressing himself. Furthermore, the sophisticated naming system (“*une jeune femme qu’on pourrait appeler Marie*”) that the student has memorized and repeats in the text does not advance the narration and did not elevate the score to a 5.

Sample: 4C

Score: 2

This appropriate response demonstrates limited communicative skills. The sample begins well, but part of the opening is a repetition of the question. Subsequent elements of the answer are restricted by serious flaws in grammar and usage (“*une travailleur qui va savoir la commande du chef*,” “*elle jouer*,” “*parle à la téléphone*,” “*la vie de lui est*,” “*sa amie*”). The low level of fluency is evident in the student’s struggle to express himself. There are frequent stops and hesitations.

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Speaking: Question 5

Sample: 5A

Score: 4

This appropriate response demonstrates good communicative skills. The answer is characterized by fluency (ease of expression). Pronunciation does not interfere with communication. Ideas are connected (“*je pense que*,” “*c’est surtout*”). Some range of vocabulary is also demonstrated: “*expérience personnelle*,” “*indépendance*,” “*développer*,” “*talents*,” “*obstacles*.” The syntax goes beyond control of basic structures: “*C’est une chose qui est n’est pas facile*,” “*ces emplois qui nous aident à développer*.”

Sample: 5B

Score: 3

This appropriate response demonstrates adequate communicative skills. There is some development of ideas, and the answer shows control of basic syntactic patterns: “*il y a*,” “*la fille peut gagner*,” “*elle peut aller*,” “*l’autre lycéenne ne peut pas*,” “*elle aime téléphoner*.” The student repeats the verb “*pouvoir*,” and vocabulary is core: “*fille*,” “*argent*,” “*jouer*,” “*téléphoner*,” “*travail*,” “*chère*.” There is uncertainty when moving beyond the basics: “*Les avantages sont plus que les inconvénients*.” Fluency (ease of expression) is moderate.

Sample: 5C

Score: 1

This appropriate response demonstrates extremely weak communicative skills. It shows little control of pronunciation (“*emploi*,” “*partiel*”), usage (“*elle trouve . . . earner . . . pour le euros*”) and grammar (“*Les avantages . . . parce que elle étudie un indépendance*,” “*ne étudiant part pour le classe*,” “*le devoir pas*”). The answer forces interpretation, and there is no fluency (ease of expression).