

AP[®] FRENCH LANGUAGE 2007 SCORING GUIDELINES

Speaking: Questions 1–5

The score assigned each response should reflect the Exam Reader's judgment of its *quality as a whole*. Students 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 5s, 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: 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: Student responses are quoted verbatim and may contain grammatical errors. In students' quotes, two dots indicate a pause.

Speaking

Overview

Students must give evidence of competence in dealing with various speaking tasks. 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 picture sequence in the 2007 exam (questions 1–3) required 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 group of students who arrive in Paris, expect glamour and luxury, and find themselves lodged in a rundown hotel. Subsequently, the test-takers were asked to recount a disappointing event in their personal experience, and then to comment on the art of appreciating travel.

The second picture sequence (questions 4–5) invited students to contrast the marriage plans of two different young couples and then to talk about their own family's rituals and traditions. As it turned out, more than a few students, for various reasons, had trouble relating to the young couples contemplating marriage.

Speaking: Question 1

Sample: 1A

Score: 5

This well-developed, appropriate response demonstrates very good communicative skills. There is connection of ideas ("*alors*," "*Et finalement*"). The presentation of these ideas is sustained throughout the response time. Pronunciation is easily comprehensible. The answer is characterized by the correct use of a variety of syntactic structures: narration using past tenses and "*ils ont dû rester*." Use of "*circuler*" and "*connus*" is impressive.

Sample: 1B

Score: 3

This appropriate response demonstrates adequate communicative skills. There is some development of ideas. Fluency is moderate. The student shows control of basic syntactic patterns ("*Ils regardent*," "*Ils sont dans l'autobus*," "*Ils vont*," "*Ils sont très fatigués*," "*Ils sont très heureux*") and core vocabulary ("*jeunes enfants*," "*aéroport*," "*autobus*," "*fatigués*," "*heureux*," "*l'hôtel*," "*bête*"). There is uncertainty when the student moves beyond the basics: "*Après ils ont arrivé*"; "*ce n'est pas qu'est-ce qu'ils ont imaginé*."

Sample: 1C

Score: 2

This appropriate response demonstrates limited communicative skills. The answer is restricted by serious flaws in pronunciation ("*moins*" [main]) and core grammar: "*Quand les personnes arriver les prend un autobus*"; "*Quand les personnes en autobus les personnes imaginer à Paris*"; "*Les personnes arriver à l'hôtel*." This answer may require some interpretation: "*les prend un autobus*"; "*Quelqu'un lève le moins* [main]."

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Speaking: Question 2

Sample: 2A

Score: 4

This appropriate response demonstrates good communicative skills. The answer is characterized by fluency (ease of expression). There is some range of vocabulary: “*la fanfare*,” “*visible*,” “*immeubles*,” “*voleurs*,” “*pickpockets*.” Syntax is mostly correct and goes beyond control of basic structures, such as the use of the pluperfect (“*Nous avions été en Allemagne*”) and the imperfect (“*Beaucoup d’immeubles étaient . . . Je n’aimais pas la ville*”). Pronunciation does not interfere with communication.

Sample: 2B

Score: 3

This appropriate response demonstrates adequate communicative skills. It is characterized by moderate fluency (ease of expression). There is some development of ideas. The answer shows control of core vocabulary (“*maison*,” “*la vaisselle*,” “*ranger ma chambre*,” “*nettoyer le salon*,” “*mes devoirs*,” “*regarder la télé*”) and basic syntactic structures (“*Je fais mes devoirs*,” “*Je veux*,” “*Elle regarde la télé*”). There is some uncertainty when the student moves beyond the basics: “*mélanger*” [*faire le ménage*], “*Elles ne l’[m] aident pas*,” “*Je peux ma soeur aide moi dans la maison*,” “*Nous doivons*.”

Sample: 2C

Score: 1

This appropriate answer shows very weak communicative skills. There is no fluency (ease of expression) and little control of grammar, usage, and pronunciation: “*Je frustri*,” “*frustrée quand je tomber*,” “*j’ai tombé dans la rue*,” “*Je frustrée . . . j’ai frustrée quand ma chienne . . . j’ai frustrée quand ma chienne.*”

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Speaking: Question 3

Sample: 3A

Score: 4

This appropriate response demonstrates fluency (ease of expression) and good communicative skills. There is connection of ideas (“*D’abord*,” “*aussi*”). The student’s pronunciation does not interfere with communication. While the two subjunctive sentences are impressive, there is not a broad range of vocabulary (“*apporter*,” “*tout ce que*”). Additionally, the vocabulary of the question is repeated at the beginning and the end of the response.

Sample: 3B

Score: 3

This appropriate response demonstrates adequate communicative skills. There is some development of ideas. The answer shows control of core vocabulary (“*restaurant*,” “*manger*,” “*dormir*,” “*musées*,” “*bibliothèque*,” “*cinéma*”) and basic syntactic patterns (“*vouloir*,” “*pouvoir*,” “*être*”—present tense). The student relies on repetition: “*quand vous voulez manger il est bien que vous avez un place très bien pour faire ça*” and “*quand vous voulez dormir il est très bien que vous avez un place pour faire ça*.” There is some uncertainty when the student moves beyond basics.

Sample: 3C

Score: 1

This appropriate response demonstrates extremely weak communicative skills. There is no fluency (ease of expression). The student begins the answer by repeating words of the question (“*Il faut faire pour apprécier pleinement voyage*”). The answer shows little control of grammar, usage, and pronunciation: “*bon logement pour . . . pour rester quand un est inconfortable je ne . . . je n’ai pas content*.” The answer requires interpretation.

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Speaking: Question 4

Sample: 4A

Score: 4

This appropriate response shows good communicative skills. There is connection of ideas and some range of vocabulary: “*genou*,” “*se marier*,” “*romantique*,” “*naturelle*,” “*joie de vivre*,” “*malgré*.” Syntax is mostly correct and goes beyond basic structures: “*La dame voulait se marier dans le parc où ils se promenaient*”; “*et il a demandé à son amie d’être sa femme*.”

Sample: 4B

Score: 3

This appropriate response shows adequate communicative skills. There is some development of ideas. The answer shows control of core vocabulary (“*la femme*,” “*l’homme*,” “*aimer*,” “*chers*”) and basic syntactic structures: present tense of “*être*,” “*vouloir*,” “*aimer*,” “*penser*.” There is some uncertainty when the student moves beyond the basics: “*et peut-être ils ne se marient [marieront] pas*.” Fluency is moderate.

Sample: 4C

Score: 2

This appropriate response shows limited communicative skills. There is a low level of fluency (ease of expression), and the student struggles to express ideas. This answer is characterized by serious flaws in core usage (“*sa mari*”) and grammar (“*Dans la deuxième photo les jeunes parlant de son mariage*”; “*Ils parlent que qu’ils marier dans la parc*”). Some listener interpretation may also be required: “*Il est plus relaxant que le première photo*” [the scene? the man?]; “*Il pense quand leur mariage*” [Are they thinking about the wedding? Are they thinking about the date?].

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Speaking: Question 5

Sample: 5A

Score: 4

This appropriate response shows good communicative skills with connection of ideas. In spite of the broad use of vocabulary that begins the answer, the response does not include a variety of syntactic structures. The response is mostly correct and goes beyond core vocabulary: "*pour apprendre aux jeunes ce qui est moralement acceptable.*"

Sample: 5B

Score: 3

This appropriate response shows adequate communicative skills. The answer is characterized by moderate fluency. The student shows control of core vocabulary ("*dimanche,*" "*famille,*" "*église,*" "*frère,*" "*grand-mère,*" "*grand-père*") and basic syntactic structures ("*Les rites et les traditions sont*" and "*ma famille va.*" The student also relies on repetition: "*Les rites et les traditions sont très important(e)s.*"

Sample: 5C

Score: 1

This appropriate response shows extremely weak communicative skills. The student demonstrates little control of grammar ("*Dans ma vie il très important d'avez traditions avec le familier,*" "*ils . . ils ader [aident] vous*"), usage, and pronunciation. There is no fluency (ease of expression), and the answer forces interpretation.