

AP[®] FRENCH LANGUAGE

2008 SCORING GUIDELINES (Form B)

Part B (Speaking): Questions 1–5

The score assigned each response should reflect the Exam Reader's judgment of its *quality as a whole*. Readers should reward students for what they do well in response to the questions, 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 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 and 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 student 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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Part B (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 or an AP Exam for another language.)

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Note: Student responses are quoted verbatim and may contain grammatical errors. In the transcriptions of students' speech, a three-dot ellipsis indicates that the sample has been excerpted; two dots indicate that the student paused while speaking.

Part B (Speaking)

Speaking: Question 1

Sample: 1A

Score: 5

This well-developed response demonstrates superior communicative skills. There is connection of ideas (*"ensuite," "donc," "plus tard"*). The presentation of these ideas is sustained throughout the response time, and the pronunciation is highly comprehensible. The student successfully uses a variety of syntactic structures: the present participle and the imperfect, *"marchant et se promenant," "il voulait l'impressionner," "le soleil était en train de se coucher."* There is a broad range of vocabulary: *"tout d'un coup," "marcher," "se promener," "impressionner," "se mettre à," "vagues," "quand même," "plus tard," "se rencontrer," "s'asseoir," "rire."*

Sample: 1B

Score: 3

This appropriate response demonstrates adequate communicative skills. Fluency (ease of expression) is moderate. There is some development of ideas (*"après une minute," "après quelques minutes," "plus tard"*). The vocabulary is core: *"plage," "fille," "planche," "océan," "mer."* There is uncertainty when the student moves beyond the basics: *"lui et la jeune fille," "pour lui impressionne," "il a tombé la planche et tombé sur la mer."*

Sample: 1C

Score: 2

This appropriate response demonstrates limited communicative skills and a low level of fluency (ease of expression). The response is characterized by serious flaws in core syntactic patterns (present tense): *"le jeune homme faire ... est regarder."* Parts of the answer require interpretation: *"le jeune homme faire un bon temps à la mer," "il passe un bon temps."*

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Speaking: Question 2

Sample: 2A

Score: 5

This well-developed response demonstrates very good communicative skills. There is connection of ideas (“*c’est-à-dire*”). The presentation of these ideas is sustained, and the pronunciation is easily comprehensible. The student uses a broad range of vocabulary (“*marcher*,” “*intellectuelle*,” “*moyen*,” “*intérêts*,” “*en commun*,” “*encore*”) and a variety of syntactic structures (“*Si je veux impressionner quelqu’un j’essaie d’être charmante [si] ... pour que les gens pensent que je suis intellectuelle*,” “*je les rencontre*,” “*je les aime bien*,” “*j’essaie encore de les impressionner*”).

Sample: 2B

Score: 4

This appropriate response demonstrates good communicative skills and fluency (ease of expression). There is connection of ideas and some range of vocabulary: “*proprement*,” “*ennuyer*,” “*honnête*,” “*découvrir*.” Elements of the response show the student’s ability to go beyond basic structures: “*ils ennuient l’autre personne qui écoute*,” “*choses qui peuvent*,” “*c’est nécessaire d’être gentil*,” “*c’est important d’être honnête*,” “*en disant*,” “*ils ne vont pas vous respecter*.”

Sample: 2C

Score: 3

This appropriate response demonstrates adequate communicative skills and moderate fluency (ease of expression). There is some development of ideas. The student shows control of basic syntactic patterns (“*je veux rencontrer*,” “*je veux être*,” “*il ou elle aime*”), but there is uncertainty when the student moves beyond core structures (“*je veux être . . plus bon que je peux*,” “*je demande des questions, pour connaître . . et pour fait*”). At times, pronunciation requires close attention: “*interests*” (*intérêts*). The vocabulary is core: “*parler*,” “*gens*,” “*plage*,” “*choses*.”

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Speaking: Question 3

Sample: 3A

Score: 5

This well-developed response demonstrates very good communicative skills. There is connection of ideas, and the student uses a variety of syntactic structures: “*il faut qu’il . . . soit gentil*,” “*qu’il soit généreux*,” “*c’est difficile d’être ami avec quelqu’un qui*,” “*si on a des problèmes il faut*.” The student uses a very broad range of vocabulary: “*généreux*,” “*marrant*,” “*sensible*,” “*en commun*,” “*fidèle*,” “*la vérité*,” “*des mensonges*,” “*prêt*” (à), “*honnête*,” “*émotions*.”

Sample: 3B

Score: 4

This appropriate response demonstrates good communicative skills and fluency (ease of expression). There is connection of ideas (“*d’abord*,” “*et aussi*”), and pronunciation does not interfere with communication. The student uses some range of vocabulary: “*d’abord*,” “*honnête*,” “*intéressantes*.” Elements of the response show the student’s ability to go beyond basic structures: “*il faut qu’on possède*,” “*il faut qu’on soit*,” “*personne ne veut*.”

Sample: 3C

Score: 3

This appropriate response demonstrates adequate communicative skills. There is some development of ideas (“*par exemple*,” “*deuxièmement*”). The student shows control of core vocabulary (“*personnes*,” “*nourriture*,” “*manger*,” “*la glace*”) and of basic syntactic patterns (“*deux personnes peuvent avoir*,” “*je . . . mange*,” “*c’est*,” “*je préfère*,” “*je pense*”), but there is some uncertainty when the student moves beyond the basics (“*c’est un repas je préfère*”).

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Speaking: Question 4

Sample: 4A

Score: 5

This well-developed response demonstrates very good communicative skills. There is connection of ideas (“*pourtant*”), and pronunciation is easily comprehensible. The student uses a range of vocabulary: “*une maîtresse*,” “*rêver*,” “*paresseux*,” “*pourtant*.” There are a few lapses in language control, but the student successfully uses a variety of tenses and structures: “*un professeur qui est en train d’apprendre . . . aux élèves*” (relative pronoun), “*il est en train de rêver*,” “*on dirait qu’il est paresseux*” (conditional), “*quand il finira*” (future).

Sample: 4B

Score: 4

This appropriate response demonstrates good communicative skills and fluency (ease of expression). There is connection of ideas (“*et donc*”), and pronunciation does not interfere with communication. There is some range in vocabulary: “*sans doute*,” “*sage*,” “*rêver de*.” The syntax is mostly correct and includes elements that go beyond the control of basics: “*un garçon qui rêve et qui pense à*,” “*être médecin*” (no article), “*qui est . . . un meilleur élève*.”

Sample: 4C

Score: 3

This appropriate response demonstrates adequate communicative skills and moderate fluency (ease of expression). There is some development of ideas, but the vocabulary is basic: “*garçon*,” “*classe*,” “*aimer*,” “*penser*,” “*la plage*,” “*baseball*,” “*copains*,” “*prof*,” “*docteur*.” There is control of basic syntactic patterns: “*il y a un garçon*,” “*Pierre est dans la classe*,” “*il n’aime pas les maths*,” “*il aime les maths*,” but uncertainty when the student moves beyond the basics: “*il pense . . . de la plage . . . il ne pense pas de maths*,” “*être un docteur*” (article).

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Speaking: Question 5

Sample: 5A

Score: 5

This well-developed, appropriate response demonstrates very good communicative skills. There is connection of ideas (“*aussi*,” “*et puis*,” “*mais*”). The pronunciation is easily comprehensible. There is a broad range of vocabulary: “*tout à fait*,” “*sûre*,” “*politique*,” “*ne ... aucune*,” “*mélanger*,” “*langues*,” “*quand même*.” The student successfully uses a variety of syntactic structures: “*ce que je veux faire*,” “*ça m’intéresse beaucoup d’écrire*,” “*je n’ai aucune idée de ce que je veux faire*.”

Sample: 5B

Score: 4

This appropriate response demonstrates good communicative skills and fluency (ease of expression). There is connection of ideas, and pronunciation does not interfere with comprehension. The student shows some range of vocabulary: “*quant à moi*,” “*sûre*,” “*se passer*.” Elements of the response show the student’s ability to go beyond basic structures: “*ce que je vais faire*,” “*qui se passent*,” “*choses que j’entends*.”

Sample: 5C

Score: 3

This appropriate response demonstrates adequate communicative skills. There is some development of ideas. The student shows control of basic syntactic patterns and relies on some repetition: “*je veux aller*,” “*je veux être*,” “*je veux avoir*,” “*j’aime*,” “*je vais faire*,” “*je ne sais pas*.” Most of the vocabulary is core: “*école*,” “*mère*,” “*mari*,” “*enfants*,” “*animaux*,” “*contente*.” There is uncertainty when the student moves beyond basics: “*J’ai déjà deux années à faire*,” “*peut-être je vais faire*,” “*si Dieu veut que j’être un missionnaire*.”