

# AP<sup>®</sup> FRENCH LANGUAGE 2008 SCORING GUIDELINES

## 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.

# AP<sup>®</sup> FRENCH LANGUAGE 2008 SCORING GUIDELINES

## 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.)

### *Question-Specific Guidelines*

No specific tense or mood is required. Students should use chosen tenses or moods correctly. Readers should not look for specific structures or usage but adhere to the following principle: **It is important for the student to provide a sufficient speech sample related to the subject.**

#### Questions 1 and 4

There is no penalty if the student does not finish the story (question 1) or get to the second image or comparison (question 4). Score the sample according to the established criteria.

#### Question 3

This question is the most challenging one for many students. Students might have trouble understanding the words *réagir* or *inattendue*. Those who try to answer the question on an abstract level rather than by giving a specific example may have more difficulty providing a fully developed response. In these cases, some repetition of phrases such as *il faut* and *on doit* is common, and the student should not be penalized. It is acceptable for students to use the situation in the drawing in their own account of losing or forgetting an object as an example of how to react. Also, as long as there is some connection to the question, the students may respond in their own way, such as talking about how to avoid an unexpected situation instead of how to react to one. Remember the general principle, above.

# AP<sup>®</sup> FRENCH LANGUAGE

## 2008 SCORING COMMENTARY

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)

#### Overview

Questions 1–3 concerned a series of pictures showing a young person accidentally leaving his backpack on the train. Question 1 was the typical invitation to students to describe or recount the story presented by the pictures. It represents a typical Intermediate probe that is rarely handled on an Advanced level. Usually question 2 is an invitation for students to personalize their responses. In this case, as last year, it also was a past probe, so it was difficult for students to respond in any other way but in the past tense. Thus it is an Advanced probe. Question 3 is usually an invitation for students to respond in a more general way. It often invites a usage of abstract language.

The split-screen pictures for questions 4–5 invited students to demonstrate their ability to talk about life goals, careers, and changing ambitions (one screen depicted a young boy imagining life as a pop singer; the other showed the same boy 10 years later, working on a computer and daydreaming about becoming an influential executive). To answer question 4, students were likely to need the past, present, and future tenses; they would have been making predominantly descriptive statements. In responding to question 5, students were required to express opinions and in all likelihood formulate a few abstractions. They had to demonstrate the ability to produce an “integrated” discourse.

### Speaking: Question 1

#### Sample: 1A

#### Score: 4

This appropriate response demonstrates good communicative skills and fluency (ease of expression). The ideas are connected (“*puis*,” “*donc*,” “*à la fin*”), and the student’s pronunciation does not interfere with communication. Some range of vocabulary is apparent: “*jolies scènes*,” “*se rendre compte*,” “*à la fin*.” The response demonstrates mostly correct use of syntax. The student uses structures beyond the basic level: past tenses (“*ils sont arrivés*,” “*il s’est rendu compte*,” “*il a téléphoné*,” “*il avait son sac à dos*,” “*il était*”) and relative pronouns (“*amis qui prennent le train*,” “*la femme qui travaille à la gare*”).

#### Sample: 1B

#### Score: 3

This appropriate response exhibits adequate communicative skills and is characterized by moderate fluency (ease of expression). There is some development of ideas. The student shows control of basic syntactic patterns (present tense: “*il y a*,” “*un homme réalise*,” “*il téléphone*”), and the use of “*malheureusement*” and “*cependant*” is impressive. Nevertheless, a good deal of uncertainty is displayed when the student goes beyond basic structures and vocabulary (the use of “*laisser*” instead of *partir* or *quitter*, “*après*” instead of *après que*, “*dans le dehors*”).

**AP® FRENCH LANGUAGE  
2008 SCORING COMMENTARY**

**Speaking: Question 1 (continued)**

**Sample: 1C**

**Score: 1**

This appropriate response demonstrates extremely weak communicative skills and no fluency (ease of expression). The response shows little control of grammar (“*ils sont travailler*,” “*il a . . . ai manger*,” “*Marc et Marie parler*,” “*Marc téléphoner*”). The response is further characterized by anglicisms and interference from English: “*le country*,” “*distracter*.” The answer forces interpretation.

**AP<sup>®</sup> FRENCH LANGUAGE  
2008 SCORING COMMENTARY**

**Speaking: Question 2**

**Sample: 2A**

**Score: 5**

This well-developed response demonstrates very good communicative skills. The ideas are linked together, and the pronunciation is easily comprehensible. The student tells the story using past tenses (“*c’était l’année dernière*,” “*c’était très très grave*,” “*je me suis rendu compte*,” “*j’ai eu de la chance*”) and successfully uses a variety of other syntactic structures (“*je l’ai laissé*,” “*l’apporter*,” “*je lui ai dit*,” “*c’est essentiel qu’elle m’apporte*”). The student also commands a broad range of vocabulary: “*une fois*,” “*apporter*,” “*grave*,” “*car*,” “*se rendre compte*,” “*laisser*,” “*essentiel*.”

**Sample: 2B**

**Score: 3**

This appropriate response displays adequate communicative skills and moderate fluency (ease of expression). There is some development of ideas. Pronunciation, however, may require close attention on the part of the listener (“*téléphoné*” [téléphone]). The student shows control of core vocabulary (“*la maison*,” “*le matin*,” “*aller*,” “*penser*”) and basic sentence patterns (“*Où est mon téléphone?*,” “*Mon téléphone est . . .*,” “*j’ai besoin de téléphoner*,” “*je peux téléphoner*”) but relies on repetition. Some uncertainty is revealed when the student moves beyond the basics (e.g., inconsistency in the use of the auxiliary verb in the *passé composé*).

**Sample: 2C**

**Score: 2**

This appropriate response exhibits limited communicative skills and a low level of fluency (ease of expression). There are some serious flaws in grammar (“*j’oublier*”) and pronunciation (“*quai*” [qui/que]). This response is especially characterized by the student’s struggle to express ideas.

# AP<sup>®</sup> FRENCH LANGUAGE 2008 SCORING COMMENTARY

## Speaking: Question 3

### Sample: 3A

Score: 4

This appropriate response shows good communicative skills and fluency (ease of expression). The ideas are clearly related to each other, and the student commands some range of vocabulary: “*s’inquiéter*,” “*calme*,” “*tranquille*.” Elements of the response exhibit the student’s ability to go beyond basic structures: “*On ne doit pas . . . s’inquiéter*,” “*On doit faire tout ce qu’il faut*,” “*il faut qu’on reste calme et qu’on soit heureux*.”

### Sample: 3B

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 (“*il est*,” “*c’est*,” “*on doit*,” “*ils ont*”) and core vocabulary (“*difficile*,” “*toujours*,” “*choses*,” “*demander*,” “*futur*”) but reveals uncertainty when attempting to move beyond the basics (the use of “*qu’est-ce que*” instead of *ce que*, “*par confirmant*,” “*qu’on a besoin*”).

### Sample: 3C

Score: 2

This appropriate response displays limited communicative skills and a low level of fluency (ease of expression). The student struggles to express ideas, and the erroneous core pattern “*je peux trouve*” represents a serious flaw. The phrase “*je trouve une autre route*” requires some interpretation.

# AP<sup>®</sup> FRENCH LANGUAGE 2008 SCORING COMMENTARY

## Speaking: Question 4

### Sample: 4A

Score: 4

This appropriate answer demonstrates good communicative skills and fluency (ease of expression). The ideas are linked, and there is some range of vocabulary: “*émission*,” “*âgé*,” “*homme d’affaires*,” “*ambition*.” The student also uses some structures that go beyond the control of basic patterns: “*un homme qui joue de la guitare*,” “*en regardant cette émission*,” “*pense à ce qu’il voudrait être*.”

### Sample: 4B

Score: 3

This appropriate response exhibits adequate communicative skills and moderate fluency (ease of expression). The ideas are somewhat developed, and the student shows control of basic syntactic patterns (correct present tense of *être*, *avoir*, *vouloir*, *travailler*) and core vocabulary (“*jeune*,” “*la télé*,” “*un chanteur*,” “*âgé*”). Uncertainty surfaces when the student moves beyond the basics (“*quand il était jeune il regardera*,” “*regarderait la télé*,” “*et il rêverait*”).

### Sample: 4C

Score: 1

This appropriate response evinces extremely weak communicative skills. Elements of the response show little control of grammar and usage (“*il a un chanteur*,” “*pendant l’homme typer à l’ordinateur*,” “*la situation a l’homme est dans*,” “*il a pensé que le même de la situation*”); as a result, it forces interpretation.

**AP® FRENCH LANGUAGE  
2008 SCORING COMMENTARY**

**Speaking: Question 5**

**Sample: 5A**

**Score: 5**

This well-developed, appropriate response displays very good communicative skills. The ideas are smoothly connected (“*peut-être que parce que*,” “*mais en fait*”), and their presentation is sustained throughout the response time. The pronunciation is highly comprehensible. The student successfully uses a variety of syntactic structures (“*lorsque j’étais enfant*,” “*Les serveuses étaient si belles et si gentilles*,” “*Je ne sais pas ce que j’aimerais faire*,” “*mes rêves sont encore plus comme . . . ceux des élèves*”) and a broad range of vocabulary (“*ironique*,” “*rêves*,” “*en fait*,” “*imaginer*,” “*absolument*,” “*astronaute*,” “*études*”).

**Sample: 5B**

**Score: 3**

This appropriate response demonstrates adequate communicative skills and moderate fluency (ease of expression). There is some development of ideas, but the pronunciation sometimes requires close attention on the part of the listener. Although basic syntactic patterns are under control (“*mes rêves . . . sont*,” “*je voudrais voyager*,” “*je ne suis pas certaine*,” “*je ne veux pas être*”), the student displays uncertainty when attempting to move beyond this level (“*Quand j’étais petit, j’ai voulu d’être une professeur*,” “*Quand j’étais petit j’ai voulu peintre*,” “*autour le monde*”). The response reveals a command of core vocabulary (“*maintenant*,” “*voyages*,” “*le monde*”).

**Sample: 5C**

**Score: 1**

This appropriate response shows extremely weak communicative skills and no fluency (ease of expression). There is little control of grammar (“*j’ai très petit*,” “*j’ai le même personne*”), and the answer forces interpretation: “*les façons des*,” “*une doctrine*,” “*j’ai et aujourd’hui j’ai aussi a les façons des docteurs*.”