



## **AP<sup>®</sup> French Language 2009 Scoring Guidelines**

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# AP<sup>®</sup> FRENCH LANGUAGE 2009 SCORING GUIDELINES

## Part A (Fill-ins)

1. d'
2. au
3. l'
4. C'
5. lui
  
6. au
7. qui
8. y
9. ce
10. pour
  
11. à
12. dont **OR** desquels
13. aucune **OR** nulle
14. leur
15. de
  
16. se lève
17. conduise
18. fasse
19. avait pu
20. serait allé
  
21. passant
22. avait faite
23. sortir
24. Fais **OR** Faites
25. vais
  
26. dormait
27. s'est réveillé
28. avoir
29. s'est rendu compte
30. venait

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## Part A (Composition): Question 31

|            |                                  |   |
|------------|----------------------------------|---|
| <b>9</b>   | <b>Demonstrates Excellence</b>   | <b>STRONG CONTROL</b> <ul style="list-style-type: none"><li>• Ease of expression marked by a good sense of idiomatic French.</li><li>• Clarity of organization.</li><li>• Accuracy and variety in vocabulary, grammar, and syntax, with a few errors.</li><li>• Thorough and creative development of the topic may compensate for more language problems than this category normally allows.</li></ul>                            |
| <b>7–8</b> | <b>Demonstrates Competence</b>   | <b>GOOD CONTROL</b> <ul style="list-style-type: none"><li>• Reads smoothly overall despite some errors in grammar and usage.</li><li>• Evidence of organization.</li><li>• Varied and generally appropriate vocabulary.</li><li>• Thorough treatment of the topic may compensate for more language problems than this category normally allows.</li></ul>   |
| <b>5–6</b> | <b>Suggests Competence</b>       | <b>FAIR CONTROL</b> <ul style="list-style-type: none"><li>• Easily comprehensible, with some signs of fluency and organization.</li><li>• Correct use of simple grammatical structures with minor errors and/or less accurate use of more complex structures.</li><li>• Some apt vocabulary.</li><li>• Appropriate treatment of the topic may compensate for more language problems than this category normally allows.</li></ul> |
| <b>3–4</b> | <b>Suggests Incompetence</b>     | <b>WEAK CONTROL</b> <ul style="list-style-type: none"><li>• Generally comprehensible, but frequently forces interpretation on the part of the reader.</li><li>• Inaccuracies in grammatical structures and/or limited vocabulary throughout.</li><li>• Contains some redeeming features.</li><li>• Evidence of efforts to treat the topic.</li></ul>  |
| <b>1–2</b> | <b>Demonstrates Incompetence</b> | <b>POOR or NO CONTROL</b> <ul style="list-style-type: none"><li>• Barely comprehensible.</li><li>• Almost total lack of structural accuracy and/or vocabulary resources.</li><li>• Unacceptable from most points of view.</li><li>• A 2 may be distinguished from a 1 by having more error-free word sequences.</li></ul>   |
| <b>0</b>   |                                  | <ul style="list-style-type: none"><li>• A composition that is very clearly on another topic.</li></ul>  |
| <b>—</b>   |                                  | <ul style="list-style-type: none"><li>• Blank or not written in French.</li></ul>   |

*As a general rule*, essays containing no more than one page of *normal-size handwriting* will not receive a score higher than 5.

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## 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.
  - 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).
  - Student 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.)

### *Question-Specific Guidelines*

#### For all questions

No specific tense or mood is required. Students should use chosen tenses or moods correctly. Do 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.**

#### Question 1

There is no penalty if the student does not finish the story. Score the sample according to the established criteria.

#### Questions 2 and 3

It is permissible for the student to use the situation in the pictures in order to recount an anecdote in which something unexpected happens.

#### Question 3

Students may understand the word *rêve* in different ways and are free to develop the answer accordingly.