
AP[®] French Language and Culture

Sample Student Responses and Scoring Commentary

Inside:

Task 3—Conversation

- Scoring Guideline**
- Student Samples**
- Scoring Commentary**

Question 3: Conversation

5 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

AP® French Language and Culture 2021 Scoring Guidelines

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task 	<ul style="list-style-type: none"> Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is generally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
<ul style="list-style-type: none"> Provides little required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides some required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides most required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration 	<ul style="list-style-type: none"> Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
<ul style="list-style-type: none"> Barely understandable, with frequent or significant errors that impede comprehensibility 	<ul style="list-style-type: none"> Partially understandable, with errors that force interpretation and cause confusion for the listener 	<ul style="list-style-type: none"> Generally understandable, with errors that may impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with some errors that do not impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
<ul style="list-style-type: none"> Very few vocabulary resources 	<ul style="list-style-type: none"> Limited vocabulary and idiomatic language 	<ul style="list-style-type: none"> Appropriate but basic vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and generally appropriate vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and appropriate vocabulary and idiomatic language
<ul style="list-style-type: none"> Little or no control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Limited control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Some control of grammar, syntax, and usage 	<ul style="list-style-type: none"> General control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Accuracy and variety in grammar, syntax, and usage, with few errors
<ul style="list-style-type: none"> Minimal or no attention to register 	<ul style="list-style-type: none"> Use of register is generally inappropriate for the conversation 	<ul style="list-style-type: none"> Use of register may be inappropriate for the conversation with several shifts 	<ul style="list-style-type: none"> Generally consistent use of register appropriate for the conversation, except for occasional shifts 	<ul style="list-style-type: none"> Mostly consistent use of register appropriate for the conversation
<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
<ul style="list-style-type: none"> Clarification or self-correction (if present) does not improve comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) usually does not improve comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) sometimes improves comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) usually improves comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) improves comprehensibility

Score of 0: UNACCEPTABLE

- Mere restatement of language from the prompts
- Clearly does not respond to the prompt; completely irrelevant to the topic
- “I don’t know,” “I don’t understand,” or equivalent in any language
- Clearly responds to the prompts in English

NR (No Response): BLANK (no response although recording equipment is functioning)

Question 3

Note: Students' responses are quoted verbatim and may contain spelling and grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

This task assessed speaking in the interpersonal communicative mode by having the student respond as part of a simulated oral conversation. Students were first allotted 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Then the conversation proceeded, including 20 seconds for students to speak at each of 5 turns in the conversation. The series of 5 responses received a single holistic score based on how well it accomplished the assigned task. The responses had to appropriately address each turn in the conversation according to the outline as well as the simulated interlocutor's utterance.

The course theme for the conversation task was Personal and Public Identities. In the task the student had a simulated conversation with Sandrine, a classmate who was planning to participate in a four-week language immersion program during the summer.

The student needed to respond to the following five audio prompts:

1. Sandrine greets the student and indicates that she is going to participate in a language immersion program this summer. She asks the student about the one-day language immersion experience that the student took part in last year at school.
2. Sandrine explains that she is going to spend four weeks in a language immersion program and asks the student's opinion about whether it is possible to make substantial progress in a foreign language in only one month.
3. Sandrine mentions that she has a choice about housing during the program, and she asks the student's advice about whether living with a host family or with others her age in a dormitory on campus would help her make the most progress.
4. Sandrine notes that she will be making a presentation about her culture during the immersion program, and she asks for the student's suggestions about what she should present.
5. Sandrine asks whether the student is interested in participating in a language immersion program.

Sample: 3A

Score: 5

Transcript of Student's Response(s)

Euh, pour moi, c'était un très bon expérience. Euh, d'abord, j'suis vraiment ravi de parler de l'été parce que c'était un, un, expérience où j'ai app, beaucoup appris à propos de la langue aussi de la culture, euh, des, du pai étranger. Euh, pour moi cette expérience non, de ce, de apprendre on est

Oui, mais bien sûr, euh, de, pendant quatre semaines, on peut développer beaucoup, euh, notre, euh, comment, de combien on sait pen, dans la langue, euh, ce on ne, ça ne, ça ne veut pas dire que on va savoir tous après les quatre semaines, mais on peut beaucoup

Selon moi, pour mieux progresser dans une langue, le la famille d'accueil sera le meilleur choix parce que vous pouv vous allez le ch, vous aurez le choix de vous emerser avec une famille, avec la culture de cette famille, avec le mode de vie de cette famille, euh, ils auront une, euh, ils

Question 3 (continued)

Mais la culture constitue quelque chose, toute chose qui fait partie de ta vie. Alors, euh, la religion, euh, qu'est-ce que vous f, aimez faire avec tes am, qu'est-ce que tu aimes faire avec tes amis, euh, les choses que tu fais avec ta famille, euh, les choses que tu aimes manger, les choses que tu aimes assister.

Oui, je crois qu'un séjour, euh, linguistique m'intéresse beaucoup parce que, comme j'ai déjà mentionné, je, je, j'aurai l'opportunité de beaucoup apprendre à propos de la langue, ainsi que d'amuser de m'amuser beaucoup, et aussi de m'émerser dans une culture très différente et très diverse, euh

Commentary

This response is an example of strong performance in Interpersonal Speaking. The response maintains the exchange with a series of responses that is clearly appropriate within the context of the task (“*j’suis vraiment ravi de parler de l’été*”). The response provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration (“*emerser avec une famille, avec la culture de cette famille, avec le mode de vie de cette famille*”). The response is fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility (“*ça ne veut pas dire que on va savoir tous après les quatre semaines, mais on peut beaucoup*”). The response contains varied and appropriate vocabulary and idiomatic language (“*je crois qu’un séjour, euh, linguistique m’intéresse beaucoup parce que, comme j’ai déjà mentionné*”). It demonstrates accuracy and variety in grammar, syntax, and usage, with few errors (“*la culture constitue quelque chose, toute chose qui fait partie de ta vie*”). The response demonstrates mostly consistent use of register appropriate for the conversation, with an inappropriate shift between the pronouns “*vous*” and “*tu*” with a classmate. Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility. Clarification and self-correction improve comprehensibility (“*ainsi que d’amuser de m’amuser beaucoup*”).

Sample: 3B

Score: 3

Transcript of Student’s Response(s)

C’est bon, euhm, on a fait beaucoup avec les, euh, des crafts, et faire des activités dehors, mais, euhm, il y a beaucoup des personnes qui veut, qui est, très maladie.

Euh, peut-être, euhm, ce, c’est difficile dans une mois car il n’a pas beaucoup de temps mais si vous, ah, voulez, euhm, faire beaucoup de travail et étudier beaucoup, vous pouvez faire.

Je pense que pour meilleur, euh, progresser dans une langue vous, besoin de aller avec le famille parce qu’y a la diversité et, euhm, différents persons qui pouvez aider vous, et

Euh, vous pouvez parler de les cultures de francophone et les différents cultures, ahz, dans France et, beau, aussi au Etats-Unis comme New Orleans ou des autres, euhm

Euh, pas beaucoup, mais j’aime, euh, parler les langues mais j’aime pas, euh, étudier parce que c’est trop de travail et, euh, j’aime faire pas beaucoup, c’est plus bien pour, euhm, mon

Commentary

This response is an example of fair performance in Interpersonal Speaking. The response maintains the exchange with a series of responses that is somewhat appropriate within the context of the task (“*Euh, vous pouvez parler de les cultures de francophone et les différents cultures, ahz, dans France*”). The response provides most required information (“*Je pense que pour meilleur, euh, progresser dans une langue vous, besoin de aller avec le famille*”). The response is generally understandable, with errors that may impede comprehensibility (“*il y a*

Question 3 (continued)

beaucoup des personnes qui veut, qui est, très maladie). The response contains appropriate but basic vocabulary and idiomatic language (*“j’aime, euh, parler les langues mais j’aime pas, euh, étudier”*). The response demonstrates some control of grammar, syntax, and usage (*“Euh, peut-être, euhm, ce, c’est difficile dans une mois car il n’a pas beaucoup de temps mais si vous, ah, voulez”*). The use of register in the response, such as the use of “vous” with a classmate, is inappropriate for the conversation (*“vous pouvez parler”*). Pronunciation, intonation, and pacing make the response generally comprehensible, and errors occasionally impede comprehensibility (*“faire des activités dehors, mais, euhm, il y a beaucoup des personnes qui veut, qui est, très maladie”*). Clarification or self-correction sometimes improves comprehensibility (*“les différents cultures, ahz, dans France et, beau, aussi au Etats-Unis comme New Orleans”*).

Sample: 3C

Score: 2

Transcript of Student’s Response(s)

Bonjour, Sandrine. Euhm, je m’intresse, euh, pour, euh, cette idea, euh, j’adore. Je voudrais, euh, adorer, euh, aller dehors, euh, école et participer sans le langue, euhm, euh. C’est très

Uhm, je ne sais pas, ah, ma langue est, ce n’est pas, ah, très bon, mais, euh, j’adore, ah, ét, ah, étudi, ah, étudier avec tu, euh, ah, j’aur, euh, adorer, euhm, euhm, tu

Pour progresser ma langue, euh, euh, je fais, ah, beaucoup beaucoup de practice, ah, dans france, euh, danze ma fr, classe de france et aussi avec ma sœur, euh, ma sœur et moi, nous, euh, part, euh

Oh, mie? Ah, je parle anglais. Ah, je suis américain et, euhm, je n’ai pas beaucoup de cultraire parce que je n’ai pas, euh, euh, euh, je n’ai pas, euh, beaucoup, je ne sais pas beaucoup

OUI, euh, j’ai hâte de pour, euh, cette, euh, langue lé classe, euh, ah, je suis très, très, euh, exc, euh, exc, excited, pour cette, euh, idea. À tout à l’heure, et

Commentary

This response is an example of weak performance in Interpersonal Speaking. The response partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task. The response provides some required information (*“Pour progresser ma langue, euh, euh, je fais, ah, beaucoup beaucoup de practice”*; *“je n’ai pas beaucoup de cultraire”*). The response is partially understandable, with errors that force interpretation and cause confusion for the listener (*“Je voudrais, euh, adorer, euh, aller dehors, euh, école”*; *“Oh, mie? Ah, je parle anglais.”*). It contains limited vocabulary and idiomatic language (*“beaucoup de practice”*; *“je suis très, très, euh, exc, euh, exc, excited”*). The response demonstrates limited control of grammar, syntax, and usage. The use of register is generally appropriate, although there are few explicit marks of register (e.g., pronoun choice) other than vocabulary choice. Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility. Clarification or self-correction usually does not improve comprehensibility (*“je n’ai pas, euh, beaucoup, je ne sais pas beaucoup”*).