
AP[®] French Language and Culture

Sample Student Responses and Scoring Commentary

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Question 4: Cultural Comparison

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"> • Almost no treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Unsuitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Suitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Generally effective treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Effective treatment of topic within the context of the task
<ul style="list-style-type: none"> • Presents information only about the target culture or only about the student’s own or another community, and may not include examples 	<ul style="list-style-type: none"> • Presents information about the target culture and the student’s own or another community, but may not compare them; consists mostly of statements with no development 	<ul style="list-style-type: none"> • Compares the target culture with the student’s own or another community, including a few supporting details and examples 	<ul style="list-style-type: none"> • Compares the target culture with the student’s own or another community, including some supporting details and mostly relevant examples 	<ul style="list-style-type: none"> • Clearly compares the target culture with the student’s own or another community, including supporting details and relevant examples
<ul style="list-style-type: none"> • Demonstrates minimal understanding of the target culture; generally inaccurate 	<ul style="list-style-type: none"> • Demonstrates a limited understanding of the target culture; may include several inaccuracies 	<ul style="list-style-type: none"> • Demonstrates a basic understanding of the target culture, despite inaccuracies 	<ul style="list-style-type: none"> • Demonstrates some understanding of the target culture, despite minor inaccuracies 	<ul style="list-style-type: none"> • Demonstrates understanding of the target culture, despite a few minor inaccuracies
<ul style="list-style-type: none"> • Little or no organization; absence of transitional elements and cohesive devices 	<ul style="list-style-type: none"> • Limited organization; ineffective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Some organization; limited use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Organized presentation; some effective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Organized presentation; effective use of transitional elements or cohesive devices
<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 presentation 	<ul style="list-style-type: none"> • Use of register may be inappropriate for the presentation with several shifts 	<ul style="list-style-type: none"> • Generally consistent use of register appropriate for the presentation, except for occasional shifts 	<ul style="list-style-type: none"> • Mostly consistent use of register appropriate for the presentation
<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 prompt
- 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 prompt in English

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

Clarification Notes:

- The term “community” can refer to something as large as a continent or as small as a family unit.
 - The phrase “target culture” can refer to any community, large or small, associated with the target language.
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Question 4

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 presentational communicative mode by having the student make a comparative oral presentation on a cultural topic. Students were allotted 4 minutes to read the topic and prepare the presentation and then 2 minutes to deliver the presentation. The response received a single holistic score based on how well it accomplished the assigned task. The presentation had to compare an area of the French-speaking world to the student’s own or another community, demonstrating understanding of cultural features of the French-speaking world. Furthermore, the presentation had to be organized clearly.

The course theme for the cultural comparison task was Beauty and Aesthetics. Students had to respond to the following question: What is the importance of material cultural heritage (for example, historical monuments, cultural sites, works of art) for the people of a Francophone community that you know? Students had to compare their observations of the Francophone community to those of their own community or of another community. Students could make reference to what they had studied, observed, and/or experienced as support for their claims.

Sample: 4A

Score: 5

Transcript of Student’s Response(s)

Aujourd’hui, je vais faire une comparaison culturelle entre le patrimoine matériel en France et aux États-Unis. Ah, euh, le patrimoine me- matériel en France est représenté par le palais de Versailles. Alors, une valeur français est le patrimoine culturel et de de la monarchie, le patrimoine culturel de la monarchie. Et une exemple de cela est le palais de Versailles. Euh, ce palais était construit par, euh, Louis XIV pendant la période artistique de Baroque. Euh, Louis XIV était une mana- monarque très important à l’histoire de France parce qu’il a commencé la nationalité en France parce que avant avant lui il n’y a pas, euh, de la nationalité. Alors, il a, euh, commencé ce idée. Aussi, il représente, euh, la richesse, euh, la richesse de la monarchie parce que la le palais Ver- Versailles est très grand et oui. Ah, alors, ah, aujourd’hui le palais de Versailles, ah, attire beaucoup de touristes aussi. Ah, pour comparer aux États-Unis, un monument historique est la Maison-Blanche. La Maison-Blanche est où le président et sa famille habitent, euh, euh, mais elle est aussi une simbole d’indépendance des États-Unis. Aux aux États-Unis, les perspectives d’indépendance et de la liberté sont très importants et la Maison-Blanche était con- réconstruit en mille huit cent douze après il y avait un feu et il est elle représente la liberté pour les Américains. Alors, en France, euh, le palais de Versailles représente l’importance d’histoire française et la richesse de la monarchie et aux États-Unis, la Maison-Blanche représente les idées de la liberté et l’indépendance.

Commentary

This response shows strong performance in Presentational Speaking. The response demonstrates an effective treatment of the topic within the context of the task. It clearly compares the target culture with the student’s own or another community and includes supporting details and relevant examples (“une valeur français est le patrimoine culturel et de de la monarchie”; “Et une exemple de cela est le palais de Versailles. Euh, ce palais était construit par, euh, Louis XIV pendant la période artistique de Baroque. Euh, Louis XIV était une mana- monarque très important à l’histoire de France parce qu’il a commencé la nationalité en France”). The response demonstrates an understanding of the target culture (“Versailles”; “Louis XIV”; “nationalité”) despite a few minor inaccuracies. The response provides an organized presentation, with an introduction and a summary, and it effectively uses transitional elements and cohesive devices (“Alors”; “Pour comparer”; “mais”). The response is fully understandable, with ease and clarity of expression; occasional errors do not impede

Question 4 (continued)

comprehensibility (“*Alors, une valeur français*”; “*une exemple*”). It uses varied and appropriate vocabulary and idiomatic language (“*une valeur*”; “*période artistique*”; “*richesse*”; “*reconstruit*”; “*le palais de Versailles, ah, attire*”). The response demonstrates accuracy and variety in grammar, syntax, and usage, with few errors (“*Alors, en France, euh, le palais de Versailles représente l’importance d’histoire française et la richesse de la monarchie et aux États-Unis, la Maison-Blanche représente les idées de la liberté et l’indépendance.*”). The mostly consistent use of register is appropriate for the presentation. Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility. Clarification or self-correction improves comprehensibility (“*Louis XIV était une mana- monarche*”).

Sample: 4B

Score: 3

Transcript of Student’s Response(s)

Euhm, en France, euh, l’importance de patrimoine matériel est de beaucoup, euh, pour l’histoire français et nationalisme et, euh, pour t-, euh, pour tourisme aussi. Euh, euh, Tour Eiffel est très important pour le tourisme de Paris, euh, parce que, euh, millions, euh, des gens vis-, euh, visiter ce, euh, cette tour, euh, euh, non et et Versailles et, but, euh, l’histoire français parce que il et les châteaux de rois, euh, de France, euh, avant le révolution français en, euh, mille, euh, huit cents. Euh, l’A-, l’Arc de Triomphe est important pour le, euh, nationalisme parce que il célébrait, euh, le victoire français, euh, en anglais. En État-Unis, euh, l’importance de patrimoine matériel est beaucoup aussi et mais, euh, pour l’histoire et nationalisme et tourisme aussi mais la Français a plus de tourisme que État-Unis. Euh, et, par exemple, euh, le statue de liberté est célébrer, euh, liberté en Amérique en État-Unis, ah, et et célébrer les libertés danz État-Unis et

Commentary

This response demonstrates fair performance in Presentational Speaking. The response demonstrates a suitable treatment of the topic within the context of the task. It compares the target culture with the student’s own, including a few supporting details and examples: the importance of the monuments in France and in the US as they benefit tourism. The response also mentions the importance of the monuments as a reflection on history and national identity (“*Euhm, en France, euh, l’importance de patrimoine matériel est de beaucoup, euh, pour l’histoire français et nationalisme et, euh, pour t-, euh, pour tourisme aussi.*”; “*En État-Unis, euh, l’importance de patrimoine matériel est beaucoup aussi et mais, euh, pour l’histoire et nationalisme et tourisme aussi mais la Français a plus de tourisme que État-Unis.*”). The response demonstrates a basic understanding of the target culture (“*Euh, euh, Tour Eiffel est très important pour le tourisme de Paris, euh, parce que, euh, millions, euh, des gens vis-, euh, visiter ce, euh, cette tour, euh, euh, non et et Versailles et, but, euh, l’histoire français parce que il et les châteaux de rois, euh, de France, euh, avant le révolution français en, euh, mille, euh, huit cents.*”). The response shows some organization with limited use of transitional elements or cohesive devices (“*alors*”; “*aussi*”; “*mais*”; “*parce que*”; “*Euh, l’A-, l’Arc de Triomphe est important pour le, euh, nationalisme parce que il célébrait, euh, le victoire français, euh, en anglais.*”; “*En État-Unis, euh, l’importance de patrimoine matériel est beaucoup aussi et mais, euh, pour l’histoire et nationalisme et tourisme aussi mais la Français a plus de tourisme que État-Unis.*”). The response is generally understandable, with errors that may impede comprehensibility (“*Tour Eiffel est très important pour le tourisme de Paris, euh, parce que, euh, millions, euh, des gens vis-, euh, visiter ce, euh, cette tour, euh, euh, non et et Versailles et, but, euh, l’histoire français parce que il et les châteaux de rois, euh, de France, euh, avant le révolution français*”). The response uses appropriate but basic vocabulary (“*histoire*”; “*tourisme*”; “*châteaux*”; “*rois*”) and demonstrates some control of grammar, syntax, and usage (“*l’importance de patrimoine matériel est de beaucoup, euh, pour l’histoire français*”; “*En État-Unis, euh, l’importance de patrimoine matériel est beaucoup aussi et mais, euh, pour l’histoire et nationalisme et tourisme aussi mais la Français a plus de tourisme que État-Unis.*”). Pronunciation, intonation, and pacing make the response generally comprehensible with errors that occasionally impede comprehensibility. Clarification or self-correction sometimes improves comprehensibility.

Question 4 (continued)

Sample: 4C

Score: 1

Transcript of Student's Response(s)

Bonjour! En mon, ah, communauté l'importance a de le matériel c'est le, euhm, le material, et utiliser, ah, pour, ahm, le remembrance, ah, de l'histoire. Euhm. Nous avons a utilisé le matériel, euhm, avait, ah, les autres, ah, documentss, euhm, ah, pour, ah, ah, never pour, euhm, no, ah, forget pas, euhm, l'histoire. En Qwebec, ah, le matériel eza, est aussi, ah, utilisé, ah, pour remembrance, ah, le matériel, euhm, danss l'histoire, avait, ah, nous avonss, euhm, adoré a l'histoire, ah, et, euhm, l'importance, ah, de l'histoire. Ah, pourquoi, euhm, c'est importante a ne forget pas a livre. Aussi, ah, et, et, ah, l'Américain aussi, euhm, a tout le monde a forget l'histoire c'est, a a répétée l'histoire. Si, ah, tu répéter l'histoire, euhm, l'hist, l'histoire ah, c'est, ah, ah, malwe, malheurwesement, ah, mais si tu, ah, remembering, ah, l'histoire, ah, tu voudrais, ah, ne répéter pas l'histoire. Euhm, et, ah, le Qwebec a utilisé, ah, le logiqi, ah, pour l'aider

Commentary

This response demonstrates poor performance in Presentational Speaking. In this response, there is almost no treatment of the topic within the context of the task. The response presents some information about what appears to be the student's own culture and makes reference to another country, but it does not include examples. The response demonstrates minimal understanding of the target culture (“*le matériel eza, est aussi, ah, utilisé, ah, pour remembrance*”) and is generally inaccurate. The response demonstrates little organization and lacks transitional elements and cohesive devices. The response is barely understandable, with frequent or significant errors that impede comprehensibility (“*Si, ah, tu répéter l'histoire, euhm, l'hist, l'histoire ah, c'est, ah, ah, malwe, malheurwesement, ah, mais si tu, ah, remembering, ah, l'histoire*”). The response contains very few vocabulary resources (“*forget*”; “*remember*”) and demonstrates little control of grammar, syntax, and usage. The response shows minimal attention to register. Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility (“*Ah, pourquoi, euhm, c'est importante a ne forget pas a livre. Aussi, ah, et, et, ah, l'Américain aussi, euhm, a tout le monde a forget l'histoire c'est, a a répétée l'histoire.*”). The response does not include clarification or self-correction.