

---

# AP<sup>®</sup> French Language and Culture

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Task 3—Conversation**

- Scoring Guidelines**
- 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 2022 Scoring Guidelines

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

**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 students engage in a simulated 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 the 5 turns. The responses had to appropriately address each turn in the conversation according to the outline as well as the simulated interlocutor's utterances. The series of 5 responses received a single holistic score based on how well it accomplished the assigned task.

The course theme for the conversation task was Global Challenges. In the task the student had a simulated conversation with Yasmine, a classmate who was organizing an event in collaboration with ANLCI, a national organization to fight illiteracy. The student needed to respond to the following five audio prompts:

1. Yasmine greets the student and says she needs help. She says that there are millions of people who cannot read and that Saturday is the day for the fight against illiteracy. She says that volunteers are needed and asks if the student wants to lend a hand.
2. Yasmine explains that the idea is to collect books and then afterward organize the books collected. She asks the student if the student would rather join the group collecting the books or the group organizing the books.
3. Yasmine says that they already have some volunteers but not enough. She asks the student for ideas about getting more volunteers.
4. Yasmine tells the student that the group is having an informational meeting Friday afternoon and adds that they were thinking that everyone could bring something to eat. She asks if they can count on the student coming.
5. Yasmine expresses that she is happy the student is participating and says that the student should contact her if the student has other ideas or questions. She adds that the student can bring any other friends who may be interested.

#### Sample: 3A

**Score: 5**

#### Transcription of Student's Response(s)

*Oui, j'aimerais bien vous aider demain. Euhm, je suis très intéressée dans le problème d'illiteracie. Euhm, je veux vraiment beaucoup aider dans le problème et et d'aider jeunes enfants et des adultes à comprendre à lire. Et j'aimerais vraiment bien participer. Euhm, je suis très intéressée de de vous aider dans votre projet.*

### Question 3 (continued)

*J'aimerais bien être dans le groupe qui organise le collecte de livres, euhm, parce que j'ai beaucoup d'expérience avec l'organisation de des personnes et de la collection et organisation de livres. Euh, j'ai vraiment beaucoup d'expérience avec, euhm, ce genre de projets. Je pense que, mes*

*Euh, pour trouver d'autres volontaires je parlerai à plus de gens, euh, je pense que ça aide beaucoup de parler, euh, personne à personne avec d'autres gens. Et aussi, si vous pouvez, euhm, créer quelque chose en papier que, vous pouvez, euh, donner à aux gens ou partager dans la communauté. Ça aiderait beaucoup.*

*Oui, euh, ce serait super. Moi, je peux très bien venir. Et, euhm, j'aimerais bien amener quelque chose. Est-ce que vous avez quelqu'un qui amène le dessert? Sinon, moi je je serai la personne qui amène un dessert, euh, au dîner et je vais faire quelque chose, oui, de génial et je l'am, je l'am, je l'amènerai, euh, mais ça serait super.*

*Oui, à vendredi. Euhm, je demanderai à deux trois amis si, euh, elles voulaient, elles veulent venir sinon ce serait moi, euh, très sûrement vendredi, et, euh, si, j'ai très hâte. Et bon, à bientôt. J'ai, j'ai hâte de participer dans le dîner. Et d'amener un dessert! Euh, oui, à bientôt!*

#### Commentary

This response is an example of a 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. The response provides required information (e.g., responses to questions, statement, and support of opinion) with frequent elaboration (“*J'aimerais bien être dans le groupe qui organise le collecte de livres, euhm, parce que j'ai beaucoup d'expérience avec l'organisation de des personnes et de la collection et organisation de livres.*”). The response is fully understandable with ease and clarity of expression; occasional errors do not impede comprehensibility (“*comprendre à lire*”; “*j'aimerais bien amener quelque chose*”). The response contains varied and appropriate vocabulary and idiomatic expressions (“*vous pouvez, euh, donner à aux gens ou partager dans la communauté. Ça aiderait beaucoup.*”; “*je serai la personne qui amène un dessert, euh, au dîner*”; “*je vais faire quelque chose, oui, de génial*”). The response demonstrates accuracy and variety in grammar, syntax, and usage with few errors (“*vous pouvez, euh, donner à aux gens*”; “*Ça aiderait beaucoup.*”). There is mostly consistent use of register appropriate for the conversation; however, the response does contain the use of “*vous,*” which is inappropriate for the conversation. Pronunciation, intonation, and pacing make the response comprehensible.

#### Sample: 3B

**Score: 3**

#### Transcription of Student's Response(s)

*Bonjour! Bonjour Yasmine! Salut! Oui, j'aimerais, et, assister les les conventions des, euh, de luttel contre les illetreizmi, il, illétrisme et le samedi. J'aimerais, ah, assister. Et comment ça va? Et,*

*Et, je voudrais, euhm, collecteur des livres parce que j'ai expérience et dans la collection des nourritures pour les pauvres. Et je pense que je poux collecteur des livres pour les pour lutteur contre les illétrisme.*

### Question 3 (continued)

*Oui, j'ai décidé, euh, este, j'ai décidé en faire oune programme des d'enseigner les les enfants en comment lire.*

*Oui, j'aimerais accepter, et, votre invitation por por venir à le l'évent, et, oui, j'ai je n'ai pas un chose pour faire le samedi, et, je poux aller complètement bien.*

*Merci pour votre, et, invitation. Oui, j'ai, j'ai, et, j'ai poux confirmer, et, qué je vais attendre les l'évent, et, si vous, et, a besoin mais, contactere-moi, et*

#### Commentary

This response is an example of a fair performance in Interpersonal Speaking. The response maintains the exchange with a series of responses that is somewhat appropriate within the content of the task (“*Oui, j'aimerais, et, assister les les conventions des, euh, de luttel contre les illetreizmi, il, illétrisme et le samedi. J'aimerais, ah, assister. Et comment ça va? Et,*”; “*Et, je voudrais, euhm, collecteur des livres parce que j'ai expérience et dans le collection des nourritures pour les pauvres. Et je pense que je poux collecteur des livres pour*”). The response provides most required information (“*Oui, j'aimerais accepter, et, votre invitation por por venir à le l'évent, et, oui, j'ai je n'ai pas un chose pour faire le samedi, et, je poux aller complètement bien.*”). The response is generally understandable with errors that may impede comprehensibility (“*Merci pour votre, et, invitation. Oui, j'ai, j'ai, et, j'ai poux confirmer, et, qué je vais attendre les l'évent, et, si vous, et, a besoin mais, contactere-moi, et*”). The response contains appropriate but basic vocabulary (“*comment*”; “*nourritures*”; “*enseigner*”; “*lire*”; “*J'aimerais accepter*”; “*j'ai poux confirmer*”). The response demonstrates some control of grammar and syntax (“*J'aimerais, et, assister*”; “*Je poux aller*”; “*Je vais attendre*”). The register is generally appropriate for the conversation (“*Salut*”); however, the use of “*vous*” is inappropriate. The response includes pronunciation that occasionally impedes comprehensibility (“*je voudrais, euhm, collecteur des livres*”). Self-correction sometimes improves comprehensibility (“*les illetreizmi, il, illétrisme*”).

#### Sample: 3C

**Score: 2**

#### Transcription of Student's Response(s)

*Ah, oui. C'est, euhm, une bonne idée et je suis très intéressant dans ton idée. Euhm, pour yu ton ide, idée pour samedi est mon favorite et je suis excitée pour apprendre plus.*

*Euh, je prefer la groupe, ah, qui est votre favorite parce que je ne sais pas, euhm, un beaucoup de cette sujet et, euhm, je pense que tu sais plus de moi pour cette.*

*Ah, oui, je ne, je ne sais pas que, euh, bof, euh, je ne sais pas que, euhm, le meilleure idée parce que c'est un sujet je ne se, je ne suis pas familiar avec mais je suis excitée.*

*Oui, c'est un bonne idée et je suis très excitée. Le invit, l'invitation est excitée et je accepte. Euh, oui. Je suis oui.*

*Oui, euh, je suis confident que je peux participer dans cette idée et merci pour, euhm, pense de inclueure moi avec ton conversation.*

### Question 3 (continued)

#### Commentary

This response is an example of a weak performance in Interpersonal Speaking. The response partially maintains the exchange and demonstrates a minimally appropriate treatment of the topic within the context of the task. The response provides some required information (“*Euh, je prefer la groupe, ah, qui est votre favorite*”; “*l’invitation est excitée et je accepte*”). The response is partially understandable with errors that force interpretation (“*je pense que tu sais plus de moi pour cette*”) and cause confusion on the part of the listener (“*merci pour, euhm, pense de inclueure moi avec ton conversation*”). The response includes limited vocabulary and idiomatic language (“*l’invitation est excitée et je accepte. Euh, oui. Je suis oui.*”). There is limited control of grammar, syntax, and usage (“*tu sais plus de moi pour cette*”). Pronunciation, intonation, and pacing make the response difficult to comprehend at times (“*inclueure*”). The response demonstrates clarification or self-correction that usually does not improve comprehensibility (“*Ah, oui, je ne, je ne sais pas que, euh, bof, euh, je ne sais pas que, euhm, le meilleure idée parce que c’est un sujet je ne se, je ne suis pas familiar avec mais je suis excitée.*”).