
AP[®] French Language and Culture

Sample Student Responses and Scoring Commentary

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Task 4—Cultural Comparison

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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 2022 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 presentation had to compare an area of the French-speaking world to the students' own or another community of their choice, demonstrating understanding of cultural features of the French-speaking world. Furthermore, the presentation had to be organized clearly. The response received a single holistic score based on how well it accomplished the assigned task.

The course theme for the cultural comparison task was Contemporary Life. Students had to respond to the following question: What is the importance of sport (for example, as a means to stay in shape, an opportunity for participation, a way to unite the community, etc.) for the people of a Francophone community that you know? Students had to compare their observations about the Francophone community to those about their own community or another community. Students could make reference to what they had studied, experienced, and/or observed as support for their claims.

Sample: 4A

Score: 5

Transcription of Student's Response(s)

Ah, en France, euh, la l'importance du sport est très similaire qu'ici aux États-Unis. Euh, en France, les gens de tous les âges, euh, jouent des sports surtout le foot mais aux États-Unis, ah, surtout les enfants jouent les sports, mais aussi jouent beaucoup de sports comme le basket, le football américain, le baseball. Ah, mais la plupart des gens arrêtent quand ils sont adultes ou jouent pas dans les équipes. Ah, mais aussi en France, eh, les sports aident à rest de rester en bonne forme similaire qu'aux États-Unis mais encore, ahm, moins de gens, ahm, moins des adultes, ah, jouent aux sports dans les équipes, ah, comme adultes, ahm, aussi, euh, les équipes de foot en France sont presque une religion; ça unit les gens mais aussi ça divise les gens avec les les équipes comme Marseille et PSG. Il y a, ah, y'a, y'a des des des fans des fans de de l'OM qui sont unis mais aus des fans de PSG qui sont unis mais, ah, contre l'un à l'autre, c'est, c'est un, euh, jeu très grand. Ah, ce sont deux deux deux équipes, euhm, ah, qui sont différents et qui, euhm, représentent des différents régions de la France, similaires à aux équipes de de New York, de des des Mets et aussi des Yankees. Ah, c'est plus grand jeu qui, euh, unit des gens mais aussi divise les gens. Euh, aussi, y'a il y a de l'équipe de France qui unit presque tout la France, ah, quelque chose qu'on voit, ah, chaque fois qu'il y a un tournoi, ah, de foot avec l'équipe de France. Ça unit le pays de France similaire aux États-Unis avec les Olympiques, mais c'est pas c'est pas la même, pas du tout. Ah, moins de gens regardent les les Olympiques ici aux États-Unis que les gens regardent l'équipe de France en France et moins de gens, ah, ah

Commentary

This response is an example of a strong performance in Presentational Speaking. The response shows effective treatment of the topic within the context of the task. The response clearly compares

Question 4 (continued)

the target culture with the student’s own or another community (*“l’importance du sport est très similaire qu’ici aux États-Unis”*), including supporting details and relevant examples (*“PSG”; “l’OM”; “des Mets”; “des Yankees”*). The response demonstrates understanding of the target culture, despite a few minor inaccuracies (*“les équipes de foot en France sont presque une religion”*). The response is organized, with an opening statement that makes a clearly stated claim (*“Ah, en France, euh, la l’importance du sport est très similaire qu’ici aux États-Unis.”*), which is then supported with examples. The response is fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility (*“aussi, y’a il y a de l’équipe de France qui unit presque tout la France”; “similaire aux”*). The response contains varied and appropriate vocabulary (*“les gens de tous les âges”; “la plupart des gens arrêtent”; “ça unit les gens mais aussi ça divise les gens”; “pas du tout”*). The response demonstrates accuracy and variety in grammar, syntax, and usage, with few errors (*“mais encore, ahm, moins de gens”; “qui sont unis”; “quelque chose qu’on voit, ah, chaque fois qu’il y a un tournoi, ah, de foot avec l’équipe de France”*). The use of register is appropriate for the presentation. The response includes pronunciation, intonation, and pacing, which make the response comprehensible.

Sample: 4B**Score: 3****Transcription of Student’s Response(s)**

Bonjour, aujourd’hui je vais comparer l’importance du sporte en France et aux États-Unis. Ah, spécifiquement, je vais comparer le façon d’unir la communauté à Paris et en Caroline du Nord spécifiquement en Chapel ill. Ah, premièrement en Chapel ill à Chapel ill, ah, le sporte unifière la communauté, ah, parce que Chapel ill est chez, ah, l’Université du Caroline du Nord à Chapel ill. Ah, il existe une rivellerie entre UNC et Duke pour le basket à ma famille regarde les matchs avec les autres fans d’UNC et ils créaire une communauté avec les f- les fans. Ah, par contre, à Paris le sporte ont une enfluence qui est moins important, ah, que Chapel ill d’unir, ah, la communauté. Ah, quand j’ai visité à la Paris en deux mille vingt et un, ah, je n’ai je n’ai vu pas beaucoup des gens regardent, ah, les matchs, ah, mais les gens unifient danz dans les restaurants et des autres activités. Ah, en révanche, il y a des différences entre, ah, l’importance du sporte en France et aux États-Unis et spécifiquement, ah, la façon d’unir, ah, la communauté à Paris et en Chapel ill. Ah, Chapel ill a une grande le sporte a une grande enfluence de la communauté et la unification du du cette communauté, ah, et il est une miou enfluence que le Paris.

Commentary

This response is an example of a fair performance in Presentational Speaking. The response is a suitable treatment of the topic within the context of the task. The response compares the target culture with the student’s own, including a few supporting details (*“je vais comparer le façon d’unir la communauté communauté à Paris et en Caroline du Nord spécifiquement en Chapel ill”; “Ah, il existe une rivellerie entre UNC et Duke pour le basket à ma famille regarde les matchs”; “en révanche, il y a des différences entre, ah, l’importance du sporte en France et aux États-Unis”*). The response demonstrates a basic understanding of the target culture (*“quand j’ai visité à la Paris en deux mille vingt et un, ah, je n’ai je n’ai vu pas beaucoup des gens regardent, ah, les matchs, ah, mais les gens unifient danz dans les restaurants et des autres activités”*). The response demonstrates some organization with limited use of transitional elements (*“je vais comparer l’importance du sporte en France et aux États-Unis”; “premièrement”; “en révanche”*). The response is generally understandable but has errors that may

Question 4 (continued)

impede comprehensibility (“*je n’ai vu pas beaucoup des gens regardent, ah, les matchs, ah, mais les gens unifient danz dans les restaurants et des autres activités*”; “*Ah, Chapel ill a une grande le sporte a une grande enfluence de la communauté et la unification du du cette communauté, ah, et il est une miou enfluence que le Paris.*”). The response contains vocabulary that is appropriate but basic (“*ma famille regarde*”; “*unir*”; “*spécifiquement*”). The response demonstrates some control of grammar, syntax, and usage (“*l’importance du sporte en France et aux États-Unis*”; “*ma famille regarde les matchs avec les autres fans*”; “*il y a des différences entre, ah, l’importance du sporte en France et aux États-Unis*”). Pronunciation, intonation, and pacing make the response generally comprehensible; however, errors occasionally impede comprehensibility (“*unifière*”; “*miou enfluence*”).

Sample: 4C**Score: 1****Transcription of Student’s Response(s)**

Les sports est trè l’impor l’important. Euhm, il est important, euhm, parce que le, euhm, scholar pour le l’université. Euhm, le l’université c’est a régardé le grades et le sport que tu as joué. Il est le sport, ah, le sportes est important parce que la physique est tr, ah, la physique, ah, il est, ah, la tu as healthy. Ah, il est important parce que le, euhm, les opportunités, ah, courral en votre ss stats et il est important parce que ton abilité à jouer aux sports. Euhm,

Commentary

This response is an example of a poor performance in Presentational Speaking. The response displays almost no treatment of the topic within the context of the task. The response seems to present information only about the student’s own community. The response demonstrates no understanding of the target culture. The response has little organization; transitional elements and cohesive devices are not present. The response is barely understandable, with significant errors that impede comprehensibility (“*il est important, euhm, parce que le, euhm, scholar pour le l’université*”). The response displays very few vocabulary resources (“*important*”; “*université*”; “*régardé*”; “*sport*”). There is little to no control of grammar, syntax, and usage (“*le l’université c’est a régardé le grades et le sport que tu as joué*”). The response contains patterns in pronunciation, intonation, and pacing that make the response difficult to comprehend, and errors further impede comprehensibility (“*il est important parce que le, euhm, les opportunités, ah, courral en votre ss stats*”).