

2023

AP<sup>®</sup>



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

## Sample Student Responses and Scoring Commentary

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#### **Task 4—Cultural Comparison**

- Scoring Guidelines**
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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 2023 Scoring Guidelines

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> <li>• Almost no treatment of topic within the context of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Unsuitable treatment of topic within the context of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Suitable treatment of topic within the context of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Generally effective treatment of topic within the context of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Effective treatment of topic within the context of the task</li> </ul>
<ul style="list-style-type: none"> <li>• Presents information only about the target culture or only about the student’s own or another community, and may not include examples</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Compares the target culture with the student’s own or another community, including a few supporting details and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Compares the target culture with the student’s own or another community, including some supporting details and mostly relevant examples</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly compares the target culture with the student’s own or another community, including supporting details and relevant examples</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrates minimal understanding of the target culture; generally inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the target culture; may include several inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a basic understanding of the target culture, despite inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the target culture, despite minor inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the target culture, despite a few minor inaccuracies</li> </ul>
<ul style="list-style-type: none"> <li>• Little or no organization; absence of transitional elements and cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>• Limited organization; ineffective use of transitional elements or cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>• Some organization; limited use of transitional elements or cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>• Organized presentation; some effective use of transitional elements or cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>• Organized presentation; effective use of transitional elements or cohesive devices</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 presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Use of register may be inappropriate for the presentation with several shifts</li> </ul>	<ul style="list-style-type: none"> <li>• Generally consistent use of register appropriate for the presentation, except for occasional shifts</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly consistent use of register appropriate for the presentation</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>
		<p><b>Scoring note:</b> A response that does not explicitly compare may earn a score of 3 if it provides a suitable treatment of the topic, including a basic understanding of the target culture and the student’s own or another community.</p>	<p><b>Scoring note:</b> A response that does not explicitly compare may earn a score of 4 if it provides a generally effective treatment of the topic, including some understanding of the target culture and the student’s own or another community.</p>	<p><b>Scoring note:</b> A response that does not explicitly compare cannot earn a score of 5.</p>

**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 although recording equipment is functioning**

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**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 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 an 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 are some of the roles of art (for example, cinema, writing, painting, etc.) in a Francophone community that you know? Compare some of the roles of art in this Francophone community and in your community or another community that you know. In your presentation, you can refer to what you have studied, lived, observed, etc.

### Sample: 4A

**Score: 5**

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

*Bonjour, aujourd'hui je vais parler des similarités et les différences entre le rôle de l'art dans deux communautés différents: ma communauté aux États-Unis et la co communauté en France. L'art consiste du cinéma, de l'écriture, la peinture, et le théâtre et beaucoup plus. Euh, personnellement, j'adore l'art. Je fais le théâtre et j'aime chanter et la musique, alors, j'ai beaucoup d'expérience dans l'art et ça fait une grand pa partie de ma vie et dans ma communauté. En premier, pour les similarités, euh, l'art l'art fait une grand partie de l'économie dans la France et au tats-Unis. Les deux pays, euh, euh, utilisent l'art pour faire d'ar, de l'argent avec, ah, les musées et le cinéma et les théâtres. Ça fait une gran grand partie de l'économie parce que les gens aiment aller pour voir ces choses ensemble et c'est une grande, euh, site touristique dans les deux pays. Ensuite, je vais parler des différences. En France, il y a moins de films, moins de théâtres, en particulière c'est les musées comme le Louvre qui fait une grand partie de l'économie et de la culture mais aux États-Unis, c'est plus sur le théâtre et plus le cinéma. C'est plus moderne, il y a les différents formes d'art, le cinéma c'est une grand partie avec le Hollywood, les acteurs fameux, on crée beaucoup de films aux États-Unis et il y a le Broadway, le théâtre. Ça crée une co communauté particulière en eh aux États-Unis qui n'est pas vraiment vue en France. Pour conclure, il y a beaucoup de similarités y différences entre le rôle d'art dans la France et aux États aux États-Unis, mais c'est sûr que l'art fait une grand partie de la communauté du monde et c'est une ça f c'est un grand ah, c'est beau...*

#### Commentary

This response is an example of a strong performance in Presentational Speaking. The response shows an effective treatment of the topic within the context of the task, comparing the role of art in the US and France (“cinéma”; “économie”; “musées”). The presentation includes supporting

**Question 4 (continued)**

details and relevant examples (“*L’art consiste du cinéma, de l’écriture, la peinture, et le théâtre et beaucoup plus.*”; “*l’art fait une grand partie de l’économie dans la France et au tats-Unis. Les deux pays, euh, euh, utilisent l’art pour faire d’ar, de l’argent avec, ah, les musées et le cinéma et les théâtres. Ça fait une gran grand partie de l’économie parce que les gens aiment aller pour voir ces choses ensemble et c’est une grande, euh, site touristique dans les deux pays.*”). The presentation demonstrates understanding of the target culture (“*c’est les musées comme le Louvre qui fait une grand partie de l’économie et de la culture mais aux États-Unis, c’est plus sur le théâtre et plus le cinéma*”). The response is organized with effective use of transitional elements or cohesive devices (“*En premier*”; “*Ensuite*”; “*mais aux États- Unis*”; “*Pour conclure*”). The response is fully understandable with ease and clarity of expression; occasional errors do not impede comprehensibility (“*j’ai beaucoup d’expérience dans l’art et ça fait une grand pa partie de ma vie et dans ma communauté*”). The response includes varied and appropriate vocabulary and idiomatic language (“*différents formes d’art*”; “*Ça crée une co communauté particuliere ... qui n’est pas vraiment vue en France.*”). There is accuracy and variety in grammar, syntax, and usage with few errors (“*Ensuite, je vais parler des différences*”; “*En France, il y a moins de films, moins de théâtres*”; “*C’est plus moderne*”). There is mostly consistent use of register appropriate for the presentation. Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility (“*en particulière c’est les musées comme le Louvre qui fait une grand partie de l’économie*”). Clarification or self-correction (if present) improves comprehensibility (“*une co communauté particulière en eh aux Etats-Unis*”).

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

*Ah, alors, pour, euh, au, au, aux ez Etats-Unis, aux les Etats-Unis, euh, et en France, euh, il y a beaucoup des musées pour la tourisme, euh, comme les Louvre, et, euh, les Louvre en France, et les, euh, les musées de histoire nasurelle, euh, en aux Etats-Unis. Euh, mais aux Etats-Unis, euh, aujourd’hui, euh, il y a, il y a, euh, multiples des artistes du musique de rap, euh, qui, euh, qui, qui utiliser, euh, les, la musique pour, euh, pour les messages, les messages, euh, politiques. Euh, en France, euh, il y a, il y a beaucoup, en en Paris, euh, aussi, euh, il y a beaucoup des, euh, des murals, euh, qui découvert les rues, euh, les, les murals, euh, dans la mur de, euh, à côte de les rues de Paris, euh, et les, euh, les, le l’arte, euh, dans, aux Etats-Unis et en France est aussi pour les, euh, les passe-temps, euh, leze, euh, les les gens et les les filles, euh, ont, euh, ont, ont allé, euh, à les, euh, à les musées, à les, euh...*

**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, presenting art as leisure, as a way to convey messages, and as a magnet for tourists. The comparison is implicit. The response compares the target culture with the student’s own or another community, including a few supporting details and examples (“*il y a beaucoup des musées pour la tourisme, euh, comme les Louvre, et, euh, les Louvre en France, et les, euh, les musées de histoire nasurelle, euh, en aux Etats-Unis*”). The response demonstrates a basic understanding of the target culture, despite inaccuracies (“*il y a beaucoup des, euh, des murals, euh, qui découvert les rues, euh, les, les murals, euh, dans la mur de, euh, à côte de les rues de Paris*”). The response shows some organization and limited use of transitional elements or cohesive devices (“*mais*”; “*aussi*”). The response is generally understandable, with errors that may

**Question 4 (continued)**

impede comprehensibility (“*eh, il y a beaucoup des, euh, des murals, euh, qui découvert les rues*”). The response contains appropriate but basic vocabulary and idiomatic language (“*histoire*”; “*tourisme*”; “*utiliser*”). The response shows some control of grammar, syntax, and usage (“*aux les Etats-Unis, euh, et en France, euh, il y a beaucoup des musées pour la tourisme, euh, comme les Louvre*”). Use of register may be inappropriate for the presentation. Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility (“*en France est aussi pour les, euh, les passe-temps, euh, leze, euh, les les gens et les les filles, euh, ont, euh, ont, ont allé, euh, à les, euh, à les musées*”). Clarification or self-correction sometimes improves comprehensibility (“*pour les messages, les messages, euh, politiques*”).

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

*En français, ils manger France, euh, .. En France, ils parler français. En USA, ils parler anglais. En France, ils mangent macaronze, le paing et quiche. En USA, ils mangent les frites et les hamburgers et les hotdogs. En France, en France, euh, les city très populaire est Paris. En USA, les city très populaire est New York. En France, les artistes est Monet, euh, les ar les artistes très populaires est Monet. En USA, les ar arti des populaire est Andy Warhol. USA a très .. trop les cinémas ou France est très trop, ah, les arkitectchure.*

**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 cites France and the US, listing some differences and does mention two cities and two artists, but not in the context of the task of comparing the role of art. The response has little or no organization; transitional elements and cohesive devices are not present. The response is barely understandable, with frequent or significant errors that impede comprehensibility (“*USA a très .. trop les cinémas ou France est très trop, ah, les arkitectchure.*”). The response displays very few vocabulary resources (“*city*”; “*artiste*”; “*cinémas*”; “*arkitectchure*”). There is little to no control of grammar, syntax, and usage (“*En France, les artistes est Monet*”). Pronunciation, intonation, and pacing make the response difficult to comprehend.