

AP[®] FRENCH LANGUAGE AND CULTURE EXAM 2014 SCORING GUIDELINES

Identical to Scoring Guidelines used for German, Italian, and Spanish Language and Culture Exams

Presentational Speaking: Cultural Comparison

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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5: STRONG performance in Presentational Speaking

- Effective treatment of topic within the context of the task
 - Clearly compares the student’s own community with the target culture, including supporting details and relevant examples
 - Demonstrates understanding of the target culture, despite a few minor inaccuracies
 - Organized presentation; effective use of transitional elements or cohesive devices
 - Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
 - Varied and appropriate vocabulary and idiomatic language
 - Accuracy and variety in grammar, syntax and usage, with few errors
 - Mostly consistent use of register appropriate for the presentation
 - Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) improves comprehensibility
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4: GOOD performance in Presentational Speaking

- Generally effective treatment of topic within the context of the task
 - Compares the student’s own community with the target culture, including some supporting details and mostly relevant examples
 - Demonstrates some understanding of the target culture, despite minor inaccuracies
 - Organized presentation; some effective use of transitional elements or cohesive devices
 - Fully understandable, with some errors which do not impede comprehensibility
 - Varied and generally appropriate vocabulary and idiomatic language
 - General control of grammar, syntax and usage
 - Generally consistent use of register appropriate for the presentation, except for occasional shifts
 - Pronunciation, intonation and pacing make the response mostly comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) usually improves comprehensibility
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3: FAIR performance in Presentational Speaking

- Suitable treatment of topic within the context of the task
- Compares the student’s own community with the target culture, including a few supporting details and examples
- Demonstrates a basic understanding of the target culture, despite inaccuracies
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax and usage
- Use of register may be inappropriate for the presentation with several shifts
- Pronunciation, intonation and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
- Clarification or self-correction (if present) sometimes improves comprehensibility

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2: WEAK performance in Presentational Speaking

- Unsuitable treatment of topic within the context of the task
- Presents information about the student's own community and the target culture, but may not compare them; consists mostly of statements with no development
- Demonstrates a limited understanding of the target culture; may include several inaccuracies
- Limited organization; ineffective use of transitional elements or cohesive devices
- Partially understandable, with errors that force interpretation and cause confusion for the listener
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax and usage
- Use of register is generally inappropriate for the presentation
- Pronunciation, intonation and pacing make the response difficult to comprehend at times; errors impede comprehensibility
- Clarification or self-correction (if present) usually does not improve comprehensibility

1: POOR performance in Presentational Speaking

- Almost no treatment of topic within the context of the task
- Presents information only about the student's own community or only about the target culture, and may not include examples
- Demonstrates minimal understanding of the target culture; generally inaccurate
- Little or no organization; absence of transitional elements and cohesive devices
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax and usage
- Minimal or no attention to register
- Pronunciation, intonation and pacing make the response difficult to comprehend; errors impede comprehensibility
- Clarification or self-correction (if present) does not improve comprehensibility

0: UNACCEPTABLE performance in Presentational Speaking

- 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
- Not in the language of the exam

- (hyphen): BLANK (no response although recording equipment is functioning)

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Task 4: Cultural Comparison

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 students 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 needed to compare the student's own community to an area of the French-speaking world, 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 was "*la science et la technologie*." Students had to respond to the following question: "How have recent scientific innovations affected people's lives in your community?" Students had to compare their observations of their own community to their observations of a Francophone country or region. Students could make reference to what they had studied, observed, or experienced in order to support their response.

Sample: 4A

Score: 5

Transcript of Student's Response

Alors, euhm .. un exemple des annov innovations scientifiques récentes qui a touché la vie des gens dans ma communauté .. euh, ce sont les téléphones portables .. , euhm. Alors dans ma communauté, il est plus facile de parler avec les amis, les membres des familles qui habitent très loin ou très, euh, près de nous .. euh, .. euh, alors on utilise cette, euh, innovation scientifique pour, euh, s'amuser et pour les, euh, émergencies, .. euhm, alors il y a beaucoup des utilisations .. utilisations et des usages pour cette innovation. Euhm, alors .. euh je sais que les téléphones portables sont un phénomène .. euh .. scientifique mondial, alors en France ils utilisent, euh, ils les utilisent aussi. Euh .. moi, j'ai récemment lu un article sur la déplacement des secrétaires par les innovations technologies, euh, comme les téléphones portables, par exemple, les employeurs peuvent utiliser leurs téléphones portables comme les BlackBerry pour sauver des dates .. euh, pour parler avec les clients et alors ils ne l'emploient les secrétaires en France, euh, comme ils ont avant. Alors ça peut être un, euh .. un problème ou peut et ça .. mais ça .. ça c'est un élément bien pour les employeurs parce qu'ils ne peut pas employer les sécrétaires .. ah, maintenant. Et c'est le même chose aux aux États-Unis et dans ma communauté alors les, euh, employeurs et les gens, ils utilisent les téléphones portables au place de, des autres personnes. Par exemple, dans ma communauté .. les .. , euh, .. les gens, .. euhm, utilisent les téléphones portables quand ils sont ennuyeux .. euh .. au lieu de parler avec les voisins ou ceux qui sont à côté de d'ou et ça peut être, ça pose un problème mais ..

Commentary:

In this effective treatment of the topic, scientific innovations in the target culture are clearly compared with those in the student's own community. The response provides supporting details and relevant examples of cellphone use as a global phenomenon: how cellphones in the student's own community make communicating with family members easier; how in France cellphones are replacing secretaries (according to information in an article the student read). The response is fully understandable; there is ease and clarity in expression, as well as accuracy and variety in grammar and vocabulary ("*ce sont les téléphones portables*"; "*il est plus facile de parler avec les amis*"; "*les employeurs peuvent utiliser leurs*

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Task 4: Cultural Comparison (continued)

téléphones portables”). Occasional errors in this strong performance in presentational speaking (“les, euh, émergencies”; “la déplacement”) do not impede comprehensibility.

Sample: 4B

Score: 3

Transcript of Student's Response

Ici, ce n'est pas plusieurs innovations scientifiques mais les universités ont beaucoup de problèmes scientifiques. Ici, on peut étudier pour devenir infirmier ou un médecin. En France, je ne sais pas beaucoup de l'innovation scientifique mais je sais que l'éducation du dans les science sciences est très important comme ici. Beaucoup des élèves aiment les sciences ici et en France. Science est très important pour le monde moderne et pour le globalisation. Plusieurs de marchés technologies est en France et ici. Ah, .. les mobile phones, euhm, comme un iPhone est très populaire ici et en France .. ah .. mais les élèves, mais les élèves aiment science .. ah. Science est très important. Ah, sans la science et la technologie, le monde n'est pas bon. Ah .. la technologie est très important pour les infirmiers et les médecins .. ah .. science est très important pour le cure de disease et, euhm, technologie aider ces .. ces professionnels .. ah. Technologie est très importante pour le globalisation de le monde aujourd'hui .. ah ..

Commentary:

This is a suitable treatment of the topic in which scientific innovations in the target culture are compared with those in the student's own community. The response includes a few supporting details and examples: the importance of scientific education and technology and the popularity of cellphones. The response shows some organization; the response begins by discussing scientific education for future nurses and doctors at the university level and then broaches the topic of cellphones as an example of a technological innovation. In the conclusion, the student notes the importance of both technology and science not only for nurses and doctors, but for the world as a whole. This fair performance in presentational speaking is generally understandable, despite some errors that may impede comprehensibility (“le globalisation”; “Plusieurs de marchés technologies”; “le cure de disease”).

Sample: 4C

Score: 1

Transcript of Student's Response

Bonjour, classe. Aujourd'hui, nous allons parler technologie. Technologie dans dans les régions du monde francophone et la mo. Région francophone derrière et technolog .. du monde technologie, ah, moderne. Nation est trop cher dans les Ét États-Unis mais ne trop cher pas la France. Technologie est n'importante pas dans la France, mais les É les États-Unis habite à du monde technologie. Les portables sont très import, importants dans les États-Unis et la France. Je, euh, je, je ne vois pas les portables sou souvent. Et la .. ah .. ah, et technologie est trop cher dans les États-Unis, ah, mais ne trop cher pas la France .. euh .. parce que .. euh, le .. le need est ne voilà pas dans la France pour technologie, euh. Merci. Au revoir, classe.

Commentary:

The response proposes to speak of technology and endeavors to focus the presentation on technology's cost and importance in the United States and France. However, the response demonstrates minimal and generally inaccurate understanding of the target culture (“Technologie est n'importante pas dans la France”; “technologie est trop cher dans les États-Unis, ah, mais ne trop cher pas la France”). Beyond the greeting and the closing (“Bonjour, classe”; “Au revoir, classe”), there is little organization. This poor performance in presentational speaking is barely understandable (“la mo”; “le need est ne voilà pas dans la France”) with very few vocabulary resources and little control of grammar, syntax, and usage.