

AP[®] FRENCH LANGUAGE AND CULTURE EXAM

2015 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.

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

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

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
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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
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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
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- (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 samples have 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 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 quête de soi*.” Students had to respond to the following question: “How has immigration and the presence of immigrants affected people's lives in your community?” Students had to compare their observations in their own community to that of a Francophone country or region. Students could make reference to what they had studied, observed, and/or experienced in order to support their claims.

Sample: 4A

Score: 5

Transcript of Student's Response

Euhm, on dit qu'eur, ah, les im, les immigrants ont vraiment touché la vie des gens dans mon ma communauté. On dit que le Canada est comme une mosaïque de multiculturalisme, euhm, tous les cultures, euhm, a apportent leurs propres coutumes, traditions et des valeurs, surtout ici à Ottawa où je vis. Euhm, on peut voir cela dans les quartiers chinois et les quartiers italiennes, euhm, où il y a beaucoup de nourriture et des médechines chinois et des traditions, euhm de ses cultures, euhm, au Québec est une province à Canada. Ils encouragent vraiment l'immigration des pays où on parle le français parce qu'ils essaient surtout, de protéger, euhm, et de préserver leur langue. Euhm, on voit l'influence des immigrants qui, euhm, viennent surtout d'Haïti et de l'Afrique français, euhm, on voit leur influence dans la musique et l'art, euhm, comme de Montréal il y a beaucoup de galeries comme africaines, euhm, et ils apportent aussi leur nourriture traditionnelle, euhm, comme, ah, on voit beaucoup der der restaurants comme avec des, euh, des, plats africains, euhm. Je dirais que, en général, à Canada et au Québec les immigrants, euhm, sont une très bonne influence et ils bâtient une communauté plus riche et diverse pour, euhm, tout le monde et quer c'est une une une très grande benefice, ah, pour le pays. Euh, il y il y a aussi en France il y a beaucoup de d'immigrants en venant de l'Afrique du Nord.

Commentary

This is a strong performance in presentational speaking in which the student treats the topic effectively within the context of the task and demonstrates understanding of the target culture. The student clearly compares the beneficial influence of Chinese immigrants in the city of Ottawa and of Francophone immigrants in the largely French-speaking province of Quebec, while including supporting details and relevant examples of cultural diversity (Chinese restaurants and medicine in Ottawa; Haitian and African music, art, and cuisine in the Quebecois city of Montreal). The response is organized: the student begins by noting the multicultural nature of Canada (“*une mosaïque de multiculturalisme*”), then speaks of what immigrants brings to the mix (“*tous les cultures, euhm, a apportent leurs propres coutumes, traditions et des valeurs*”), and ends by noting that in general immigrants make communities culturally richer and more diverse, which benefits everyone. The response is furthermore fully understandable, with occasional errors

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Task 4: Cultural Comparison (continued)

(“tous les cultures”; “médechine”; “ils bâtient”) not impeding comprehensibility. This response earned a score of 5.

Sample: 4B

Score: 3

Transcript of Student's Response

Bonjour Madames et Messieurs, aujourd'hui je suis ici pour répondre au question: comment est-ce que l'immigration et la présence d'immigrés ont touché la vie des gens dans mon dans ma communauté et la communauté francophone de mes de mon expérience. Alors, pour commencer, je veux parler un peu à propos de ma communauté. Et, dans ma communauté, il y a beaucoup plus d'immigrants, euhm, car c'est une communauté, euh, qui parle l'anglais le plupart. Alors, ah, plus de personnes vient d'autour du monde. Alors, il y a plus de diversité, en général, mais à cause de cette grande diversité, il n'y a pas trop d'événements culturels, culturels pour tout le tout la communauté parce que tous les cultures sont si différents. Alors, il n'y pas vraiment une chose qui peut unifier tout le monde. Et c'est quelque chose que j'ai expérimenté car, ah, j'ai allé à beaucoup de des événements pour ma culture, pour m'ex pour mon expérience mais pas pour les autres. De plus, ah, c'est évident qu'en dans les écoles aussi il y a beaucoup de groupes de des amis qui sont très différents culturellement. Alors, ah, c'est très évident car quelques écoles offrent, euhm, l'éducation à seulement un certain groupe de personnes. Puis, ah, je vais parler un peu à propos de les la culture dans, euh, les communautés francophones, en particulier, c'est la communauté du Québec dans le Canada. Alors, euh, quand j'ai allé, il y avait beaucoup de festivals, euh, par exemple, la Cirque du Soleil, qui était un événement très fameux dans le Canada et ces événements unifient la communauté entier francophone même si les personnes sont des différentes origines ethniques ethniques. Alors, je pense que, en général, les immigrants sont beaucoup plus acceptés, unifiés dans le les communautés francophones. En conclusion, euhm, en les comparais comparant il y a des avantages et les et les désavantages.

Commentary

In this fair performance in presentational speaking, the student suitably treats the topic within the context of the task by comparing the impact of immigration in two communities and by demonstrating a basic understanding of the target culture: in the student's own community, the increased cultural diversity — thanks to immigrants — results in a lack of unity; whereas in Quebec, this increased cultural diversity gives rise to festivals that bring immigrants together (“ces événements unifient la communauté entier francophone même si les personnes sont des différentes origines ethniques ethniques”). The language used is appropriate but basic, and the response is generally understandable, with errors that may impede comprehensibility (“plus de personnes vient d'autour du monde”). This response earned a score of 3.

Sample: 4C

Score: 1

Transcript of Student's Response

La présence des immigrants influence ma communauté, language et cuisine. Dans français, immigrants tout les temps. Mais plus francophonie nourriture reman après dans ma communauté. Nous avons semblé nourriture et culturel influence. Dans Paris, c'est facile vouloir le difference culturelle. Les préserver la culturelle plus compris ma communauté.

Commentary

There seems to be almost no treatment of the topic within the context of the task in this response. Information seems to be presented only about the student's culture (“ma communauté”; “dans ma communauté”), although the student may also be attempting to discuss the target culture (“Dans français”;

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Task 4: Cultural Comparison (continued)

“Dans Paris”). There is little organization and no control of grammar, syntax, and usage, which makes this barely understandable response a poor performance in presentational speaking. This response earned a score of 1.