

**2014 AP® FRENCH LANGUAGE AND CULTURE FREE-RESPONSE QUESTIONS**

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**Task 4: Cultural Comparison**

You have 1 minute to read the directions for this task.

Vous aurez 1 minute pour lire les instructions pour cet exercice.

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare your own community to an area of the French-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the French-speaking world. You should also organize your presentation clearly.

Vous allez faire un exposé pour votre classe sur un sujet spécifique. Vous aurez 4 minutes pour lire le sujet de présentation et préparer votre exposé. Vous aurez alors 2 minutes pour l'enregistrer.

Dans votre exposé, comparez votre propre communauté à une région du monde francophone que vous connaissez. Vous devriez montrer votre compréhension des facettes culturelles du monde francophone. Vous devriez aussi organiser clairement votre exposé.

You will now begin this task.

Vous allez maintenant commencer cet exercice.

Thème du cours: La science et la technologie

**Sujet de présentation:**

Comment est-ce que les innovations scientifiques récentes ont touché la vie des gens dans votre communauté? Comparez vos observations des communautés où vous avez vécu avec vos observations d'une région du monde francophone que vous connaissez. Dans votre exposé, vous pouvez faire référence à ce que vous avez étudié, vécu, observé, etc.

**END OF PART B**

**END OF EXAM**

**STOP**

# **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**

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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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#### **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
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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)**