

Source numéro 3

Vous aurez 30 secondes pour lire l'introduction.

Introduction

Dans cette sélection il s'agit de commencer la journée scolaire une heure plus tard. L'interview originale intitulée « Les cours à l'école devraient-ils débuter à 9h plutôt que 8h ? » a été publiée le 11 janvier 2019 en Belgique par BX1 Radio. La journaliste interviewe Bernard Hubien, secrétaire général de l'Union des fédérations des associations de parents de l'enseignement catholique. La sélection dure à peu près deux minutes.

Les cours à l'école devraient-ils débuter à 9h plutôt que 8h ? from BX1 Radio. © 2019. Used by permission.

Begin your response to this task at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the task.

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Task 3: Conversation

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

Vous aurez 1 minute pour lire les instructions de cette tâche.

You will participate in a conversation. First, you will have 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Afterward, the conversation will begin, following the outline. Each time it is your turn to speak, you will have 20 seconds to record your response.

You should participate in the conversation as fully and appropriately as possible.

Vous allez participer à une conversation. D'abord, vous aurez 1 minute pour lire l'introduction de cette conversation comprenant le schéma des échanges. Ensuite, la conversation commencera, suivant le schéma. Quand ce sera votre tour de parler, vous aurez 20 secondes pour enregistrer votre réponse.

Vous devez participer à la conversation de façon aussi complète et appropriée que possible.

You will now begin this task.

Vous allez maintenant commencer cette tâche.

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Thème du cours : L'esthétique

Vous aurez 1 minute pour lire l'introduction.

Introduction

C'est une conversation avec Camille, une amie de votre lycée. Vous participez à cette conversation parce qu'elle voudrait votre aide pour un projet.

- | | |
|---------|--|
| Camille | <ul style="list-style-type: none">• Elle vous annonce une bonne nouvelle et demande des suggestions. |
| Vous | <ul style="list-style-type: none">• Exprimez votre enthousiasme et donnez des suggestions. |
| Camille | <ul style="list-style-type: none">• Elle propose deux possibilités et vous demande votre choix. |
| Vous | <ul style="list-style-type: none">• Répondez et justifiez votre choix. |
| Camille | <ul style="list-style-type: none">• Elle fait une remarque et demande vos idées. |
| Vous | <ul style="list-style-type: none">• Donnez vos idées et expliquez. |
| Camille | <ul style="list-style-type: none">• Elle donne des informations et vous demande votre avis. |
| Vous | <ul style="list-style-type: none">• Donnez votre avis en le justifiant. |
| Camille | <ul style="list-style-type: none">• Elle réagit et vous pose une question. |
| Vous | <ul style="list-style-type: none">• Répondez et terminez la conversation. |

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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 de cette tâche.

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 a French-speaking community with which you are familiar to your own or another community. You should demonstrate your understanding of cultural features of this French-speaking community. You should also organize your presentation clearly.

Vous allez faire un exposé pour votre classe sur un sujet précis. Vous aurez 4 minutes pour lire le sujet de cet exposé et préparer votre exposé. Vous aurez alors 2 minutes pour vous enregistrer.

Dans votre exposé, comparez une région du monde francophone que vous connaissez à votre propre communauté ou à une autre communauté. Vous devez démontrer votre compréhension de réalités culturelles de cette communauté francophone. Vous devez aussi organiser clairement votre exposé.

You will now begin this task.

Vous allez maintenant commencer cette tâche.

Thème du cours : La famille et la communauté

Sujet de présentation :

Quels rôles jouent les traditions familiales (par exemple, les célébrations, les repas, les routines, etc.) dans une communauté francophone que vous connaissez ? Comparez les rôles que les traditions familiales jouent dans cette communauté francophone aux rôles que les traditions familiales jouent dans votre communauté ou dans une autre communauté que vous connaissez. Dans votre exposé, vous pouvez faire référence à ce que vous avez étudié, vécu, observé, etc.

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Question 3: Conversation

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 present in the majority of the exchanges and in alignment with most, but not necessarily all, criteria listed within a score point.

AP® French Language and Culture 2025 Scoring Guidelines

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task Provides little required information (e.g., responses to questions, statement and support of opinion) 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 	<ul style="list-style-type: none"> Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task Provides some required information (e.g., responses to questions, statement and support of opinion) 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 conversation 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 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task Provides most required information (e.g., responses to questions, statement and support of opinion) 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 conversation 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 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is generally appropriate within the context of the task Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration Fully understandable, with some errors that 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 conversation, 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 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is clearly appropriate within the context of the task Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration 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 conversation Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility Clarification or self-correction (if present) improves comprehensibility

Scoring note: A response that meets the majority of these criteria for at least 4 of the exchanges may be sufficient to earn a score of 5.

Score of 0: UNACCEPTABLE

- Mere restatement of language from the prompts
- 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 prompts in English

NR: no response although recording equipment is functioning
