

AP® WORLD LANGUAGE AND CULTURE EXAMS
2012 SCORING GUIDELINES

Interpersonal Writing: E-mail Reply

5: STRONG performance in Interpersonal Writing

- Maintains the exchange with a response that is clearly appropriate within the context of the task
 - Provides required information (e.g., responses to questions, request for details) 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 situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
 - Variety of simple and compound sentences, and some complex sentences
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4: GOOD performance in Interpersonal Writing

- Maintains the exchange with a response that is generally appropriate within the context of the task
 - Provides required information (e.g., responses to questions, request for details) with some elaboration
 - 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 situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
 - Simple, compound and a few complex sentences
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3: FAIR performance in Interpersonal Writing

- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
 - Provides required information (e.g., responses to questions, request for details)
 - 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 situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing) although these may lack cultural appropriateness
 - Simple and a few compound sentences
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2: WEAK performance in Interpersonal Writing

- Partially maintains the exchange with a response that is minimally appropriate within the context of the task
 - Provides some required information (e.g., responses to questions, request for details)
 - Partially understandable, with errors that force interpretation and cause confusion for the reader
 - Limited vocabulary and idiomatic language
 - Limited control of grammar, syntax and usage
 - Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
 - Simple sentences and phrases
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1: POOR performance in Interpersonal Writing

- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
 - Provides little required information (e.g., responses to questions, request for details)
 - 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; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
 - Very simple sentences or fragments
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0: UNACCEPTABLE performance in Interpersonal Writing

- Mere restatement of language from the stimulus
 - Completely irrelevant to the stimulus
 - "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)**

Cher M. Durand,

Je suis tellement content d'entendre que notre groupe de lecture commence encore! Au sujet de ma type de littérature préférée, je veux proposer les romans d'amour et aussi mystère. J'espère que tous la groupe pourrais garder un interresse dans ces deux genres populaires. Presque tous les femmes aiment lire des contes d'amour pis les gars aiment essayer de trouver la solution des livres de mystère. C'est tellement amusant!

Je suis libre tous les soirées de la semaine sauf vendredi. J'ai mes jeux sportifs ce soir là pis je ne veux pas manquer un match. Si - te plaît, laisse moi savoir quelle jour ont la rencontrer le plus tôt que possible pour éviter des problèmes. Peut-être ont devrait choisir un nuit de chaque semaine pour rester constant et éviter les problèmes de se sorte là.

Do Not Write Beyond This Border

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AP[®] FRENCH LANGUAGE AND CULTURE

2012 SCORING COMMENTARY

Task 1: E-mail Reply

Note: Student samples are quoted verbatim and may contain errors.

Overview

This task assessed writing in the interpersonal communicative mode by having students reply to an e-mail message. Students were allotted 15 minutes to read the message and write the reply. The response received a single holistic score based on how well it accomplished the assigned task. Students needed to be able first to comprehend the e-mail and then to write a reply using a formal form of address. The reply had to address all the questions and requests raised in the message, as well as ask for more details about something mentioned in the message.

In this exam, within the theme of Aesthetics, students were asked to imagine themselves as members of a francophone reading group who receive an e-mail from an Alliance Française French teacher managing their group. The teacher wrote to poll them with certain questions meant to make their meetings more enjoyable for all. Reading group members were requested to indicate their literary preferences, along with an explanation for their choices. They were also asked to state when during the week was best for the meetings to be held. Students needed to be able to express their preferences for their chosen literary genres with adequate vocabulary and grammatical forms and to also provide an appropriate explanation. They also needed to know the difference between formal and informal writing patterns in French.

Sample: 1A Score: 5

This response maintains the exchange with a message that is both clearly appropriate within the context of the task and complete with regard to the required components of the e-mail reply. In addition, the request for more information is provided with a fair amount of elaboration — for example, the student explains at length the reasons for asking how much time will be allotted for reading the selected works. It is worth noting that although the closing is not correct (*“Sincères sentiments”*), a closing is nonetheless provided. The register is consistently formal throughout. The vocabulary is varied and appropriate (*“j’ai hâte de faire partie,” “goûts littéraires,” “parfois,” “malgré”*), and the grammar, syntax, and usage are generally accurate (*“ce groupe m’aide à développer mes goûts littéraires,” “j’espère que je vais vous voir à la prochaine réunion!,” “Est-ce que je peux demander combien de temps nous aurons pour lire les livres du groupe?”*). It is important to note that these examples of grammatical control and structural variety are not totally error-free; however, the mistakes are few. The successful use of discourse connectors (*“parce que,” “par exemple,” “mais,” “malgré”*) contributes to the ease and clarity of expression that characterizes the majority of this response. These strengths make this response an example of strong performance on the task.

Sample: 1B Score: 3

This response maintains the exchange with a message that is appropriate to the task; however, there are continual shifts in register, with the student beginning in a formal register (*“Cher M. Durand”*), then passing to an informal register (*“S’il-te-plaît,” “Laisse moi savoir”*), then once again shifting to a formal register (*“Je vous remercies”*), and finally shifting between informal and formal registers in the same sentence (*“Laisse moi savoir s’il y a quelque chose que je pourrais aider à organiser avec vous”*). Although the response is generally understandable, the incomplete control of register is matched by an incomplete control of grammar and vocabulary. There are some examples of accurate syntactic structures (*“Je suis*

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Task 1: E-mail Reply (continued)

tellement content d'entendre, "je veux proposer," "J'espère qu'on va tous s'amuser ensemble"); however, there are also errors ("ma type," "tous la groupe," " Je vous souhaites"), some of which impede comprehensibility ("*laisse moi savoir quelle jour ont va rencontrer,*" "*en lissent des nouvelles livres interessants*"). Even though the response is complete and does contain some elaboration, the continually shifting register and the inaccuracies in grammar and usage combine to make this response an example of fair performance on the task.

Sample: 1C

Score: 2

This response partially maintains the exchange with a message that is minimally appropriate within the context of the task, largely because the student does not ask for further details about something in the message, as was required. Limited vocabulary and limited control of grammar both contribute to a response that is only partially understandable, with frequent errors ("*s'il faut que je choisi un,*" "*nous vivons en realité tous les temps,*" "*je peux change,*" "*sur les jours different*"), some of which can force interpretation and cause confusion for the reader ("*J'ai hâte de les réunions de notre groupe!*," "*mon routini*"). Some passages present a word-for-word translation from English and prove to be difficult to interpret in French ("*j'ai une opportunité,*" "*Je suis libre sur lundi et mercredi*"), another indication of a limited vocabulary. This imperfect command of syntax and vocabulary, coupled with the fact that this message lacks a required element, make this response an example of weak performance on the task.