

AP[®] WORLD LANGUAGE AND CULTURE EXAMS

2012 SCORING GUIDELINES

Presentational Writing: Persuasive Essay

5: STRONG performance in Presentational Writing

- Effective treatment of topic within the context of the task
 - Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
 - Integrates content from all three sources in support of the essay
 - Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
 - Organized essay; 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
 - Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences
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4: GOOD performance in Presentational Writing

- Generally effective treatment of topic within the context of the task
 - Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
 - Summarizes, with limited integration, content from all three sources in support of the essay
 - Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
 - Organized essay; 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
 - Develops mostly paragraph-length discourse with simple, compound and a few complex sentences
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3: FAIR performance in Presentational Writing

- Suitable treatment of topic within the context of the task
 - Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
 - Summarizes content from at least two sources in support of the essay
 - Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
 - 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
 - Uses strings of mostly simple sentences, with a few compound sentences
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2: WEAK performance in Presentational Writing

- Unsuitable treatment of topic within the context of the task
 - Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate
 - Summarizes content from one or two sources; may not support the essay
 - Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently
 - Limited organization; ineffective use of transitional elements or cohesive devices
 - 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
 - Uses strings of simple sentences and phrases
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1: POOR performance in Presentational Writing

- Almost no treatment of topic within the context of the task
 - Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies
 - Mostly repeats statements from sources or may not refer to any sources
 - Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent
 - 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
 - Very simple sentences or fragments
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0: UNACCEPTABLE performance in Presentational Writing

- 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)

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pero anche aiuterebbe ~~in~~ il governo in
fin fine perche prenderebbe piu soldi dalle
tasse di lavoro.

2 B

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Do Not Write Beyond This Border

Do Not Write Beyond This Border

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Task 2: Persuasive Essay

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

Overview

This task assessed writing in the presentational communicative mode by having students write a persuasive essay on a given topic while referencing three sources of information about the topic. Students were first allotted 6 minutes to read the essay topic and the two printed sources. Then they listened to the one audio source. Afterward, they had 40 minutes to write the essay. 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 three sources and then to present their different viewpoints. They also had to present their own viewpoint and defend it thoroughly, using information from all the sources to support the essay. As they referred to the sources, they needed to identify them appropriately. Furthermore, the essay had to be organized into clear paragraphs.

The course theme for the Persuasive Essay task was Vita contemporanea, and the task concerned youth unemployment. It presented a written text about unemployed people from the ages of 15 to 24 in Italy who belong to a group called Neet (“Not in employment neither in education nor training”). It contained a map of the distribution of the Neet in Italy. Finally, an audio text presented a discussion of governmental actions and resources to help young people prepare for and find employment.

Sample: 2A

Score: 5

This response presents an effective treatment of the topic and responds fully to the requirements of the task. The student shows a high degree of comprehension of the sources’ viewpoints, with very few minor inaccuracies (“*Sono stati spesi 4 miliardi di euro per favorire l’ingresso dei giovani nel mondo del lavoro*”). The student integrates content from all three sources, including several pertinent references to the audio source (“*‘Click lavoro’ è un progetto lanciato dallo stato italiano il quale permette di poter lanciare domande e offerte di lavoro su Internet. Alcune università Italiane, inoltre, hanno già aderito al progetto rendendo i vari curriculum dei propri student disponibili sul sito.*”; “*Nel 2015 si prevede l’apertura di 58 istituti tecnici, o istituti che combinano l’educazione a lavori futuri.*”) and defends a viewpoint with a high degree of clarity in a well-developed response.

The response contains frequent transitional and cohesive elements (“*ovviamente*”; “*ciò non ostante*”; “*però*”, “*inoltre*”, “*ad ogni modo*”; “*in poche parole*”; “*per questo motive*”; “*tuttavia*”, “*Purtroppo*”). The student is fully understandable with a few minor orthographical errors that do not impede comprehensibility (“*pubblicizzazione, sponsorizando, l’istuzione*”). The response exhibits varied and appropriate vocabulary and accuracy in grammar and syntax with few errors (“*a la maggiorparte, durante le loro vite giornaliere, tempi maggiormente vicini del 2015, queste sono solo alcuni dei metodi*”). The student uses a variety of complex sentences in paragraph-length discourse (“*Mandare e-mail al popolo giovanile Italiano, sponsorizando il nuovo sito, porterebbe molti a una fonte che potrebbe risultare preziosa per il proprio futuro. Sarebbe più conveniente se l’apertura di questi istituti venisse fatta entro tempi maggiormente vicini del 2015.*”). This essay demonstrates a strong performance in presentational writing.

Sample: 2B

Score: 3

This essay presents a suitable treatment of the topic and responds adequately to the requirements of the task. The student demonstrates a moderate degree of comprehension of the sources’ viewpoints with

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Task 2: Persuasive Essay (continued)

some minor inaccuracies (“*nel centro dell’italia c’è la seconda più alta percentuale*”; “*Fonte numero tre parla di un program sul campus che aiuta gli giovani*”; “*Gli giovani potrebbero anche usare l’internet ha trovare classi online*”), and summarizes content from all three sources. The student defends a viewpoint with some coherence and presents an organized essay in paragraph-length discourse.

The response contains some transitional and cohesive elements (“*così*”; “*dopo di quello*”; “*in conclusione*”; “*però*”; “*in fin fine*”) and is generally understandable with frequent orthographical errors that impede comprehensibility (“*senza andare alla universita ho anche finire le suplimentari*”; “*non provano ha prendere una meglio educazione*”; “*un lavoro migliore*”; “*molti piu programi fatti dal governo che lascia sapere hai giovani*”; “*male per gli giovani ha sentire, aiuterebbe la economia del italia*”). The response includes appropriate vocabulary with few errors (“*prendere una meglio educazione*”; “*Fonte numero uno . . . dice che dell’Universita pubblica che dice che molte lauree sono inutili.*”). The response shows partial control of grammar and syntax with frequent errors (“*alla universita*”; “*una meglio lavoro*”; “*gli giovani*”; “*di la promozione*”; “*Questo problema è molto diverso dipendono da la regione nel l’italia, Nel fonte numero due si vede che sud chi sono le piu alte percentuali degli Giovanni Neet*”; “*un program sul campus che aiuta gli giovani impare degli lavori e come possano prendere questi lavori*”; “*è molto importante che gli giovani non diventano piu parte del groupo Neet però prendano una meglio educazione*”). This response demonstrates a fair performance in presentational writing.

Sample: 2C

Score: 1

This response presents a weak treatment of the topic and responds minimally to the requirements of the task. The student demonstrates minimal comprehension of the sources’ viewpoint with frequent inaccuracies (“*Il governo e spenduto dinero suoi non avere. loro pagare 900 euro al mese mentre disoccuazione è al 30%*”), and does not refer to any sources. The argument is incoherent. The response does not include transitional elements or cohesive devices and is barely understandable with frequent and significant errors that impede comprehensibility (“*In Italia dal governo per Italia parlare degli incentivi economici stability*”; “*di il programma e inturaviste il giovana vuolono andare alla scoula*”). The response includes frequent errors in vocabulary (“*Il governamento volare il giovane lavorare*”; “*Il persone con non lavoro loro non pagare il tasso*”; “*i bambini dovere insegnare andare a scoula per un degrato*”; “*il grande problema per l’Italia citizione*”) and demonstrates little or no control of grammar and syntax (“*l’universita tenere il aiutare gli studenti potrenno avere lavoro in il futero.*”; “*Il Italian economica non aiuterà di il giovane non attendo alla scoula.*”). This response demonstrates a poor performance in presentational writing.