AP® FRENCH LANGUAGE AND CULTURE
2013 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

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 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 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

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

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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Interpersonal Writing: E-mail Reply (continued)

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

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 the equivalent in any language
- Not in the language of the exam

- (hyphen): BLANK (no response)

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Chère Madame Leclerc,

J'ai bien reçu votre courriel du 13 mai, et j'aimerais bien vous en remercier. Votre camp de vacances me semble très amusant, et puisque je veux y travailler, il serait mon plaisir de vous donner d'autres renseignements.

Depuis j'avais six ans, j'avais parlé deux langues. Je les ai appris à ma maison parce que ma mère est française et mon père est espagnol. Quand j'avais dix ans, ma mère m'a expliqué qu'il faut que j'apprenne l'anglais aussi parce que si je voulais être une bonne citoyenne globale, je devrais apprendre plusieurs langues. Comme je vous ai dit, ma famille est très multiculturelle: je suis franco-espagnol. De plus, je voyageais au Nicaragua et à La République Dominican pour construire des maisons pour les sans-abri. J'adore parler et travailler avec les gens étrangères.

Je me permets de vous poser quelques questions. Combien de postes disposible est-ce qu'il y aura pour cet été? ~~Et plus, avez-vous qu'il y a~~ Je me demande si il est probable que je serai embauché. ~~Est-qu'il y~~ Quand est-ce que vous allez prendre une décision?

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Merci mille fois encore pour m'avoir contactée. Votre programme est incroyable, et je m'y intéresse beaucoup. J'attends votre réponse avec impatience.

Sincères salutations,

[redacted]

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Bonjour Monsieur Leclerc,

J'ai le plaisir de vous informer que j'ai bien reçu votre e-mail et je vous en remercie. J'aimerais bien participer dans ce camp de vacances international. Je pense que je sois le plus bon candidat pur cette position parce que, comme vous avez dire dans l'e-mail, je parle trois languages. Quand j'étais petite, mes parents veulent que j'apprend leurs langue native, Creole, alors ils a parlé a moi dans cette langue. Aussi, je parle Français parce que ça c'est necessaire pour parler la langue du pays qu'on vive. Finalement, je parle Anglais parce que je voudrais étudier dans ce pays dans l'avenir. Par mes experience dans autres cultures, j'ai voyagé beaucoup avec ma famille parce que nous pensons qu'il est necessaire que tout le monde aller au les pays differentes pur bien connaiser le monde! A votre équipe de travail je vais porter ma connaissance de l'autres langues et l'autre pays. En ce qui concerne la décision fin pur l'apprentissage, quand est-ce que je peux connaisse quand je peux commencer le travail? Merci beaucoup pour votre courriel!

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Sincères Salutations,

[redacted]

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1C

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Monsieur Leclerc,

Jécoutez que vous cherchez pour le candidat pour cet été. Ma bon ami est cherchez pour travaille pour le long temps. Il est français et, drolement bon a l'equipe multicuturelle.

J'espare vous choisir mon ami, Chris. Il est tres intelligent. Il parle le tres langues, Amencain, Francais, et Espanol. Il habit a «Roselle Park» mais il deja habit dan France, et Spain.

~~Si vous trouvé mon message, nous dit.~~

Se vous n'aime pas Chris, jai beacoup ami, que adore le travaille, aussi.

Votre Ami

[redacted]

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AP® FRENCH LANGUAGE AND CULTURE
2013 SCORING COMMENTARY

Task 1: E-mail Reply

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

Overview

This task assessed writing in the interpersonal communicative mode by having students write a 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 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.

The theme for the e-mail reply task was "*la quête de soi*." Students had to use the formal register to respond to two questions asked by the director of an international summer camp. It was implied that the student had previously applied for a position of camp counselor. The two questions asked were the following: "What knowledge, especially in languages, would you bring to the team?" and "What experiences do you have with foreign cultures?" The student was required to ask the director for further information about a point mentioned in the e-mail.

Sample: 1A
Score: 5

This response maintains the exchange with a response that is clearly appropriate within the context of the task. All required information is provided: salutation and closing, responses to all the questions in the message, and a series of requests for further details. In addition, the answers to the questions in the stimulus contain frequent elaboration; for example, comments on family, language, history, past foreign travel, and work experience. There is a good deal of rich, appropriate vocabulary ("*citoyenne*"; "*sans-abri*"; "*embauché*") and a fine sense of idiomatic French ("*prendre une decision*"). With regard to grammar, syntax, and usage, the response is not without errors ("*Depuis j'avais six ans, j'avais parlé deux langues*"; "*si il est probable*"); however, there is an overall strong control of grammar, even in longer, more complex sentences ("*Votre camp de vacances me semble très amusant, et puisque je veux y travailler, il serait mon plaisir de vous donner d'autres renseignements*"). The correct use of the passé composé ("*j'ai bien reçu votre courriel du 13 mai*") and other verb forms ("*pour m'avoir contactée*"; "*je voyageais*"), control of object pronouns ("*ma mère m'a expliqué*"; "*Je me permets de vous poser quelques questions*"), and correct use of the subjunctive ("*il faut que j'apprenne*") are present in the response. The register is consistently formal throughout the response, showing a control of cultural conventions for such an exchange. This response clearly demonstrates a mastery of many higher-level grammatical structures, as well as the ability to complete the task successfully. The few errors present do not detract from these accomplishments and therefore the response earned a score of 5.

Sample: 1B
Score: 3

The student maintains the exchange with a response that is appropriate and that includes the required information. There is also some development in the responses to the questions in the message; however, there is at least one passage where vocabulary and grammar errors impede comprehensibility ("*En ce qui concerne la décision fin pour l'apprentissage, quand est-ce que je peux connasse quand je peux commencer le travail?*"). With regard to vocabulary, the student uses appropriate connectors throughout ("*quand*"; "*aussi*"; "*finalement*") that add cohesion to the presentation of ideas, but there are also examples of English vocabulary ("languages") and misused or ill-formed words ("*la décision fin*";

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Task 1: E-mail Reply (continued)

"*connaiser*"). While there are some grammatically and syntactically correct passages in the response ("*J'ai le plaisir de vous informer que j'ai bien reçu votre e-mail et je vous en remercie*"; "*je voudrais étudier dans ce pays*"), generally speaking, the language is marked by repeated errors in several grammatical categories: subjunctive use and superlatives ("*c'est necessaire pour parler la langue du pays qu'on vive*"; "*il est necessaire que tout le monde aller au les pays differentes*"; "*Je pense que je sois le plus bon candidat*"), agreement and pronoun placement ("*Ils a parlé a moi*"), and tense form and usage ("*comme vous avez dire dans l'e-mail*"; "*Quand j'étais petite, mes parents veulent que j'apprend*"). The consistent language problems in this fair reponse earned it a score of 3.

Sample: 1C
Score: 1

Constant grammar and vocabulary errors that leave the reader confused, as well as numerous missing elements of the required information render this response inappropriate within the context of the task. The response does not address the student's language abilities or experiences with other cultures, but rather the student's friend Chris's qualifications for the summer camp job. In addition, there is no request for further details. Finally, the closing is not culturally appropriate for formal written correspondence. The vocabulary is very limited, as is the control of grammar: there are only three verbs that are correctly conjugated, all in the present tense ("*j'ai*"; "*il parle*"; "*il est*").The rest of the text is a series of incorrect forms ("*j'écoutez*"; "*Ma bon ami*"; "*pour le long temps*"; "*J'espare vous choisir mon ami*"; "*Se vous n'aime pas Chris, j'ai beacoup ami, que adore le travaille, aussi*"). The incompletion of the task, the inappropriate content signaling a misunderstanding of the task, the lack of vocabulary resources, and the absence of grammatical control earned this poor response a score of 1.

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