

AP[®] FRENCH LANGUAGE AND CULTURE

2013 SCORING GUIDELINES

Presentational Writing: Persuasive Essay

5: STRONG performance in Presentational Writing

- Effective treatment of the 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 argument
- 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

4: GOOD performance in Presentational Writing

- Generally effective treatment of the 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 argument
- 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 that 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

3: FAIR performance in Presentational Writing

- Suitable treatment of the 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 argument
- 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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Presentational Writing: Persuasive Essay (continued)

2: WEAK performance in Presentational Writing

- Unsuitable treatment of the 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 argument
- 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

1: POOR performance in Presentational Writing

- Almost no treatment of the 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

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

- (hyphen): BLANK (no response)

$$2A_2$$

Source numéro 2 dit que en general la consommation de la viande a diminué dans les années récentes. Il montre que généralement

2A3

Do Not Write Beyond This Border

Do Not Write Beyond This Border

Selon le journaliste Alain Soussa, les tomates rouges ^{favorisent} certains cancers ». Mais la même chose est vrai à propos ~~des tomates~~, ^{et même de} l'alcool, le sol. ~~Car ce n'est pas~~ Cela ne veut dire que nous devons éviter ces choses complètement, mais qu'il faut prendre soin avec elles et l'utiliser avec la modération. Nous avons besoin des vitamines, minéraux et protéines ~~présentes~~ qui sont présentes dans la tomate, et si ~~nous les~~ elles nous manquent parce que nous avons →

Entre 2002 et 2006, la consommation de la viande en France a tombé par six kg par habitant, selon le Ministère de l'agriculture et de la pêche.

Do Not Write Beyond This Border

Do Not Write Beyond This Border

Selon Monsieur Rafin, la 18 pour cent de terre attisée pour la ~~marque~~ production des vianelles rouges doit être utilisé pour

~~pour~~ l'agriculture qui pourra aider les peuples affamés. Mais plus difficile pour ces gens trouver est la protéine et les autres ~~des~~ bénéfices ~~de~~ offerts pour la viande.

Que tout le monde ~~devienne~~ devienne végétarien n'aidera pas cette problème.

La grande ~~soupe~~ n'est pas un problème pour notre monde. Si nous ~~on~~ utilisons de ~~la~~ la modération en la mangeant, il n'est pas nécessaire de devenir végétarien pour ~~on~~ être en bonne santé.

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2013 SCORING COMMENTARY

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. They then had to listen to 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 had to be able first to comprehend the three sources and then to present their different viewpoints. They needed to also present their own viewpoint and defend it thoroughly, using information from all of the sources to support the essay. As they referred to the sources, they had to identify them appropriately. Furthermore, the essay had to be organized into clear paragraphs.

The course theme for the persuasive essay task was “*les défis mondiaux*.” Students had to write a persuasive essay on the following topic: “Should we stop eating meat and become vegetarian in order to be healthy?” The first source was a 2009 online article titled “Should we stop eating meat?” The article stated that eating meat, especially red meat, can be harmful to one’s health, though eating no meat at all can also cause health problems. It concluded that people should consume a well-balanced diet including less red meat and more poultry and fish. The second source was a graph that showed that meat consumption in France fell between 1996 and 2006 but rebounded in 2007. The third source was a 2009 radio interview of the head of a vegetarian association who explained why he became a vegetarian and why vegetarianism is good for the environment. He also claimed that it is easier and easier to find alternatives to animal products.

Sample: 2A

Score: 4

This essay demonstrates generally effective treatment of the topic within the context of the task. The student starts with a very good introductory paragraph in which the student’s point of view is clearly stated (“*Il faut, à mon avis, arrêter de manger de la viande et devenir végétarien*”). The student demonstrates comprehension of all three sources in support of this point of view. The essay is organized with some effective use of transitional elements (“*Aussi*”; “*Cependant*”; “*En fait*”; “*Il vaut mieux*”). This essay is fully understandable despite the presence of errors (“*Je craint que beaucoup des personnes ne puissent pas comprendre ...*”). There is general control of grammar, syntax, and usage, with some minor errors (“*Un autre raison pour laquelle ...*”; “*Je doit dire ...*”; “*Je suis étonne qu’il y a 40% ...*”). The student develops mostly paragraph-length discourse with simple, compound, and a few complex sentences. Overall, this essay is an example of good performance and earned a score of 4.

Sample: 2B

Score: 3

The student presents and defends a point of view with some coherence (“*je ne le trouve pas nécessaire devenir végétarien pour être en bonne santé*”; “*si nous utilisons de la moderation en la mangeant, il n’est pas nécessaire devenir végétarien pour être en bonne santé*”). The student demonstrates at least a moderate degree of comprehension of the sources and summarizes content from all three sources. There is generally appropriate vocabulary used throughout (“*raisons pour lesquelles*”; “*quelques individus*”;

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Task 2: Persuasive Essay (continued)

“tomber malade”; “les peuples afaimés”). The essay is generally understandable, with some errors that impede comprehensibility (“les balances naturelles se disruptent”; “la naturalesse compte avec les êtres humains”). The essay provides more than a string of simple sentences, as it includes a few compound sentences and also a few complex sentences (“nous avons besoin des vitamines, minéraux et protéines qui sont présentes dans la viande et si elles nous manquent parce que nous avons peur ... du cancer, nous pouvons tomber malade”). The essay is an example of fair performance in presentational writing and earned a score of 3.

Sample: 2C

Score: 1

This essay almost exclusively repeats statements from the three different sources. The last sentence (*“Il faux être choisite d’être venir végétarien”*) is the only original element and is incomprehensible. There is almost no treatment of the topic and little evidence of comprehension of the sources. As a result, the essay earned a score of 1.