

# AP<sup>®</sup> FRENCH LANGUAGE AND CULTURE EXAM 2014 SCORING GUIDELINES

## Identical to Scoring Guidelines used for German, Italian, and Spanish Language and Culture Exams

### Interpersonal Writing: E-mail Reply

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#### **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 (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 most required information (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 most required information (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 (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 (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)**

Chère Madame,

Je vous remercie infiniment de m'avoir répondu concernant ma demande de stage à l'agence Euro-Stages, et c'est avec un grand plaisir que je répondrai à vos questions.

Concernant votre première question, j'envisagerai de travailler dans le domaine de la médecine parce que j'ai une passion pour la médecine et j'ai eu mon diplôme en gynécologie.

Pour répondre à votre deuxième question j'ai eu un bon parcours linguistique et je suis bien fluent en français, Anglais, et en Espagnol. Mais j'aimerais savoir si je serai payé durant mon stage.

Une fois encore merci de m'avoir répondu et ça me fait beaucoup plaisir de vous avoir répondu.

Sincère salutation.

Do Not Write Beyond This Border

Do Not Write Beyond This Border

Chère Mme Fournier,

Je vous remercie de m'avoir contactée, j'ai beaucoup d'intérêt pour un stage au sein d'une entreprise.

\* Répondre à vos questions, je voudrais travailler avec l'argent et organiser aussi organiser les autres personnes parce que je fait bien avec les communication je peut utiliser les téléphones et l'ordinateurs organiser pour votre entreprise.

~~mes~~ ~~par~~ mon parcours linguistique dont vous parlez sont très ~~efficace~~ <sup>élégant</sup>. Je peut parler trois langues; l'anglais, le français, et l'allemand.

J'ai aussi d'intérêt dans les cours de français commercial. Beaucoup de temps, les cours coûtent les yeux de la tête, mais je suis d'accord qu'il est une bonne idée de suivre avant le stage.

Combien de personnes travaillent pour votre entreprise? Quand est-ce que je peut faire un stage chez moi?

merci encore pour votre courriel  
Bien à vous,

Do Not Write Beyond This Border

Do Not Write Beyond This Border

~~Euro~~ De: Euro-stages

Objet: Réponse d'un e-mail concernant un poste de stagiaire.

Madame,

J'étais repondre aux questionnes être meilleure. j'envisage travailler dans le même/le similaire projets, mais les étudiants étaient # le difference dans le travaille. le recrutement à Euro-stages est très important, et je propose le linguistique est regarde temps de temps parce que les étudiants devraient sempa # confortable avec les langues. ~~th~~ Des cours de français commercial est bonne idée, j'espère ~~th~~ ils ecoutent le TV particulièrement quand le commerciale est present. J'espère en réponse aider les concernants avec un poste de stagiaire. S'il vous plait # messagez-moi avec les concernes à un poste de stagiaire. Les stages avances était aide le compagnie dans ans à la futur.

merci & Au revoir,

Do Not Write Beyond This Border

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## Task 1: E-mail Reply

**Note:** Students' responses are quoted verbatim and may contain grammatical errors.

### Overview

This task assessed writing in the interpersonal communicative mode by having the student 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 to write a reply using a formal form of address. The reply must address all the questions and requests raised in the message, as well as ask for more details about something mentioned in the message.

The course theme for the e-mail reply was *“la vie contemporaine.”* The task required students to use the formal register to respond to two questions from a person in charge of recruiting interns interested in working for a European company. It was implied that the student has previously shown interest in such an opportunity. The two questions asked were the following: “In what field would you consider working and why?” and “What has been your language experience so far?” The student was also required to ask for more details about a point mentioned in the e-mail.

### Sample: 1A Score: 5

This example maintains the exchange with a response that is clearly appropriate within the context of the task. The student provides all of the required information (answers to the questions asked and a request for further details) with elaboration. Furthermore, the response is fully understandable with ease and clarity of expression, despite some errors. Other than the use of the English word *fluent*, the vocabulary is relatively varied and appropriate (*“infiniment”*; *“concernant”*; *“plaisir”*; *“gynecologie”*). This response is not error free; there are some missing accents (*“chere”*; *“repondu”*; *“repondrai”*), some misspellings (*“medicine”*), and some incorrect verb endings/tenses (*“j'aimerai savoir si je serai payer durant mon stage”*); however, the grammar is largely accurate with good control of the present, past, and future tenses (*“je repondrai”*; *“j'envisagerai”*; *“j'ai eu”*; *“je serai”*) and a sense of organization (*“Concernant votre première question”*; *“Pour répondre a votre deuxième question”*; *“Une fois encore”*) that allows the student to realize a few good complex sentences. Despite the few errors in vocabulary and grammar, the sense of idiomatic French in this response along with the success with which the student completes the task demonstrate a strong performance in interpersonal writing, and it earned a score of 5.

### Sample: 1B Score: 3

This response is somewhat appropriate within the context of the task. While there is a request for further information, as well as answers to the questions asked, the answers provided indicate that perhaps there was some confusion as to the content of the questions. This is most noticeable in the first part of the answer to the question about the student's language experience (*“Mon parcours linguistique dont vous parlez sont très elegant”*). The sample, while generally understandable, has moments both where grammatical mistakes impede comprehensibility (*“Répondre à vos questions”*; *“je fais bien avec les communications”*; *“Je peut utiliser les téléphones et l'ordinateur organiser pour votre entreprise”*) and where passages seem illogical given the context of the message and task (*“Quand est-ce que je peut faire un stage chez moi? ”*). The vocabulary is appropriate but basic. Despite the frequent errors, there is some control of grammar (*“j'ai beaucoup d'intérêt”*; *“je voudrais travailler”*; *“Combien de personnes travaillent pour votre entreprise?”*), and the use of register is largely appropriate. Although the response contains many positive elements and is fully completed, the few vocabulary resources, lack of ease of expression, and unevenness in control of grammar

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**Task 1: E-mail Reply (continued)**

mean that this response is an example of a fair performance in interpersonal writing, and thus earned a score of 3.

**Sample: 1C**

**Score: 1**

This is an example of an unsuccessful attempt to maintain the exchange with a response that is inappropriate within the context of the task. The constant errors in vocabulary and usage make it difficult for the reader to know for sure not only what the e-mail is trying to say, but also whether or not the stimulus was understood. The answer to the question about what kind of work the student would like to do is not clear (*“j’envisage travailler dans le même / le similaire projets, mais les étudiants étaient le difference dans le travail”*), the meaning of *“parcours linguistique”* appears to have not been understood (*“je propose le linguistique est regarde temps de temps parce que les étudiants devraient sempa confortable avec les langues”*) and the request for further details is difficult to understand (*“S’il vous plaît messagez-moi avec les concemes à un poste de stagiaire”*). In addition, the student appears to have understood *“commercial”* to mean television advertisements (*“Des cours de français commercial est bonne idée, j’espère ils ecoutent le TV particulément quand le commerciale est present”*). These citations from the text of the response show that it is barely understandable due to the lack of control of grammar, syntax, and vocabulary resources. Finally, the register is somewhat difficult to determine given the linguistic weakness of the text, but it is clear that the closing is inappropriate for a formal written register (*“Merci” ; “Au Revoir”*). While it seems that the student has attempted to engage in the exchange, this response is an example of poor performance in interpersonal writing and earned a score of 1.