

AP[®] FRENCH LANGUAGE AND CULTURE EXAM

2016 SCORING GUIDELINES

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

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

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 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 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

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

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

- (hyphen): BLANK (no response)

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2A 1 of 2

Les accidents des voitures sont un problème de nos jours. Chaque jour, il y a beaucoup de morts dans le monde. Une solution pour tenter de répondre à ce crise serait interdire la conduite aux seniors. Cependant, est-il nécessaire faire ça?

La première constatation qui s'impose c'est que la majorité d'accidents ~~sont~~^{est} causés par les jeunes et les adultes, pas les seniors. Comme il est mentionné dans la source numéro un, ~~les~~^{les} seniors ont moins accidents que les autres. Une raison est l'expérience. Aussitôt qu'une personne aura reçu un permis, elle pourra conduire. Par conséquent, si quelqu'un commence à conduire quand il est jeune, il aura plus de temps pour pratiquer. Selon le tableau, les gens qui ont 65 ans ou plus ont moins titulaires de permis, seulement 15,8 % des titulaires d'un permis. Il est bien connu que les seniors ne conduisaient en ~~bus~~ par téléphonant ou faisant des textos, une grande cause d'accidents. De plus, les seniors ne boivent pas l'alcool comme les jeunes le boivent.

En deuxième lieu, le gouvernement ne serait pas permis de dire aux tous les seniors qu'ils ne peuvent pas conduire. C'est le droit du individuel de décider si une personne devrait

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conduire. Par exemple, ma grand-mère, qui a 90 ans, conduit tous les jours parce qu'elle a bonne santé. Après avoir écouté la source numéro trois, je me suis rendue compte que beaucoup de seniors ont des maladies. Cependant, il n'est pas juste d'interdire tous les seniors. Il est important que tout le monde ait l'opportunité de conduire à tous âges.

~~Il n'est pas juste~~ C'est la discrimination d'interdire les seniors. Si les juifs n'avaient pas été permis de conduire, tout le monde ~~les~~ auraient détesté cette loi. Ce n'est pas différent avec l'âge de quelqu'un. Chaque citoyen devrait avoir les mêmes droits.

Tout compte fait, il ne faut pas qu'on interdise les gens âgés de conduire. Les accidents ne sont pas à cause d'eux. Une question à se poser est la suivante: devrait-on être interdit de quelque chose seulement à cause de son âge?

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Aujourd'hui, les voitures sont une grande partie de la vie quotidienne. Malheureusement, les voitures posent beaucoup des dangers.

Quand une personne devient plus vieux, son aptitude de conduire peut diminuer et pose dangers pour la même et les autres. Alors, il faut interdire la conduite aux seniors.

En premier, l'aptitude de conduire diminue avec l'âge. Selon l'audio, la plupart des seniors ont des troubles cognitifs ou les maladies qui peuvent blesser les aptitudes.

Si une personne ne peut pas faire attention pendant qu'il conduit, il ne doit pas conduire.

Les seniors avec troubles cognitifs sont dangereux pour la société quand ils conduisent parce qu'ils contribuent aux accidents. Alors, il faut interdire la conduite aux seniors qui peuvent poser les problèmes.

En deuxième lieu, les seniors veulent conduire. D'après le graphique, beaucoup des personnes ~~continuent à conduire~~ 65 et plus

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continuent à conduire. Les seniors conduisent mais ~~mais~~ plusieurs seniors n'ont pas l'abilité à conduire. Alors, Source #1 suggère un ~~examen~~ examen de conduire après un certain âge. Selon source #1, quelques seniors ont l'aptitude à la conduite pendant que les autres ne peuvent pas conduire. Alors, je propose un examen ou système pour déterminer les personnes qui peuvent conduire après une certaine âge. Les seniors avec la bonne santé et l'abilité de conduire peuvent conduire, mais ~~il~~ nous devons interdire les autres à conduire pour protéger la sécurité des personnes dans la communauté.

~~Les seniors~~ L'abilité de conduire diminue quand une personne devient plus âgée. Quand une personne conduit sans l'aptitude, il y a des dangers pour ce personne et les autres dans les rues. Alors, il faut interdire la conduite aux seniors qui n'ont pas l'abilité. Un examen de conduire après

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un certain age est un moyen efficace
d'installer le interdit.

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Les selections discuss le ~~probleme~~ au des seniors conduire. ~~Les seniors~~ Trois selections a tres different opinions avec un essay, une table, et un interview. Premièrement, ~~le essay~~ l'author au le essay pense seniors conduire est a bon idee et ils faut que etais permis. ~~Les seniors~~ Ils ne pense pas les seniors ont ~~un~~ dangereux. Aussi ils dont ~~un~~ a un examen de sante les plus de 70 ans qui condissent encore n'est est elle pas ~~un~~ blessante quand on sait.

Le deuxieme selection utilise ~~un~~ le table pour son argument. Le table demonstret le pourcentage au ~~seniors~~ ^{des} personnes conduire decrease apres ~~a~~ 45 à 54 ans. Aussi plus de hommes conduire que les filles. Le ~~table~~ utilise statistiques faire un idee. Moins des seniors conduire que les jeunes. ~~Les seniors~~

~~Les seniors~~ Le parter au le troisieme selections pense des seniors ne ~~conduire~~ permis pas de. conduire. Ils crois des seniors avec

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20 2 of 2

Voitures est dangereux ~~et~~ et
a beaucoup de accidents. ~~pour les~~

~~Safety dans les personnes qui les servent~~

Il croit des seniors faut que
conduire. Ils ne fait pas un threat et
ils ont conduire ^{plus} longtemps que les
jeunes ^{mais} Des seniors avec problemes
medical ne faut que conduire pour le
Safety dans les personnages.

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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 “*la famille et la communauté*.” The student had to write a persuasive essay on the following topic: “Should senior citizens be forbidden to drive?” The first source was an article entitled, “Will senior citizens lose their driver’s license?” The article mentions a deadly accident caused by a 77-year-old man, but argues that older drivers are not more dangerous than other drivers. The article does however recommend that older drivers take some additional precautions. The second source was a chart showing the percentage of driver’s license holders according to sex and age group. The third source was a radio interview broadcast of a French prosecutor explaining that measures are taken in his district to prevent senior citizens who suffer from dementia or Alzheimer’s from driving.

Sample: 2A

Score: 4

This is an example of a good performance in presentational writing. There is evidence of a generally effective treatment of the topic. It is clear that the student understands the sources’ viewpoints and summarizes content from all three sources in support of the essay. However, there is only limited integration of the sources’ content. In the second paragraph, for example, the student summarizes information drawn from the reading passage (source 1) to show how age and driving experience are related to the number of accidents. The student also summarizes some content from the graph (source 2) and the audio recording (source 3). The student’s own viewpoint, based on the three sources, is presented and defended: “*Il est important que tout le monde ait l’opportunité de conduire à tous âges.*” There are, however, some inaccuracies and errors (“*il ne faut pas qu’on interdise les gens âgés de conduire*”). The persuasive argument is developed with coherence and detail. The essay is well organized and includes an introduction, three paragraphs, and a conclusion. There are a number of transitional elements and cohesive devices (“*Cependant*”; “*Par conséquent*”; “*De plus*; “*En deuxième lieu*”; “*Tout compte fait*”). The student uses varied and appropriate vocabulary and idiomatic language (“*pour tenter de répondre*”; “*La première constatation qui s’impose*”; “*Une question à se poser est la suivante*”). Even though there are a few errors, overall the essay demonstrates accuracy and variety in grammar, syntax, and usage. The student uses a variety of tenses and verb forms: present tense (“*ne boivent pas*”), future tense (“*il aura*”), subjunctive (“*il est important que tout le monde ait*”), past infinitive (“*après avoir écouté*”), present participle (“*en téléphonant*”) and future perfect (“*Aussitôt qu’une personne aura reçu*”). The essay develops paragraph-length discourse with a variety of simple, compound, and complex sentences, and it is fully understandable. There are occasional errors and inaccuracies, but they do not impede comprehensibility (“*ont moins titulaire d’un permis*”; “*devrait-on être interdit de quelque chose seulement à cause de son âge*”). This essay earned a score of 4.

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Task 2: Persuasive Essay (continued)

Sample: 2B

Score: 3

This is an example of a fair performance in presentational writing. The topic is treated suitably within the context of the task. The essay demonstrates a moderate degree of comprehension of the sources. It presents and defends the student's own viewpoint and develops a somewhat persuasive argument with some coherence (*"Alors il faut interdire la conduite aux seniors"; "Si une personne ne peut pas faire attention pendant qu'il conduit, il ne doit pas conduire"*). The student tries to further articulate the argument, but their language skills are too limited to fully express their viewpoint with clarity. Content from at least two sources is summarized in support of the essay, but there is little evidence of the integration of the sources' viewpoints. There is some organization, with an introduction, two paragraphs, and a conclusion. The use of transitional elements and cohesive devices is limited. Expressions such as *"alors"* and *"pendant que"* are repeated several times. The expression *"En deuxième lieu"* is used correctly, but in the expression *"En premier,"* the noun *lieu* is omitted. The essay is generally understandable, but there are some errors that may impede comprehensibility (*"un certain age est un moyen efficace d'installer le interdit"*). Many ideas are repeated several times (*"Il faut interdire la conduite"*). The words *"la conduite"* and *"l'abilité"* are also repeated several times. The vocabulary and idiomatic language are appropriate, but, for the most part, basic. Some of the words are taken directly from the sources (*"interdire"; "troubles"; "cognitives"; "maladies"*). There is some control of grammar, syntax, and usage. Even though many of the verbs used are correctly conjugated in the present tense (*"une personne devient"; "la plupart des seniors ont"; "si une personne ne peut pas"; "ils contribuent"; "une personne conduit"*), there are also some incorrect conjugations (*"peut diminuer"; "il faut"; "les seniors veulent"; "nous devons"*). The student uses strings or mostly simple sentences, with a few compound sentences, such as *"D'après le graphique"* and *"beaucoup des personnes 65 et plus continuent à conduire."* Overall, the student's control of language is too weak to support the argument effectively within the context of the task. This essay earned a score of 3.

Sample: 2C

Score: 2

This essay is an example of a weak performance in presentational writing. The student mentions the three sources, but there is evidence of a low degree of comprehension of the sources' viewpoints, and the information included is limited or inaccurate: *"Ils ne pensent pas les seniors sont dangereux"* (source 1) and *"Le tableau démontre le pourcentage de personnes qui conduisent diminue après 45 à 54 ans"* (source 2). The content of the sources is only summarized and does not support the essay. The essay merely suggests the student's own viewpoint on the topic and develops an unpersuasive argument somewhat incoherently in the last paragraph: *"Je pense que les seniors ne doivent pas conduire."* The essay is only partially understandable, with errors that force interpretation and cause confusion for the reader (*"Les sélections discutent le problème de la conduite des seniors"; "les plus de 70 ans qui disent encore n'est-ce pas blessant quand on sait"*). There is limited vocabulary and idiomatic usage throughout. Many words are simple, and the student uses numerous anglicisms (*"un essay"; "le pourcentage"; "un threat"; "le safely"*). Control of grammar, syntax, and usage are limited (*"très différentes opinions"; "ne permis pas"; "Ils croient des seniors"; "des accidents"; "ils ont conduit"; "problèmes médicaux"*). The student uses strings of mostly simple sentences or fragments, and there are no correct compound or complex sentences in the essay. This essay earned a score of 2.