
AP French Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] FRENCH LANGUAGE AND CULTURE 2017 SCORING GUIDELINES

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

Interpersonal Writing: E-mail Reply (Task 1)

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

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 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 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

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

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

- (hyphen): **BLANK (no response)**

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1A

Cher Professeur Beglaoui;

En reponse à votre email concernant la semaine internationale, comme dit avant - j'ai beaucoup d'intérêt dans cette semaine. La ~~francophonie~~ représentation francophonie serait bien reçu par toutes. Ça ce comprend que vous cherchez des animations qui sont accessibles à un large public, c'est pour ça que un concert de musique française et de comédie Française serait parfait! De la musique de Michel Sardou, Renaud, et plus récemment: Boulevard des Airs, attirerait des gens de tous les ages! Bien sur ça ~~coûte~~ serait trop cher d'avoir ces célébrités, mais de jouer leur musique dans des auto parlants donnera la même idée. Comme comédie - des blagues de Coluche serait super! Pour annoncer cette semaine au plus grand public, l'utilisation des réseaux sociaux marche bien! Des "posts" sur Facebook et Twitter pourrai être vu par une population assez grande. Il me reste des questions pour vous, quand est ce que c'est cette semaine internationale? ~~Et~~ Et aussi, quelles autres pays sont inclus dans cette semaine internationale?

En haute anticipation de votre reponse,



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Bonjour Madame Beglaoui,

Je m'appelle X et je suis une élève dans lycée! Vraiment, je ne suis pas une artiste. Mais, j'adore l'idée d'une semaine internationale, et je veux de participer! Alors, j'ai des idées pour les spectacles qui peuvent attirer les personnes ~~est~~ à la semaine internationale! Je pense que si une grande oeuvre, ou ~~peintre~~ peintre, avec des grandes drapeaux de beaucoup de pays était mettre ~~dans~~ au le centre commercial, ou beaucoup de personnes a visite, ça peut aider d'apporter l'attention à la semaine internationale. Aussi, je pense que le façon que cette semaine est promouvoir, a besoin d'être très cordiale, et je pense que nous avons besoin de dire que tous les personnes sont inviter! Enfin, quand est la semaine internationale?

Merci de m'avoir contactée!

- X

~~Je vous remercie de votre réponse~~

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1c

Bonjour, Professeur Yasmina Beglaoui,
Merci pour écrie moi ~~attôt~~ âtout la
semaine. Le ~~presentation~~ présenter soit professeur
Francaine Dove de Etats-Unis. Vous pouvez annoncer
la semaine au plus grand public sur Lundi
18 Mars 2017. Je voudrais quand est le
semaine le location? Et ~~comment~~ qu'est ~~le~~ semaine
au jour pouvons-nous vendre-vous? Je
suis bonheur âtout le semaine et je crois
que il soit très bien. Si vous plaît ~~reponde~~
~~sur je~~ ~~puve~~ ~~a~~ j'ai être Je ~~aita~~ ~~aurait~~
faive à un film pour le presente. Merci pour
votre aidiez.

~~cordiement~~ merci,

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2017 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 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 Beauty and Aesthetics. The task required the student to respond to the geography teacher in charge of organizing an international week celebration at the student's school. In the teacher's introduction, she thanks the student for proposing an event centered around Francophone cultures, while also explaining its potential impact on both the school and the community at large. The teacher asks the student what types of performances or exhibits are planned and how the student will publicize the week-long celebration to as many people as possible.

Sample: 1A

Score: 4

This response maintains the exchange in a manner that is generally appropriate within the context of the task. All the required information is provided, and there is considerable elaboration on the answer to the first question: the student suggests as an event for international week a concert with French musicians but mentions that the actual artists could be too expensive, so playing the music would be a sufficient alternative. The response is fully understandable; the errors present do not impede comprehension (*"comme dit avant"; "La représentation francophonie serait bien reçu par toutes"; "Ca ce comprend"*). There is varied and generally appropriate vocabulary (*"des blagues", "des reseaux sociaux", "bien reçu"*), although there are some vocabulary errors (*"attirerai des gens"; "autoparlars"*). There are examples of correct grammatical usage in simple, compound, and a few complex sentences (*"c'est pour ça que un concert de musique française et de comédie française serait parfait!"; "Il me reste des questions pour vous"*); however, the errors present indicate that this response does not reach a consistent level of accuracy in grammar and syntax and instead demonstrates only general control (*"mais de jouer leur musique dans des autoparlars donner la même idée"; "Des 'postes' sur Facebook et Twitter pourrai être vu"*). The response maintains a register that is appropriate for formal correspondence, evidenced by the use of *vous* and *votre*. However, the opening has an agreement error (*"Cher Professeur Beglaoui"*), and the closing (*"En haute anticipation de votre réponse"*) is inappropriate for the context. This response is an example of good performance in Interpersonal Writing and earned a score of 4.

Sample: 1B

Score: 3

This response maintains the exchange with a response that is basic within the context of the task. While the task is complete, the answer to the question about effective ways the student can imagine to publicize the event is not entirely clear (*"je pense que le façon que cette semaine est promouvoir, a besoin d'être très cordiale"*). The response is generally understandable, with some errors that may impede comprehensibility (*"beaucoup de personnes a visite"*). The vocabulary is mainly appropriate but basic (*"élève", "artiste"*,

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Task 1: E-mail Reply (continued)

“participer”, “œuvre”), and there are examples of the misuse and misspelling of several words (*“attracter”, “peintre”, “drapeux”, “apporter l’attention”*). There are passages that demonstrate some control of grammar, syntax, and usage (*“je ne suis pas une artiste. Mais, j’adore l’idée d’une semaine internationale”; “Enfin, quand est la semaine internationale?”; “Merci de m’avoir contactée”*); however, the response contains errors throughout. For example, there are several instances of gender mistakes (*“des grandes drapeux”; “le façon”; “tous les personnes”*) and the incorrect usage of prepositions (*“dans lycée”, “je veux de participer”, “au le centre commercial”*). In addition although there are several examples of the correct form and usage of the present tense of the indicative (*“je suis”, “je ne suis pas”, “j’ai”, “je pense”, “ça peut”, “nous avons”*), there are recurrent problems with the usage and form of more complex verb forms (*“était mettre”, “est promouvoir”, “sont inviter”*). The register is appropriate, but neither the opening (*“Bonjour Madame Beglaoui”*) nor the closing (*“Merci de m’avoir contactée!”*) is appropriate for formal correspondence. This response is an example of fair performance in Interpersonal Writing and earned a score of 3.

Sample: 1C

Score: 1

This response represents an unsuccessful attempt to maintain the exchange. The student provides a response that is inappropriate within the context of the task. The problems with vocabulary and grammar interfere with the comprehensibility of the response in such a way that it is difficult to determine what, if any, required information has been successfully provided. There seems to be little information about an event the student would like to present, and the information that is provided requires a great deal of interpretation (*“le présenter soit professeur Francaine Dove de Etats-Unis”; “Je aurai faire à un film pour le presente”*). Moreover the attempted answer to the second question about how to publicize the event seems to focus instead on a date for the event (*“Vous pouvez annoncer la semaine au plus grand public sur lundi 18 mars 2017”*). Finally, there are questions asked, which appear to concern the time and/or date of the event and when the student can meet Professor Beglaoui (*“Je voudrais quand est le semaine le location?”; “Et qu’est au ljour pouvons-nous rendez-vous?”*). The response is barely understandable, often forcing interpretation and causing confusion for the reader (*“Merci pour écrire moi âout la semaine”; “Le présenter soit professeur Francaine Dove de Etats-Unis”*). There are few vocabulary resources and little to no control of grammar, syntax, and usage (*“Je aurai faire à un film pour le presente”; “Merci pour vorte aidiez”*). The student does use *vous* and an incorrect second-person plural possessive form (*“vorte”*). Thus formal register is maintained throughout; however, the greeting (*“Bonjour. Professeur Yasmina Beglaoui”*) and the closing (*“Merci”*) are inappropriate for formal correspondence. This response is an example of poor performance in Interpersonal Writing and earned a score of 1.