
AP French Language and Culture

Sample Student Responses and Scoring Commentary

Inside:

- ✓ Task 2 — Persuasive Essay
- ✓ Scoring Guideline
- ✓ Student Samples
- ✓ Scoring Commentary

AP[®] FRENCH LANGUAGE AND CULTURE 2017 SCORING GUIDELINES

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

Presentational Writing: Persuasive Essay (Task 2)

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

AP[®] FRENCH LANGUAGE AND CULTURE 2017 SCORING GUIDELINES

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

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)

Do Not Write Beyond This Border

Do Not Write Beyond This Border

-13-

GO ON TO THE NEXT PAGE.

SYSTEME EDUCATIF AVANT QU'ON PUISSE VOIR
UN VRAI DIFFERENCE DANS LES POURCENTAGES
ACTUELS. IL EXISTE UN MANQUE DES
CONDITIONS ESSENTIELLES POUR REUSSIR
COMME ADULTE.

LA SOURCE NUMERO TROIS DIT AUSSI
QU'IL Y A UN PROBLEME EXTREMEMENT
GRAVE CONCERNANT LES JEUNES QUI
RESTENT AVEC LEUR PARENTS. EN FAIT,
SELON LA SOURCE, LE PROBLEME EXISTE AUSSI
PARMI LES ADULTES PLUS AGES. CES ADULTES
NE POSSEDAIENT PAS LA FORCE DE LA JEUNESSE
QUI EST PRESENT AVEC ^{LA} ~~CE~~ LA PLUPART DES
GENS. ILS ~~ESTIMENT~~ S'EST HABITUE A LA
VIE AVEC LEURS PARENTS ET C'EST POURQUOI
QU'ils NE VEULENT PAS PARTIR. C'EST ~~UN~~
INQUIETANT POUR LES PAYS COMME LE SUISSE
OU ON PEUT VOIR CE PROBLEME QUI CONTINUE
D'AVOIR LES EFFETS NEGATIFS.

A MON AVIS, IL FAUT QU'ON FASSE LE
CITIZEN DE QUITTER LE DOMICILE PARENTAL.
L'INCREMENTATION DES POURCENTAGES VUS DANS

Do Not Write Beyond This Border

Do Not Write Beyond This Border

Do Not Write Beyond This Border

Do Not Write Beyond This Border

1 of 2

Do Not Write Beyond This Border

Do Not Write Beyond This Border

-13-

GO ON TO THE NEXT PAGE.

adultes habite avec son parents dans 2011. Une personne doit fait beaucoup des choses dans le monde si il veut devenir ~~un~~ leur son personne. Son experience et histoire est les chose qui aidez vous avec son personnalite est caracteristiques. Mais tout le monde ne peut faire ça si ils reste avec son parents. Le monde besoin de beaucoup de personnes qui est different et a nouvelle idées mais ça c'est impossible maintenant.

Aussi, l'interview avec Jean-Philippe Leppe, Nahum French, et Marco Vannotti dit un autre chose comme ça. Il dit une personne ne peut pas change son senti et son emotion qu'il habite avec son parent pendant beaucoup de son vie. Tout le monde besoin de cette change parce ~~que~~ que ça c'est important ~~la~~ pour devenir une adulte.

~~Le prolongement de cette~~ Le prolongement de cette cohabitation des enfants adultes avec leur parents ~~est~~ n'est pas bonne pour son sante emotional et spirituellement.

En conclusion, ça c'est un grande probleme et on doit trouve une solution pour ça. Le monde besoin de des adultes!!!

Do Not Write Beyond This Border

Do Not Write Beyond This Border

Do Not Write Beyond This Border

Do Not Write Beyond This Border

-13-

GO ON TO THE NEXT PAGE.

Do Not Write Beyond This Border

Do Not Write Beyond This Border

-14-

© 2017 The College Board.

AP[®] FRENCH LANGUAGE AND CULTURE

2017 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 the student 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 twice. 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 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 Families and Communities. Students had to write a persuasive essay on whether it is necessary to move out from the home of one's parents once one has reached adulthood. The first source was an article entitled, "They are 35 years of age and older and still live with their parents." While the author believes the reasons for this phenomenon to be multiple, he posits that it is largely a consequence of parents who continue to allow their children to be too dependent on them beyond their teenage years. The second source was a chart showing the percentage of young adults (20- to 24-year olds and 25- to 29-year olds) living with their parents, between 1981 and 2011. The third source was an interview broadcast of a journalist, a family therapist, and a psychiatrist in which each expert provided his point of view regarding so-called "boomerang" children, who — after leaving home — find themselves forced to return for various reasons.

Sample: 2A

Score: 5

This essay is an example of an effective treatment of the topic within the context of the task. The student demonstrates a high degree of comprehension and integration of all three sources ("*Selon la source numero un, plusieurs aspects de la vie quotidienne peuvent ajouter a la probabilité que quelqu'un chosira de rester avec leurs parents*" [source 1]; "*L'augmentation des pourcentages vus dans la deuxieme source est inquietant*"; "*Même avec les problemes economique actuels, les adultes devraient pouvoir trouver du travail, surtout avec l'education excessive souligné par la sourc numero un*"; "*La source numero trois dit aussi qu'il y a un problème extrêmement grave concernant les jeunes qui restent avec leur parents*"). The student's viewpoint, included on page three of the essay, is clear and well-supported ("*Je crois qu'en disant que ce probleme est la faute de toute la societe, on donne un autre moyen d'eviter la responsabilité aux ceux qui choisissent de rester avec leurs parents*"; "*Je suis d'accord avec eux et je pense qu'il faut quitter le domicile parental une fois adulte absolument*"). The essay is fully understandable with ease and clarity of expression but contains occasional errors ("*un vrai difference*"), which do not impede comprehensibility. Transitional elements and cohesive devices are effectively used ("*Cependant*"; "*selon*"; "*en fait*"; "*À mon avis*"; "*En bref*"). The student develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences ("*Cependant, certains croient que ce probleme est à cause de quelque chose d'autre*"; "*un besoin du confort qui vient de vivre chez nos parents*"). Grammatical structures are varied and, for the most part, accurate (present tense, future tense, present subjunctive, conditional clauses). This essay demonstrates a strong performance in Presentational Writing and earned a score of 5.

AP[®] FRENCH LANGUAGE AND CULTURE
2017 SCORING COMMENTARY

Task 2: Persuasive Essay (continued)

Sample: 2B

Score: 3

This essay is an example of a suitable treatment of the topic within the context of the task. The student presents and defends their viewpoint and develops a somewhat coherent argument ("*Selon mon opinion, les parents doit arretez beaucoup d'aidez quand le enfant a 18 ans*"; "*En conclusion, ça c'est un grande probleme et on doit trouve une solution pour ça. Le monde besoin de des adultes!!!*") The essay is generally understandable, but contains errors that may impede comprehensibility ("*Une personne doit fait beaucoup des choses dans le monde si il veut devient leur son personne*"; "*il y a beaucoup des jeunes adultes qui habite avec son parents après chaque année.*") Vocabulary and idiomatic language are appropriate but basic ("*Aussi, l'interview ... dit un autre chose comme ça*"). There is evidence of some organization and use of transitional elements and cohesive devices ("*Par exemple*"; "*Aussi*"; "*En conclusion*"). The student uses strings of mostly simple sentences. This essay demonstrates a fair performance in Presentational Writing and earned a score of 3.

Sample: 2C

Score: 2

This essay is an example of an unsuitable treatment of the topic within the context of the task. It demonstrates a moderate degree of comprehension of the sources' viewpoints. The three sources are mentioned, but only to a limited extent, due to the limited control of grammar, syntax, and usage ("*plus et plus des adultes etaient vivant chez leur parents*"; "*En le reportage « Vous habitez toujours chez vos parents » et l'article La Vie éco, les deux sources même dit que souvent des temps la seule raison que beaucoup des adultes resté avec leur parents est pour le gros crisis économique ou inability de trouver travail*"; "*En source numéro 3, la psychiatre parle des gens qui lui a intitulé « enfants boomerang » à cause de que de jeune adultes essayé quitter chez leur parents mais n'ont pas réussi et terminé enfin avec ces parents*"; "*Comme démontré en source numéro 2 [la infographie], le numéro de [pourcentage de] jeunes qui vive avec ses parents à été deveniront plus grand depuis l'années passé*"). The references to the three sources are neither effectively integrated nor do they add coherence to the student's viewpoint. The essay is partially understandable, with errors that force interpretation and cause confusion for the reader ("*plus et plus des adultes etaient vivant chez leur parents*"; "*c'est meilleur essayer et essayer que jamais essayer de gagne votre indépendance, parce que le momente qu'on a accepté un vie de dépendant, vous quitter être un vrai adulte*"). The essay lacks organization, transitional elements, and cohesive devices. There are few vocabulary resources beyond those taken directly from the sources. This essay demonstrates a weak performance in Presentational Writing and earned a score of 2.