

AP[®] FRENCH LANGUAGE AND CULTURE EXAM 2015 SCORING GUIDELINES

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

Interpersonal Writing: E-mail Reply

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)**

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(1A)

Chère Madame,

J'ai bien reçu votre courriel et vous en remercie!
Je suis enthousiaste de poser ma candidature
à votre organisation pour participer dans ce
conкурс! J'ai hâte de montrer ma capacité
de parler couramment quant aux sciences et
aux technologies!

Je vous serais reconnaissant de bien vouloir
m'indiquer combien de jours ce débat dure
à Montréal? De plus, serait-il possible pour
ma famille de venir me voir, si je ~~serais~~^{sois}
choisi par votre comité?

En ce qui concerne vos questions, je pense
que le smartphone, le portable qui peut faire
tous, est l'invention plus importante de nos
jours, ^{car} Des smartphones permettent des gens
de partager des idées plus ~~vite~~ rapidement
que d'ailleurs. En outre, des smartphones
peuvent aider des scientifiques à parler
et travailler ensemble quand ils ~~leur~~ menent
des expériences pour lutter contre les
maladies, et donc ils peuvent ensemble

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(1A)

créer des médicaments plus efficaces, s'ils soient plus connectés!

Merci pour l'occasion de participer dans ce concours! Dans l'attente de votre réponse,

Je vous prie de bien vouloir agréer, Madame, mes salutations distinguées,



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De: Liza Darvas

À: Gabrielle côté

Objet: Concours de sciences et de technologie

Dr. côté,

Merci beaucoup pour votre courriel! Je suis très heureuse que mon professeur m'a nommé.

Le thème: l'influence des sciences et de technologies dans la vie quotidienne m'intéresse beaucoup.

I. À mon avis, l'ordinateur est l'invention ~~la plus~~ technologique qu'a le plus influencé ma vie. ~~Sans les ordinateurs, je ne pourrais pas~~ Avec les ordinateurs, je peux faire des recherches sur beaucoup de sujets. Aussi avec les ordinateurs, je peux communiquer avec des gens qui habitent partout le monde avec 'email'. Sans les ordinateurs, ma vie était très différente.

II. Je crois que, oui, la technologie est magnifique, mais elle cause aussi des problèmes. Beaucoup des gens, adolescents en particulier, sont accro à leur téléphones et ordinateurs.

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(1B)

Ils oublient d'apprécier leur vie, et ils développer une dépendance avec la technologie

Je souhaite que je vous ai convaincu de choisir moi pour cette incroyable opportunité!

Dans l'attente de votre réponse, veuillez agréer Madame, mes sentiments respectueux,

[Redacted signature]

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Bonjour Dr. Côté,

~~Je~~ ^{Je remercie} ~~vous~~ ^{très} bien à votre courriel et je vous en remercie.
 Merci pour le nominée vers notre professeur
 aussi. Je suis très intéressante ~~sur~~ le thème.
 L'item de technologie aura les plus influencé
 notre vie est mon ordinateur car ~~je l'ai~~ ^{je l'ai} utilisé
 à organiser les cours d'école pour mon
 université et applique ~~à~~ aider les enfants ~~qui~~
 jouent les sports que ses parents n'ont pas
 l'argent.

Les problèmes de notre monde est-ce
 que la technologie pourraient résoudre les vies
 sur les enfants. Quand je parlerai à votre téléphone
 avec vous assistent, j'avais ^{dit} ~~pu~~ que le première
 joie dans ma vie ~~est~~ ^{est} aidé les enfants. ~~rapporter~~
~~et~~ ~~mais~~ ^{mais j'ai oublié} ~~une~~ question, ou est arrivé pour
 le débat et d'art oratoire?

D'avance, je me remercie.

~~_____~~

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AP[®] FRENCH LANGUAGE AND CULTURE

2015 SCORING COMMENTARY

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 science et la technologie.”* The task required students to respond using formal register to two questions from a person in charge of organizing a speech and debate tournament in Montreal, on the influence of science and technology in daily life, today and in the future. It is explained in the introduction to the e-mail message that the student has been nominated for the tournament by his or her French teacher. The two questions asked were the following: “What scientific or technological invention has influenced your life the most and how?” and “According to you what problem(s) of our world could science and technology solve?” The students were also required to ask for more details about some point mentioned in the e-mail.

Sample: 1A

Score: 5

This e-mail maintains the exchange with a response that is clearly appropriate within the context of the task. The response is well organized and includes all of the required information: a response to both questions as well as a request for further information. There is also frequent elaboration, as the student provides an introduction to contextualize his or her response, asks several questions, and gives examples in his or her answers to the two questions asked in the prompt. The response is fully understandable, and while there are occasional errors (*“participer dans”*; *“Je vous serait”*; *“l’invention plus importante”*), they do not impede comprehensibility. Vocabulary is varied and appropriate and there is a sense of idiomatic French (*“enthousiaste”*; *“car”*; *“lutter”*) although with occasional misspellings (*“reconnaisant”*; *“En ouetre”*; *“medicaments”*). In addition, despite the errors in the text, there are examples of overall accuracy in grammar and syntax, with several successful, almost perfect, complex sentences (*“Je vous serait reconnaissant de bien vouloir m’indiquer combien de jours ce débat dure à Montréal? De plus, serait-il possible pour ma famille de venir me voir, si je suis choisi par votre comité?”*). There is consistent use of register; the formal “vous” form is used throughout, and the opening (*“Chère Madame”*) and closing (*“Je vous prie de bien vouloir agréer, Madame, mes salutations distinguées”*) show a control of conventions appropriate for formal correspondence. The success in completion of the task, as well as the linguistic strengths of this response, earned it a score of 5. It is an example of strong performance in interpersonal writing.

Sample: 1B

Score: 3

This e-mail maintains the exchange with a response that is only somewhat appropriate within the context of the task. While there are answers presented to both questions from the prompt, the student has misunderstood the second question; rather than write about what problems in the world science and technology can solve, the student instead writes about the problems caused by science and technology. In addition, there is no request for more details about something mentioned in the prompt. The response is generally understandable despite frequent errors. The vocabulary is appropriate to the task, yet basic. There is some control of grammar, but it is uneven. There are some successful attempts at more complex structures

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Task 1: E-mail Reply (continued)

(*“Beaucoup des gens, adolescents en particulier, sont accro à leur téléphones et ordinateurs. Ils oublient d’apprécier leur vie”*); however, there are problems with regard to control of the subjunctive (*“Je suis très heureuse que mon professeur m’a nominé”; “Je souhaite que je vous ai convaincu”*), the use and placement of object pronouns (*“de choisir moi”*), and the conjugation of verbs (*“des gens qui habite”; “ils developer”*). With the exception of one word (*“accro”*), the pronoun use and vocabulary choices show an appropriate use of register and a control of conventions for formal correspondence. The errors in vocabulary, grammar, and usage coupled with the noncompletion of the task (resulting in part from a misunderstanding of part of the prompt) mean that this response earned a score of 3. It is an example of fair performance in interpersonal writing.

Sample: 1C

Score: 1

This is an example of an unsuccessful attempt to maintain the exchange by providing a response that is inappropriate within the context of the task. The response is more often than not barely understandable, and language problems make it difficult to determine if the questions asked in the prompt have been successfully answered. In addition, the request for further information is incomprehensible. There are very few vocabulary resources, with even some English words appearing (*“L’item”*). There is little to no control of grammar and syntax. While there are a few fragments that are correct (*“Je suis, je l’ai utilisé”; “je parlerai”*), the vast majority of the response is characterized by a lack of syntactic coherence and a series of grammatical errors (*“Je remerce bien à votre courriel”; “Le problème de notre monde est-ce que la technologie pourraient résoudre les vies sur les enfants”; “Mais j’ai oublié une question, ou est arrivé pour le débat et d’art oratoire?”*). The frequency of errors is such that it is somewhat difficult to speak of register, although the formal *“vous”* form is used throughout the response. However, there is an opening that is inappropriate according to the conventions of formal correspondence (*“Bonjour Dr. Côté”*) and a closing that is both inappropriate and illogical (*“D’avance, je me remercie”*). The lack of ability in French and the lack of success in completing the task earned this response a score of 1. It is a clear example of poor performance in interpersonal writing.