

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

## 2016 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 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
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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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Madame,

Merci de m'avoir répliqué avec les renseignements de les bourses de l'université d'Abomey-Calavi.

Pour adresser votre première question, c'est à cause de mon intérêt dans le monde que je veux étudier l'art au Bénin. Je ne suis jamais allé en Afrique et je crois que l'université sera ma seule chance d'y visiter avant que je commence une famille. De plus, quand j'étais jeune ma mère m'avait dit qu'il faut que je voyage en Afrique comme elle l'a fait quand elle était jeune.

Par rapport à votre deuxième question je suis plutôt intéressé dans le domaine culturel. Comme j'ai dit avant, j'aimerais bien voir le monde ~~de~~ alors si je ~~peux~~ parts au Bénin pour l'université, il faut que ~~je~~ j'absorbe la culture. De plus, ma mère est africain et elle veut que j'apprene à propos de sa culture.

Je ~~me~~ vous serais reconnaissant de bien vouloir m'envoyer un liste de cours que je peux suivre à l'université d'Abomey-Calavi. ~~Et~~ Quelles sont les cours les plus populaires et utiles que vous offrez.

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1 A 2 of 2

Merçi encore ~~pour~~ de votre concours dans mes matières  
et j'ai hâte de lire votre réponse.

Bien à Vous,



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13 1 of 2

Cher Monsieur,

Je vous remercie pour votre courriel. J'ai attendu votre réponse avec plaisir. De l'autre côté, pour répondre à votre première question, je l'intérêt d'étudier en Afrique de l'ouest parce que la culture est formidable. De plus, j'ai étudié les pays dans l'école et je ~~me~~ tombe amoureux <sup>avec</sup> ~~ceux~~. Vous trouvez ci-joint une expose sur le Sénégal que j'ai écrit le dernière année, cependant, pour répondre à <sup>la</sup> ~~mon~~ deuxième question les deux domaines ~~me~~ m'intéresse ~~parce~~ parce que, j'ai déjà dit, la culture africain est merveilleuse. Donc, l'économie est très important. Il est dommage que l'argent soit le plus important partie de la vie, mais ce soit vrai. Veuillez m'envoyer information sur la communauté locale <sup>au</sup> ~~de~~ Benin?

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1B 2 of 2

Autre fois, je vous remercie.

Sincères salutations,



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Laurent Bada,

Je n'ai pas compris la première question vous me demandez  
 l'Afrique est très jolie et je pense les enfants doivent visiter les  
 plus importantes cités. Si les enfants regardent les photos sur  
 le net ça ne va pas être le même. Nous pourrions essayer de  
 visiter toutes les capitales de tous les pays de l'Afrique. Mais aussi  
 je pense nous devons visiter l'Afrique avant pour voir si c'est  
 pas dangereux. Mais, qu'est-ce que vous me demandez  
 vraiment? Il y a beaucoup de choses que les élèves peuvent  
 étudier dans l'Afrique. Par exemple, ils pourraient aller en Égypte  
 et voir les "Pyramides" ou ils pourraient regarder pour des fossiles,  
 comme les Américains appellent les choses mortes. Je ne pense pas  
 que les élèves doivent aller aux resorts mais ils doivent vivre avec les  
 gens qui habitent dans la vie rurale.



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## 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 students 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 had to 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 quête de soi*,” and the task required the student to respond using formal register to two questions from an administrator in charge of allocating scholarships to foreign students interested in studying at the University of Abomey-Calvi in Benin. It is explained in the introduction of the e-mail message that the student had requested information about such a scholarship. The two questions were the following: “What would be of interest to you about studying in West Africa?” and “Which one of the fields of study mentioned [cultural or economic] interests you and why?” The student was also required to ask for more details about some point mentioned in the e-mail.

### Sample: 1A

#### Score: 4

The student maintains the exchange with a response that is appropriate within the context of the task. All the required information is present with some elaboration; however, the student’s reasons for wanting to study in West Africa and pursue study within the “*domaine culturel*” seem to be the same: the student wants to see more of the world and cites a personal motivation tied to the heritage of the student’s mother. The response is fully understandable, and while there is one passage that could impede comprehensibility (“*Merci encore de votre concerne dans mes matières*”), the errors present do not create problems for the reader. The vocabulary is generally appropriate to the task, although there are some misuses (“*Pour adresser votre première question*”; “*ma seule chance*”) and mistakes (“*Merci de m’avoir répliqué*”; “*j’ai hâte de lire votre réplique*”). There is general control of grammar and syntax, with some successful longer and more complex structures (“*c’est à cause de mon intérêt dans le monde que je veux étudier au Bénin*”). There is another example of a complex sentence that is correct, except for two verb tense choices (“*quand j’étais jeune ma mère m’avait dit qu’il faut que je voyage en Afrique comme elle l’a fait quand elle était jeune*”). There are nonetheless occasional errors in several grammatical categories: subject-verb agreement (“*je parts*”; “*elle veux*”; “*Je vous serez reconnaissant*”), adjective agreement (“*ma mère est Africain*”; “*Quelles sont les cours les plus populaire*”), prepositions and articles (“*de les bourses*”; “*je suis plutôt intéressé dans le domain culturel*”), and object pronouns (“*y visiter*”). While formal register is well maintained throughout the response, the opening (“*Madame*”) is problematic, since the student has misidentified Laurent Bada as female. This response is an example of good performance in interpersonal writing, and it earned a score of 4.

### Sample: 1B

#### Score: 3

The student maintains the exchange with a response that is basic within the context of the task. Both questions are answered, and there is a request for further details about something mentioned in the e-mail. The response is generally understandable, with the occasional error that may impede comprehensibility (“*je l’intérêt*”). The vocabulary is appropriate yet basic, and some of the attempts to use more advanced vocabulary to link ideas within more complex sentences are unsuccessful (the use of “*De l’autre côté*,”



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

*“cependant,”* and *“Donc,”* none of which is used logically in this response). While there are some grammatically correct passages that show some control of grammar and syntax (*“pour répondre à votre première question”*; *“j’ai étudié les pays dans l’école”*; *“une expose sur le Sénégal que j’ai écrit”*), there are also a number of errors involving gender (*“le culture”*), tense (*“je tombe amoureux”*; *“vous trouvez”*), subject-verb agreement (*“les deux domaines m’intéresse”*), adjective agreement (*“l’économie est très important”*), and mood (*“mais ce soit vrai”*). A formal register is maintained throughout, and both the opening (*“Cher Monsieur”*) and the closing (*“Sincères salutations”*) are appropriate for formal correspondence, even if the lead-up to the closing is problematic (*“Autre fois, je vous remercie”*). This response is a clear example of fair performance in interpersonal writing, and it 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, providing almost none of the required information. The student seems to understand that an e-mail reply is required; however, while the student references Africa and study in Africa, there seems to be a lack of understanding that a more appropriate response would involve discussion of the student’s potential trip to West Africa on a scholarship. In fact, the student makes the lack of comprehension clear in some of the statements made and questions asked in the response (*“Je n’ai pas compris la première question vous me demandez”*; *“Mais, quoi est-ce que vous me demandez vraiment?”*) Because of the very few vocabulary resources and the lack of control of grammar and syntax, the response is often not understandable for long passages (*“Si les enfants regardent les photos sur le net ça ne va pas être le même”*; *“ils peuvent regarder pour des fossiles”*; *“Je ne pense pas que les élèves doivent aller aux resorts mais ils doivent vivre avec les gens qui habitent dans la vie rurale”*). The formal *vous* is used throughout the response, but the opening (*“Laurent Bada”*) is not appropriate for formal correspondence, and there is no closing. The lack of linguistic accuracy and the lack of appropriateness within the context of the task result in this response being an example of poor performance in interpersonal writing. It earned a score of 1.