
AP French Language and Culture

Sample Student Responses and Scoring Commentary

Inside:

Task 1 — E-mail Reply

- Scoring Guideline**
- Student Samples**
- Scoring Commentary**

AP[®] FRENCH LANGUAGE AND CULTURE 2018 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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Interpersonal Writing: E-mail Reply (Task 1) (continued)

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)**

Chère Madame Badal,

J'ai bien reçu votre email et je vous en remercie.
Je suis tellement contente que vous avez répondu
et j'apprécie votre coopération.

En ce qui concerne votre première question,

car la distance est trop grande pour se réunir
face à face, je pensais faire un entretien sur
skype. Pour adresser le décalage horaire, nous pouvons
communiquer pour trouver une heure qui marche pour
nous deux.

Pour répondre à votre deuxième question, je
crois que mes camarades de classe au lycée veulent
mieux connaître votre organisation parce que nous
sommes une groupe d'élèves qui sont passionnés par
la justice sociale. Nous luttons pour l'égalité ~~des~~ ^{des opportunités} et
nous avons envie de mieux connaître des organisations
comme la votre qui luttent pour les mêmes choses.

Je me suis juste demandé si vous pourriez
m'envoyer un photo de votre organisation ou de
vous pour que je puisse l'ajouter dans l'article?

Merci beaucoup. J'attends votre réponse avec
impatience.

Cordialement,

Do Not Write Beyond This Border

Do Not Write Beyond This Border

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18 mai

Chère Madame,

Merci pour votre message électronique. Vous ne pouvez pas savoir comme je suis intéressé par les ONG, et l'opportunité d'aider les enfants en difficulté dans la République de Maurice.

Quant à un plan pratique, je ~~proposais~~ voudrais proposer cet entretien pour ~~ce~~ vendredi, le 18 mai, à douze heures. Je pourrais organiser un appel de Skype.

Les autres élèves de mon lycée voudraient ~~d'apprendre~~ les tâches typiques d'ONG et les moyens ils peuvent aider votre organisation.

Comment vous recevoir l'argent et collecter les cotisations, par exemple? Nous sommes toutes intéressés dans le travail d'IL'Espoir. Aussi-- cela m'intéresse-- quel est le nombre d'enfants votre organisation ~~aurait~~ avait aidé? Je pense votre travail avait touché beaucoup de vies

Merci,

Do Not Write Beyond This Border

Do Not Write Beyond This Border

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12/14/1

De : Malika Bachel

Objet: Re: Votre message concernant la possibilité d'une
interview

Bonjour,

Je suis intéressé en organisation et
~~gestion~~ j'ai le plan pratique pour
organiser cet entretien. ~~Je suis sûr~~

Je pense que les élèves de lycée
mieux connaissent le organisation parce
que les élèves ont visités ~~différents~~
~~différents~~ personnes.

Merci pour cette opportunité,

Do Not Write Beyond This Border

Do Not Write Beyond This Border

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2018 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 Personal and Public Identities. The task required the student to respond to the director of a nongovernmental organization (NGO) in Mauritius, who had been contacted regarding the possibility of an interview for the student's high school newspaper and who had some follow-up questions. The director expresses her appreciation for the student's interest in her NGO, reminds the student of the organization's mission, and briefly outlines its outreach activities. The director agrees to an interview but asks for clarification. She asks how — practically speaking — the interview will be conducted, given the distance and time zone difference between Mauritius and where the student is located. She also asks why the student's classmates might be interested in learning more about her NGO.

Sample: 1A

Score: 5

This response is an example of a STRONG performance in Interpersonal Writing. It maintains the exchange in a clearly appropriate manner within the context of the task. All of the required information is provided (answers to the two questions asked in the e-mail prompt as well as a request for further information) with frequent elaboration. The response is fully understandable, with ease and clarity of expression; the occasional errors (“*Je suis tellement contente que vous avez répondu*”; “*une groupe*”; “*un photo*”) do not impede comprehensibility. Vocabulary is appropriate and varied (“*coopération*”; “*la justice sociale*”; “*l'égalité*”; “*luttent*”) with evidence of idiomatic usage of French (“*je vous en remercie*”; “*En ce qui concerne votre première question*”). The response demonstrates accuracy and variety in grammar, syntax, and usage (“*je pensais faire un entretien sur Skype*”; “*pour que je puisse l'ajouter dans l'article*”) with few errors (“*si vous pourriez*”). The response contains a variety of sentence types, including complex sentences (“*nous pouvons communiquer pour trouver une heure qui marche pour nous deux*”; “*Nous luttons pour l'égalité les opportunités et nous avons envie de mieux connaître des organisations comme la votre qui luttent pour les mêmes choses.*”). There is consistent use of register appropriate for the situation (“*votre*”; “*vous*”). In addition, there is control of cultural conventions of formal correspondence, with an appropriate greeting (“*Chère Madame Badal*”) and closing (“*Cordialement*”). The response received a score of 5.

Sample: 1B

Score: 3

This response is an example of a FAIR performance in Interpersonal Writing. It maintains the exchange in an appropriate but basic manner within the context of the task. The required information (answers to both questions asked in the e-mail prompt as well as a request for further information) is provided. The response is generally understandable; however, there are errors that may impede comprehensibility (“*Vous ne pouvez pas savoir comme je suis intéressé par les ONG*”). There is appropriate but basic vocabulary (“*un appel*”; “*les tâches*”) and some idiomatic language (“*Quant au plan pratique*”; “*cotisations*”). The response demonstrates some control of grammar, syntax, and usage (“*je voudrais proposer cet entretien pour vendredi, le 18 mai, à douze heures. Je pourrais*”).

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2018 SCORING COMMENTARY

Task 1: E-mail Reply (continued)

organiser un appel de Skype”; *“cela m’interesse”*). However, there are a number of errors regarding verbal structures (*“Les autres élèves de mon lycée voudrions d’apprendre”*; *“ils peuvent”*; *“vous recevoir”*), adjective agreement (*“Nous sommes toutes intéressé”*), and question formation (*“Comment vous recevoir l’argent”*; *“quel est le nombre d’enfants votre organisation avait aidé”*). Attempts at more complex sentences are unsuccessful (*“les moyens ils peuvent aider votre organisation”*; *“Je pense votre travail avait touché beaucoup de vies.”*). While the register is generally appropriate for the situation, with forms such as *“vous”* and *“votre”*, there is only partial control of conventions for formal correspondence, with an appropriate greeting (*“Chère Madame”*) but an inappropriate closing (*“Merci”*). The response received a score of 3.

Sample: 1C

Score: 1

This response is an example of a POOR performance in Interpersonal Writing. It constitutes an unsuccessful attempt to maintain the exchange within the context of the task. There is an attempt to provide answers to the two questions asked in the e-mail prompt; however, the answer to the first question does not make sense and is not complete within the context of the task (*“j’ai le plant pratique pour organiser cet entretien”*), and the answer to the second question is difficult to understand because of the errors in French (*“parce que les élèves ont d’aider personnes”*). There is no request for further information. The response is barely understandable, with significant errors that impede comprehension. There are very few vocabulary resources; a significant number of the vocabulary words come from the prompt and are sometimes misspelled (*“plant pratique”*). The response demonstrates little control of grammar, syntax, and usage, and some structures taken from the e-mail prompt are incorrectly reproduced (*“les élèves de lycée mieux connaître le organisation”*). The conventions for formal correspondence are significantly inaccurate; the simple greeting (*“Bonjour”*) is taken from the e-mail prompt, and the closing is inappropriate (*“Merci pour cette opportunitie”*). The response received a score of 1.