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# AP<sup>®</sup> French Language and Culture

## Sample Student Responses and Scoring Commentary

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

## 2019 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

##### 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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## Do Not Write Beyond This Point

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Je vous

GO ON TO THE NEXT PAGE.

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1C

Cher M. Rochat,

Bonjour! ça va bien?

Je vous écris pour ~~un~~ place en le programme Passeport Vacances. le dernier an était très bien. il y a beaucoup des gens ici, et ils ont très agréable. il y avait des sports comme le foot et de football Américaine. Cette temp nous pouvons ~~attirer~~ irons au montagnes (à marche ici) parce que le nature c'est très beau. Et nous pouvons manger des légumes que on a jardinier. Je veux vu dans l'été.

A plus tard.

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

## 2019 SCORING COMMENTARY

### Task 1: E-mail Reply

**Note:** Student samples are quoted verbatim and may contain spelling and 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 Families and Communities. The task required the student to respond to the director of a summer camp who wanted to get the student's opinion on how to improve the summer-camp experience for future participants. The director thanks the student for participating in the program the past summer and reminds the student of what the summer camp offers. The director then asks why the student enjoyed the summer-camp experience the past summer and in which new activity the student might like to participate the following summer, and why.

#### Sample: 1A

##### Score: 5

This response is an example of strong performance in Interpersonal Writing. It maintains the exchange with a response that is clearly appropriate within the context of the task. All the required information is provided with frequent elaboration, including responses to questions (*“j’ai beaucoup apprécié l’ambiance des personnes qui sioccupent de nous et la communication entre adultes et enfants pendant la journée”*; *“J’aimerais participer aussi au nouvelles classes de pédalo”*) and a request for details (*“Sauriez-vous les prix pour les classes et programmes de cet été?”*). The e-mail is fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility (*“Je comprend”*; *“grâce à votre lettre qui démontre vos intérêts aux personnes”*; *“mon passage dernier”*; *“l’ambiance des personnes”*; *“une activité”*). The vocabulary is varied and appropriate (*“tire-a-l’arc”*; *“l’escalade”*; *“pédalo”*); there is also idiomatic language (*“reste l’un des meilleurs souvenir”*; *“bien choisies”*; *“J’ai hâte de participer à”*; *“en avance”*). The response demonstrates accuracy and variety in grammar (*“démontre”*; *“participent”*; *“sioccupent de nous”*; *“J’aimerais”*; *“Sauriez-vous”*), syntax (*“Je comprend désormais pourquoi”*), and usage (*“J’ai hâte de”*), with few errors (*“la possibilité d’y retourner”*; *“car j’en ai jamais fait”*). The use of register is mostly consistent and appropriate for the situation (the use of *“vous”* is maintained throughout); as is the control of cultural conventions appropriate for formal correspondence. There is a greeting (*“Cher Monsieur Rochat”*) and an accurate, but less culturally acceptable, closing (*“Merci à vous”*). The e-mail demonstrates a variety of simple (*“J’apprécie énormément”*; *“J’aimerais payer”*) and compound sentences (*“Lors de mon passage dernier, j’ai beaucoup apprécié l’ambiance des personnes qui sioccupent de nous”*; *“J’ai hâte de participer à l’escalade cet été car ça a l’air d’être une activité intéressante.”*), as well as some complex sentences (*“J’ai bien aimée les randonnées en montagnes et les classes de tire-a-l’arc auxquelles nous pouvions participer”*).

#### Sample: 1B

##### Score: 3

This response is an example of fair performance in Interpersonal Writing. It maintains the exchange with a response that is somewhat appropriate but basic within the context of the task (*“Je vous remercie pour accepter mon participation dans votre programme et d’être un de 1500 jeunes participants”*). The e-mail provides most required information, including responses to questions (*“parce qu’il m’a donné souvenirs que son difficile*



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## 2019 SCORING COMMENTARY

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

*d'oublier*”), and a request for details (“*J’aimerais s’il y a des activités du nager*”; “*si nous pouvons nager au lac, le chaud du journée ne sera pas mal*”). The response is generally understandable, with errors that may impede comprehensibility (“*J’espère que c’est un bon idée et que vous l’aime*”). The vocabulary (“*mon expérience*”; “*souvenirs*”; “*oublier*”; “*région*”; “*nager*”) and idiomatic language (“*La région est si belle*”; “*le chaud du journée ne sera pas mal*”) are basic but appropriate. There is some control of grammar (“*Je apprécie*”; “*s’il y a*”; “*nous pouvons nager*”), syntax (“*parce qu’il m’a donné*”), and usage (“*souvenirs que son difficile d’oublier*”). The use of register is inappropriate for the situation with several shifts (“*J’espère que c’est un bon idée*”; “*que vous l’aime*”), and there is partial control of conventions for formal correspondence: the greeting (“*Cher Yves Rochat*”) and the closing (“*Je vous prie d’agréer Monsieur, mes salutations distinguées*”) lack cultural appropriateness. The response relies on simple (“*La région est si belle*”) and a few compound sentences (“*Je vous remercie pour accepter mon participation dans votre programme et d’être un de 1500 jeunes participants*”; “*J’aimerais s’il y a des activités du nager*”).

#### Sample: 1C

#### Score: 2

This response is an example of weak performance in Interpersonal Writing. It partially maintains the exchange with a response that is minimally appropriate within the context of the task (“*Je vous écrire pour un place en le programme*”). The e-mail provides some required information, such as responses to questions (“*le dernier an était tres bien*”; “*il y avait des sports comme le foot*”; “*Cette temp nous pouvions irions au montagnes*”), but it does not include a request for details. The response is partially understandable with errors that force interpretation and cause confusion for the reader (“*a marche ici*”; “*Je veux vu dans l’été*”). There is appropriate but basic vocabulary (“*montagnes*”; “*legumes*”; “*jardinier*”) and idiomatic language (“*il y a beaucoup des gens ici*”; “*parce que le nature c’est tres beau*”). Control of grammar (“*Je vous écrire*”; “*etils ont tres agreeable*”), syntax (“*que on a jardinier*”), and usage (“*le dernier an*”; “*beaucoup des gens*”; “*dans l’été*”) is limited. The register is generally inappropriate for the situation (“*Bonjour! ça va bien?*”), although the response includes some conventions for formal correspondence. The greeting (“*Cher M. Rochat*”) and closing (“*A plus tard*”) are not culturally appropriate. The response relies on simple sentences and a few compound sentences (“*il y a beaucoup des gens ici, etils ont tres agreeable*”; “*il y avait des sports comme le foot et de football Americaine*”).