
AP[®] French Language and Culture

Sample Student Responses and Scoring Commentary

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Question 1: Email Reply

5 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task 	<ul style="list-style-type: none"> Partially maintains the exchange with a response that is minimally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a response that is generally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a response that is clearly appropriate within the context of the task
<ul style="list-style-type: none"> Provides little required information (responses to questions, request for details) 	<ul style="list-style-type: none"> Provides some required information (responses to questions, request for details) 	<ul style="list-style-type: none"> Provides most required information (responses to questions, request for details) 	<ul style="list-style-type: none"> Provides most required information (responses to questions, request for details) with some elaboration 	<ul style="list-style-type: none"> Provides required information (responses to questions, request for details) with frequent elaboration
<ul style="list-style-type: none"> Barely understandable, with frequent or significant errors that impede comprehensibility 	<ul style="list-style-type: none"> Partially understandable with errors that force interpretation and cause confusion for the reader 	<ul style="list-style-type: none"> Generally understandable, with errors that may impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with some errors that do not impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
<ul style="list-style-type: none"> Very few vocabulary resources 	<ul style="list-style-type: none"> Limited vocabulary and idiomatic language 	<ul style="list-style-type: none"> Appropriate but basic vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and generally appropriate vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and appropriate vocabulary and idiomatic language
<ul style="list-style-type: none"> Little or no control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Limited control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Some control of grammar, syntax, and usage 	<ul style="list-style-type: none"> General control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Accuracy and variety in grammar, syntax, and usage, with few errors
<ul style="list-style-type: none"> Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing) 	<ul style="list-style-type: none"> Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
<ul style="list-style-type: none"> Very simple sentences or fragments 	<ul style="list-style-type: none"> Simple sentences and phrases 	<ul style="list-style-type: none"> Simple and a few compound sentences 	<ul style="list-style-type: none"> Simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> Variety of simple and compound sentences, and some complex sentences

Score of 0: UNACCEPTABLE

- 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

NR (No Response): BLANK (no response)

Task 1:
Email ReplyTask 2:
Argumentative Essay

Begin your response to each task at the top of a new page. Do not skip lines.

Cher Monsieur Mosun,

J'ai bien reçu votre courriel et je vous en remercie. J'adore les animaux, et je suis très enthousiaste de vous aide cet été.

En réponse à votre première question, je veux travailler avec vous parce que j'aime les animaux, et je veux les aide. Les animaux sont innocents, et ils ne peuvent pas parler, et je veux parler pour les animaux.

En réponse à l'autre question, je peux utiliser les réseaux sociaux d'encourager les personnes d'adopter les animaux par créer un court biographie pour chaque animal, et partager le biographie sur Instagram et Facebook. Les personnes qui veulent adopter un animal peuvent les voir et choisir un animal.

J'aimerais savoir quels types des animaux sont plus populaires, et combien des animaux est-ce que vous avez dans votre refuge animal?

Merci de m'avoir contacté, et j'attends votre réponse.

Bien cordialement,

Q1_Sample 1B 1 of 1

Task 1:
Email Reply

Task 2:
Argumentative Essay

Begin your response to each task at the top of a new page. Do not skip lines.

Bonjour ~~A~~ Monsieur Mosun,
Merci pour la reponse a mon message. J'adore vos mission de trouver des familles adoptives pour tous vos animaux. Pour regarder le premiere question, j'adore les animaux. Tous ma vie, j'etais bon avec les animaux. Je pense qu'ils me trouve tres calm et ne pas dangereuse.
Pour regarder le deuxieme question, je suis tres heureuse et je parle a tous les personnes qui je voit. Aussi, je suis tres artistique, et je vais faire les papiers avec des photos, et l'information de l'animaux dans la photo. Je peux les mettre environ les rues du ville, et les donner a les personnes qui je voit.
~~Je pense que je vais faire cette profession.~~
Combien des ans est ce que j'ai besoin de pour cette profession?
Mes Meilleures salutations,

Task 1:
Email ReplyTask 2:
Argumentative Essay

Begin your response to each task at the top of a new page. Do not skip lines.

Cher, Monsieur Moser

J'aime beaucoup de animaux. Je crois que ce sont tres important dans le monde. Mais, sont personne que trate mal a les animaux. Tout les animaux ne a pas en chances vrai entre sa vie. Je avais voir que tout les animaux c'est vois les chance vrai. Je pense que le utilisation de les media sociaux peu expand le idea de les adoption de vos animal tout le monde.

Mon Plaisance,

Question 1

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 email 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 email 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 email reply was Science and Technology. The task required the student to respond to a veterinarian serving as the director of a volunteer animal shelter based in Montreal. The director is getting in touch with the student because the student has applied for a position at the shelter. The director describes the mission of the shelter—to find families to adopt the animals—and explains that they are looking for someone to create an adoption campaign on social media. The director tells the student that he would like to invite the student for an interview and asks the student to answer two questions—why does the student want to work at the animal shelter and how would the student use social media to encourage animal adoption.

Sample: 1A

Score: 4

This response is an example of good performance in Interpersonal Writing. The response is generally appropriate within the context of the task, and it provides most required information with some elaboration (“*je peux utiliser les réseaux sociaux d’encourager les personnes d’adopter les animaux par créer un court biographie pour chaque animal, et partage le biographie sur Instagram et Facebook*”). The response is fully understandable with some errors that do not impede comprehensibility (“*premier question*”; “*je veux les aide*”; “*types des animaux*”), and it includes varied and generally appropriate vocabulary and idiomatic language (“*je vous en remercie*”; “*je suis très enthousiaste de vous aide cet été*”). It also demonstrates general control of grammar, syntax, and usage (“*Les personnes qui veulent adopter un animal peuvent les voir*”). There is generally consistent use of register appropriate for the situation (“*je veux travailler avec vous*”; “*j’attends votre reponse*”) and basic control of cultural conventions appropriate for formal correspondence (“*Cher Monsieur Mosun*”; “*Bien cordialement*”). The response contains simple, compound, and a few complex sentences (“*J’ai bien reçu votre courriel et je vous en remercie.*”; “*En reponse a votre premier question, je veux travailler avec vous parce que j’aime les animaux, et je veux les aide.*”).

Sample: 1B

Score: 3

This response is an example of fair performance in Interpersonal Writing. The exchange is maintained with a response that is somewhat appropriate but basic within the context of the task (“*Pour regarder le premiere question, j’adore les animaux. Tous ma vie, j’étais bon avec les animaux.*”). The response provides most required information, including a response to the first question and request for details; it does not provide a clear response to the second question (“*je suis tres artistique, et je vais faire les papiers avec des photos, et l’information de l’animaux dans la photo. Je peux les mettre environ les rues du ville*”). The response is generally understandable with some errors that may impede comprehensibility (“*Combien des ans est ce que j’ai besoin de pour cette proffession?*”), and it includes appropriate but basic vocabulary and idiomatic language (“*ils me trouve tres calm et ne pas dangereuse*”; “*l’information de l’animaux*”). The response demonstrates some control of grammar, syntax, and usage (“*Je peux les mettre environ les rues du ville, et les donne a les personnes qui je voit.*”). Use of register is inappropriate for the situation; the response demonstrates partial control of conventions for formal correspondence (the informal greeting “*Bonjour Monsieur Mosun*” and the formal closing “*Meilleures salutations*”).

Question 1 (continued)

The response contains simple sentences (“*J’adore vos mission de trouver des familles adoptives pour tous vos animaux.*”) and a few compound sentences (“*je suis tres heureux et je parle a tous les personnes qui je voit*”).

Sample: 1C

Score: 1

This response is an example of poor performance in Interpersonal Writing. The response unsuccessfully attempts to maintain the exchange and is inappropriate within the context of the task. It provides little required information beyond mentioning mistreated animals (“*personne que trate mal a les animaux*”) and the use of social media for animal adoptions (“*Je pense que le utilisaztion de les media sociaux peu expand le idea de les adoption de vos animaux*”); no further information is provided. The response is barely understandable, with frequent or significant errors that impede comprehensibility (“*Tout les animaux ne a pas en chances vrai entre sa vie.*”). It also includes very few vocabulary resources, frequently depending on words from the prompt (“*animaux*”; “*expand le idea*”; “*adoption*”). The response demonstrates little or no control of grammar, syntax, and usage (“*Mais, sont personne que trate mal a les animaux.*”), and there is minimal attention to register and inaccurate use of conventions for formal correspondence (“*Cher, Monsieur Mosan,*”; “*Mon Plaisure*”). The response contains primarily very simple sentences (“*J’aime beaucoup de animaux.*”).