
AP[®] French Language and Culture

Sample Student Responses and Scoring Commentary

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Task 1—Email Reply

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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
• 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	• 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	• 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	• 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	• 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

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)

Important: Completely fill in the circle that corresponds to the task you are responding to on this page.

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.

Monsieur le Professeur,

Je vous remercie pour votre message. Je suis surexcité de pouvoir correspondre électroniquement avec un lycéen sénégalais! J'adore beaucoup le but de votre lycée car il est nécessaire qu'on utilise la technologie pour unir les jeunes. Pour répondre à vos questions, j'aime le foot, la musique, et les maths. Aussi je voudrais partager l'aspect de la cuisine et de la musique avec mon partenaire parce que ça m'intéresse beaucoup après avoir appris que les Sénégalais utilisent beaucoup les percussions dans la musique car je joue la batterie. Alors, j'ai quelques questions pour vous. Pourriez-vous me donner plus d'information sur la ville de Joal-Fadiouth? Et auriez-vous la gentillesse de choisir un correspondant qui aime l'équipe de foot, Liverpool, parce que mon joueur favori,adio Mané, joue là et il est sénégalais, alors je pense que ça serait génial! Donc, merci beaucoup pour votre message et questions. Je suis ravi de participer dans cet échange.

Sincères salutations,

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Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

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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.

Cher Jean-Baptiste, Dieng,

Je suis très heureux que ~~vous~~^{vous} respondiez à ma lettre! Cette est une opportunité grande!

Pour activités et intérêts, je apprécie les sports et beaucoup de activités que sont très bon pour vous sante. J'adore le basket et ma ville, Chicago. Mon correspondant idéal aimant sa ville et basket aussi.

Pour ma culture, je voudrais partager mes traditions familiales avec ma partenaire parce que c'est très important à moi (aussi, ma famille est très bizarre et notre tradition est très drôle). Par exemple, dans le jour d'action de grâce, nous chantons un chant. Il s'agit de notre famille et comment mon chien, Buttersnaps, est très grand! C'est très drôle!

Je suis très impatiente pour votre réponse et merci pour votre considération de m'application!

Sincèrement,

Important: Completely fill in the circle that corresponds to the task you are responding to on this page.

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.

Madam,

Tu me dit qu'il y a beaucoup de élèves qui sont intéressent pour les échanges et je suis veux partager mon intérêts. Les activités que ~~je~~ j'aime sur votre correspondant idéal ser lu: vidéos du les autres pays et ~~comme~~ comment ils vivent. Je veux partager les aspects du ~~des~~ les traditionnelles du les autres cultures pourquoi je pense qui beaucoup de personnes pour apprendre dans les souhaits. Mais, est-ce que tu pense ~~quel~~ les autres personnes a ~~lu~~ même ~~Bien à vous~~ intéressants que moi? Il y a beaucoup du autres traditionnelles et échanges virtuels sur sénégalais.

Bien à vous,

Page 2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

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. 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 response received a single holistic score based on how well it accomplished the assigned task.

The course theme for the email reply was Personal and Public Identities. The task required students to respond to Mr. Jean-Baptiste Dieng, a teacher at a high school in Senegal. Mr. Dieng got in touch with the student because the student had expressed an interest in a virtual exchange with a high school student in Senegal. Mr. Dieng explains that several of his own students are interested in virtual exchanges with correspondents from other countries. He adds that his high school emphasizes technology and international relations and that this program of virtual exchanges will allow them to reach their pedagogical goals of creating friendly relations through technology. Mr. Dieng then asks the student what interests and activities the student would like in an ideal correspondent and what aspects of the student’s culture the student would like to share and why.

Sample: 1A

Score: 5

This response is an example of a strong performance in Interpersonal Writing. The response maintains the exchange with a response that is clearly appropriate within the context of the task. It provides all required information with frequent elaboration (“*il est nécessaire qu’on utilise la technologie pour unir les jeunes*”; “*les Sénégalais utilisent beaucoup les percussions dans sa musique*”; “*mon jouer favori, Sadio Mané, joue là et il est sénégalais*”), and it is fully comprehensible with ease and clarity of expression. Occasional errors do not impede comprehensibility (“*Je suis surexcité de pouvoir correspondre électroniquement*”; “*il est nécessaire qu’on utilise*”; “*je joue la batterie*”). The response uses varied and appropriate vocabulary and idiomatic language (“*la batterie*”; “*la gentillesse*”; “*ravi*”), and it demonstrates accuracy and variety in grammar and syntax with few errors (“*ça m’intéresse beaucoup*”; “*Pourriez-vous me donner*”; “*je pense que ça serait génial*”). Written with mostly consistent use of register throughout, the response contains a variety of simple, compound, and complex sentences (“*J’adore beaucoup le but de votre lycée car il est nécessaire qu’on utilise la technologie pour unir les jeunes.*”; “*Et auriez-vous la gentillesse de choisir un correspondant qui aime l’équipe de foot, Liverpool, parce que mon jouer favori, Sadio Mané, joue là et il est sénégalais*”).

Sample: 1B

Score: 3

This response is an example of a fair performance in Interpersonal Writing. The response maintains the exchange and is somewhat appropriate but basic within the context of the task (“*Mon correspondant idéal aimerait sa ville et basket aussi.*”). It provides most required information but does not include a request for additional information (“*J’adore le basket et ma ville, Chicago.*”; “*Mon correspondant idéal aimerait sa ville et basket aussi.*”). Generally understandable with errors that may

Question 1 (continued)

impede comprehensibility (“*je apprécierie les sports et beaucoup de activites que sont tres bon pour vous sante*”; “*nous chanson un chant*”), the response also contains vocabulary and idiomatic language that is mostly appropriate but basic within the context of the task (“*J’adore le basket*”; “*et comment mon chien, Buttersnaps, est tres grand! C’est tres drôle!*”). There is some control of grammar, syntax, and usage (“*Pour ma culture, je voudrais partager mes traditions*”; “*Il s’agit de notre famille*”). The response has an appropriate opening (“*Cher Jean-Baptiste Dieng*”), but the closing is misspelled (“*Sincérement*”). The writing is characterized by simple and compound sentences (“*J’adore le basket et ma ville, Chicago.*”; “*Il s’agit de notre famille et comment mon chien, Buttersnaps, est très grand!*”).

Sample: 1C**Score: 2**

This response is an example of a weak performance in Interpersonal Writing. The exchange is partially maintained with a response that is minimally appropriate within the context of the task. While the response provides some required information (“*je suis veux partager mon intérêts*”; “*Les activités que j’aime sur votre correspondant idéal ser lu vidéos du les autres pays*”; “*Je veux partager les aspects du les traditionnelles*”; “*Mais, est-ce que tu pense que les autres personnes a lu même intéressents que moi?*”), the information provided, as well as other passages in the response, are only partially understandable with errors that force interpretation (“*pourquoi je pense qui beacoup de personnes pour appendre dans les souhaits*”). The response contains limited vocabulary, often taking words from the prompt (“*élèves*”; “*mon intérêts*”; “*sur votre correspondant idéal*”; “*autres*”), and it displays limited control of grammar, syntax, and usage (“*Les activités que j’aime sur votre correspondant idéal ser lu vidéos du les autres pays*”; “*je pense qui beacoup de personnes pour appendre dans les souhaits*”). Furthermore, the register is at times inappropriate for formal correspondence (“*Tu me dit*”). Finally, this example contains mainly simple sentences and phrases.