



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.

AP® French Language and Culture 2023 Scoring Guidelines

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, pages are blank

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.

Chère Madame Blum,

Je vous remercie de votre réponse. Je suis tellement enthousiaste pour la prochaine Journée Internationale des droits. En ce qui concerne votre première question, le thème d'environnement m'intéresse le plus. ^{La pollution avec les pesticides et des fumées} Nos jours, la pollution d'air et d'eau ^{menacent} beaucoup de personnes ^{le monde.} Partout. Parce que je voudrais être ^{ingénieur} ingénieure environnementale, j'aimerais sensibiliser les gens aux problèmes du climat, de la gaspillage d'eau, et de la destruction des habitats qui causent la souffrance de non seulement les animaux, mais aussi des logements et ^{de la} vie quotidienne des personnes. Pour répondre à votre deuxième question, je suggère que vous utilisiez les réseaux sociaux pour diffuser le message de lutter pour les droits humains. Notamment, on pourrait créer des posts sur Instagram et Tiktok qui exprime l'urgence de participer à la Journée Internationale. Avec les réseaux sociaux, votre message ~~pourra~~ sera partagé ~~à tout~~ partout, et particulièrement aux jeunes. Une autre idée est d'organiser les activités très actif et sociale, comme des jeux, ~~et~~ des ^{pour attirer leur attention.} Je espère que mes réponses vous ^{aideront} ~~aideront~~. ~~Veuillez~~ Quand vous organise les activités, pourriez-vous me donner les prévisions? J'attends votre réponse avec la plus grande impatience. J'ai hâte de participer à la Journée pour avancer les droits humains. Je suis fière d'être partie de cette mouvement. Je ~~vous~~ vous suis reconnaissante pour cette opportunité.

Sincèrement,

Page 2

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

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.

Cher mme Blum,
 Merci pour ~~me~~ email! J'aime beaucoup ~~mon~~ vos
 compagnie et le travail que vous faites pour aider
 nos société. Donc, pour moi, j'aime plus le thème
 de la santé parce que après covid, beaucoup de gens sont
 peur de quitter leurs maisons. Ma famille et moi a
 contracter le Covid Presque une année passer et
 nous somme encore malade avec loin covid. Pour
 ces raison, le thème de la santé m'intéresse plus.
 Je propose des advertisement sur le réseaux
 sociaux pour attirer le gens de mon âge.
 On peut fait un petit video qui demonst le
~~message~~ message vous voulez dire.
 Merci beaucoup pour me parle,
 A plus! et bonne nuit!

Page 2

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

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.

Madame,

J'ai reçu à votre e-mail et j'aurais heureux à répondre. Je suis un belief en des droits humains et j'ai un petite idee sur comment planche le 10 décembre un journée positif!

Le gens sont intéressé en thèmes beaucoup. Je suggéré trois thèmes. Primement, l'éducation à le gens averent un beaucoup connais. Deuxiement, le droit à votif, especiellement les femmes. Troisment, les écologique, le monde ce négatif.

Les gens de ma âge aimé droit égalité. Pour la journée ~~Quand je~~ nous sont ultizé itême à représenté la droit égalité.

J'avais un questionne, quand à je travaillé commence. Les droits humains, c'est passionné grande et je voudrais travaille sur c'est projet.

Merci pour l'invitation pour les collaborationné. Vous êtes âbles à ~~pas~~ contaté-moi par e-mail.

Sincèrement,

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 needed 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 email reply was Global Challenges. The task required students to respond to Ms. Monique Blum, a member of the organizing committee for International Human Rights Day. Ms. Blum got in touch with the student because the student had expressed an interest in participating in the event. Ms. Blum explains that there will be various demonstrations in several large cities around the world for International Human Rights Day. She adds that the three focal themes chosen by the committee this year are education, health, and the environment and that they are seeking proposals for activities centered on these themes. Ms. Blum then asks the student which of the three themes interests the student the most and why. She continues by asking what the student proposes to attract the public, in particular people of the student's age.

Sample: 1A

Score: 5

This response demonstrates a strong performance in Interpersonal Writing. It maintains the exchange with a response that is clearly appropriate within the context of the task. It provides all required information (responses to questions, request for details) with frequent elaboration (*“Parce que je voudrais être ingénieur environnementale, j’aimerais sensibiliser les gens aux problèmes du climat”*; *“Avec les réseaux sociaux, votre message sera partagé partout”*). It is fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility (*“Une autre idée est d’organiser les activités très actif et sociale”*; *“sensibiliser les gens aux problèmes du climat, de la gaspillage d’eau”*). It uses varied and appropriate vocabulary and idiomatic language (*“En ce qui concerne votre première question”*; *“J’ai hâte de participer”*; *“Je vous suis reconnaissante”*). It demonstrates accuracy and variety in grammar, syntax, and usage, with few errors (*“je suggère que vous utilisiez”*; *“J’espère que mes réponses vous aideront”*; *“pourriez-vous me donner les précisions?”*). It is written with mostly consistent use of register throughout, despite occasional errors (*“Sincèrement”*). It contains a variety of simple and compound sentences and some complex sentences.

Sample: 1B

Score: 3

The response demonstrates a fair performance in Interpersonal Writing. It maintains the exchange with a response that is somewhat appropriate but basic within the context of the task. It provides most required information. We find responses to questions (*“j’aime plus le thème de la santé”*; *“Je propose des advertisement sur le reseaux socioux”*), but no request for details. It is generally understandable, with errors that may impede comprehensibility (*“nous somme encore malade avec loin covid”*; *“Je propose*

Question 1 (continued)

des advertisement”). It contains vocabulary and idiomatic language that is mostly appropriate but basic (*“vos compangie”; “ces raison”*). It demonstrates some control of grammar, syntax, and usage (*“le thème de la santé m’interesse le plus”*). The use of register may be inappropriate for the situation, with several shifts. There is partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness (*“À plus! et bonne nuit!”*). The response consists of simple sentences and a few compound sentences.

Sample: 1C**Score: 1**

The response demonstrates a poor performance in Interpersonal Writing. It unsuccessfully attempts to maintain the exchange (*“Je suggeré trois thèmes”*). It provides little required information (*“Primerement, l’éducation à le gens”*). It is barely understandable, with frequent or significant errors that impede comprehensibility (*“nous sont ultizé itemme à représenté”; “Vous êtes âbles à contaté moi”*). It contains very few vocabulary resources (*“un belief”; “le droit à votif”*). There is little control of grammar and syntax (*“j’aurais heureux à repondre”; “quand à je travaillé commence”*). The response shows minimal attention to register but does have a greeting and a closing (*“Madame”; “Sincérément”*). It contains very simple sentences or fragments (*“Troisment, les écologique, le monde ce négatif”*).