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Task 2: Persuasive Essay

You have 1 minute to read the directions for this task.

Vous aurez 1 minute pour lire les instructions pour cet exercice.

You will write a persuasive essay to submit to a French writing contest. The essay topic is based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay.

In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

Vous allez écrire un essai persuasif pour un concours d'écriture de langue française. Le sujet de l'essai est basé sur trois sources ci-jointes, qui présentent des points de vue différents sur le sujet et qui comprennent à la fois du matériel audio et imprimé. Vous aurez d'abord 6 minutes pour lire le sujet de l'essai et le matériel imprimé. Ensuite, vous écoutez l'audio deux fois; vous devriez prendre des notes pendant que vous écoutez. Enfin, vous aurez 40 minutes pour préparer et écrire votre essai.

Dans votre essai, vous devriez présenter les points de vue différents des sources sur le sujet et aussi indiquer clairement votre propre point de vue que vous défendrez à fond. Utilisez les renseignements fournis par toutes les sources pour soutenir votre essai. Quand vous ferez référence aux sources, identifiez-les de façon appropriée. Organisez aussi votre essai en paragraphes bien distincts.

You will now begin this task.

Vous allez maintenant commencer cet exercice.

Time — Approximately 55 minutes

Thème du cours: La famille et la communauté

Vous aurez 6 minutes pour lire le sujet de l'essai, la source numéro 1 et la source numéro 2.

Sujet de l'essai:

Est-ce qu'on devrait abaisser l'âge du vote à 16 ans?

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Source numéro 1

Introduction

Dans cette sélection il s'agit de l'âge du vote. L'article original a été publié le 20 avril 2012 en France par le professeur français Didier Maus de l'université Paul Cézanne Aix-Marseille.

The screenshot shows a web browser window with a dark grey header bar containing icons for globe, back, forward, home, search, print, and help. The main content area has a white background and displays the following text:

Non, au droit de vote à 16 ans: «Impossible de faire preuve de discernement politique si jeune»

Ligne 5 Il existe une tendance historique à abaisser l'âge de la majorité, qu'il s'agisse de la majorité civile, de la majorité sociale. C'est ainsi que la majorité civique de 21 ans a été ramenée à 18 ans à l'initiative de Valéry Giscard d'Estaing en 1974. Il s'en est suivi que l'âge d'éligibilité a lui-même été fixé à 18 ans, supprimant ainsi la sorte de stage qui existait antérieurement entre l'âge d'accès au droit de vote et celui auquel on peut se présenter. La dernière étape a été celle du Sénat, même s'il est encore nécessaire d'être âgé de 24 ans pour pouvoir se présenter à une élection sénatoriale.

Il est évidemment nécessaire de déterminer un plancher en deçà duquel l'octroi du droit de vote n'aurait guère de signification.

Ligne 10 Est-il envisageable de le déterminer de manière rationnelle? Sans doute pas. Chaque individu accède à la conscience politique, et par conséquent à la capacité de participer à la décision collective à un âge différent. Cela dépend de nombreux facteurs, y compris les circonstances historiques. Les jeunes adolescents engagés dans la Résistance possédaient une expérience politique réelle. Le code électoral a d'ailleurs comporté pendant longtemps une disposition qui permettait d'accorder le droit de vote avant 21 ans à ceux qui avaient été décorés très jeune pour fait de guerre. Aujourd'hui il faut garder raison et ne pas céder à la tentation d'aligner le droit de vote sur le droit de participer aux élections professionnelles, à partir de l'âge légal d'accès au travail, c'est-à-dire 16 ans.

Ligne 15 Le jeune qui travaille a, par définition, quitté le système scolaire de l'enseignement secondaire et est entré dans le monde des adultes. La plupart des garçons et filles de 16 ans sont encore scolarisés. C'est un argument de poids pour considérer qu'ils n'ont pas encore rejoint la communauté politique nationale. Certes le constat pourrait être transposé pour les jeunes de 18 ans, mais en règle générale ils sont sortis du système scolaire ou sont en passe de le faire. Si l'on estime que les collèges et les lycées doivent mieux préparer à la vie civique, il faut maintenir la majorité à 18 ans.

Ligne 20 Honnêtement, 18 ans est un âge très généralement admis dans les démocraties européennes. Ne cédonons pas à la manie de vouloir que la France soit systématiquement une exception.

<http://www.atlantico.fr/decryptage/impossible-disposer-veritable-discernement-politique-16-ans-eva-joly-philippe-poutou-didier-maus-336402.html>.
Didier Maus. April 20, 2012.

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Source numéro 2

Introduction

Dans cette sélection il s'agit du pourcentage du public qui s'est rendu aux élections présidentielles en France. Le tableau original a été publié le 22 avril 2007 en France par Ipsos et DELL.

Comprendre le vote des Français

	Votants %
Sexe	
Hommes	85
Femmes	84
Âge	
18-24 ans	78
25-34 ans	90
35-44 ans	88
45-59 ans	83
60-69 ans	87
70 ans et plus	80

Enquête sur le 1^{er} tour
présidentiel 2007

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**Identical to Scoring Guidelines used for German, Italian,
and Spanish Language and Culture Exams**

Presentational Writing: Persuasive Essay

5: STRONG performance in Presentational Writing

- Effective treatment of topic within the context of the task
- Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
- Integrates content from all three sources in support of the essay
- Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
- Organized essay; effective use of transitional elements or cohesive devices
- 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
- Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

4: GOOD performance in Presentational Writing

- Generally effective treatment of topic within the context of the task
- Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
- Summarizes, with limited integration, content from all three sources in support of the essay
- Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
- Organized essay; some effective use of transitional elements or cohesive devices
- Fully understandable, with some errors which do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax and usage
- Develops mostly paragraph-length discourse with simple, compound and a few complex sentences

3: FAIR performance in Presentational Writing

- Suitable treatment of topic within the context of the task
- Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
- Summarizes content from at least two sources in support of the essay
- Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax and usage
- Uses strings of mostly simple sentences, with a few compound sentences

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**Identical to Scoring Guidelines used for German, Italian,
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2: WEAK performance in Presentational Writing

- Unsuitable treatment of topic within the context of the task
 - Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate
 - Summarizes content from one or two sources; may not support the essay
 - Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently
 - Limited organization; ineffective use of transitional elements or cohesive devices
 - 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
 - Uses strings of simple sentences and phrases
-

1: POOR performance in Presentational Writing

- Almost no treatment of topic within the context of the task
 - Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies
 - Mostly repeats statements from sources or may not refer to any sources
 - Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent
 - Little or no organization; absence of transitional elements and cohesive devices
 - Barely understandable, with frequent or significant errors that impede comprehensibility
 - Very few vocabulary resources
 - Little or no control of grammar, syntax and usage
 - Very simple sentences or fragments
-

0: UNACCEPTABLE performance in Presentational Writing

- Mere restatement of language from the prompt
 - Clearly does not respond to the prompt; completely irrelevant to the topic
 - "I don't know," "I don't understand" or equivalent in any language
 - Not in the language of the exam
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- (hyphen): BLANK (no response)

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Interpersonal Speaking: Conversation

5: STRONG performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
 - Provides required information (e.g., responses to questions, statement and support of opinion) 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 conversation
 - Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) improves comprehensibility
-

4: GOOD performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is generally appropriate within the context of the task
 - Provides required information (e.g., responses to questions, statement and support of opinion) with some elaboration
 - Fully understandable, with some errors which 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 conversation, except for occasional shifts
 - Pronunciation, intonation and pacing make the response mostly comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) usually improves comprehensibility
-

3: FAIR performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task
- Provides required information (e.g., responses to questions, statement and support of opinion)
- 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 conversation with several shifts
- Pronunciation, intonation and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
- Clarification or self-correction (if present) sometimes improves comprehensibility

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2: WEAK performance in Interpersonal Speaking

- Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task
 - Provides some required information (e.g., responses to questions, statement and support of opinion)
 - Partially understandable, with errors that force interpretation and cause confusion for the listener
 - Limited vocabulary and idiomatic language
 - Limited control of grammar, syntax and usage
 - Use of register is generally inappropriate for the conversation
 - Pronunciation, intonation and pacing make the response difficult to comprehend at times; errors impede comprehensibility
 - Clarification or self-correction (if present) usually does not improve comprehensibility
-

1: POOR performance in Interpersonal Speaking

- Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task
 - Provides little required information (e.g., responses to questions, statement and support of opinion)
 - 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
 - Pronunciation, intonation and pacing make the response difficult to comprehend; errors impede comprehensibility
 - Clarification or self-correction (if present) does not improve comprehensibility
-

0: UNACCEPTABLE performance in Interpersonal Speaking

- Mere restatement of language from the prompts
 - Clearly does not respond to the prompts
 - “I don’t know,” “I don’t understand” or equivalent in any language
 - Not in the language of the exam
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- (hyphen): BLANK (no response although recording equipment is functioning)