

**2013 AP® FRENCH LANGUAGE AND CULTURE FREE-RESPONSE QUESTIONS**

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**FRENCH LANGUAGE AND CULTURE**

**SECTION II**

**Total Time — Approximately 1 hour and 25 minutes**

**Part A**

**Time — Approximately 1 hour and 10 minutes**

**Task 1: E-mail Reply**

You will write a reply to an e-mail message. You have 15 minutes to read the message and write your reply.

Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

Vous allez écrire une réponse à un message électronique. Vous aurez 15 minutes pour lire le message et écrire votre réponse.

Votre réponse devrait débuter par une salutation et terminer par une formule de politesse. Vous devriez répondre à toutes les questions et demandes du message. Dans votre réponse, vous devriez demander des détails à propos de quelque chose mentionné dans le texte. Vous devriez également utiliser un registre de langue soutenu.

**Time — 15 minutes**

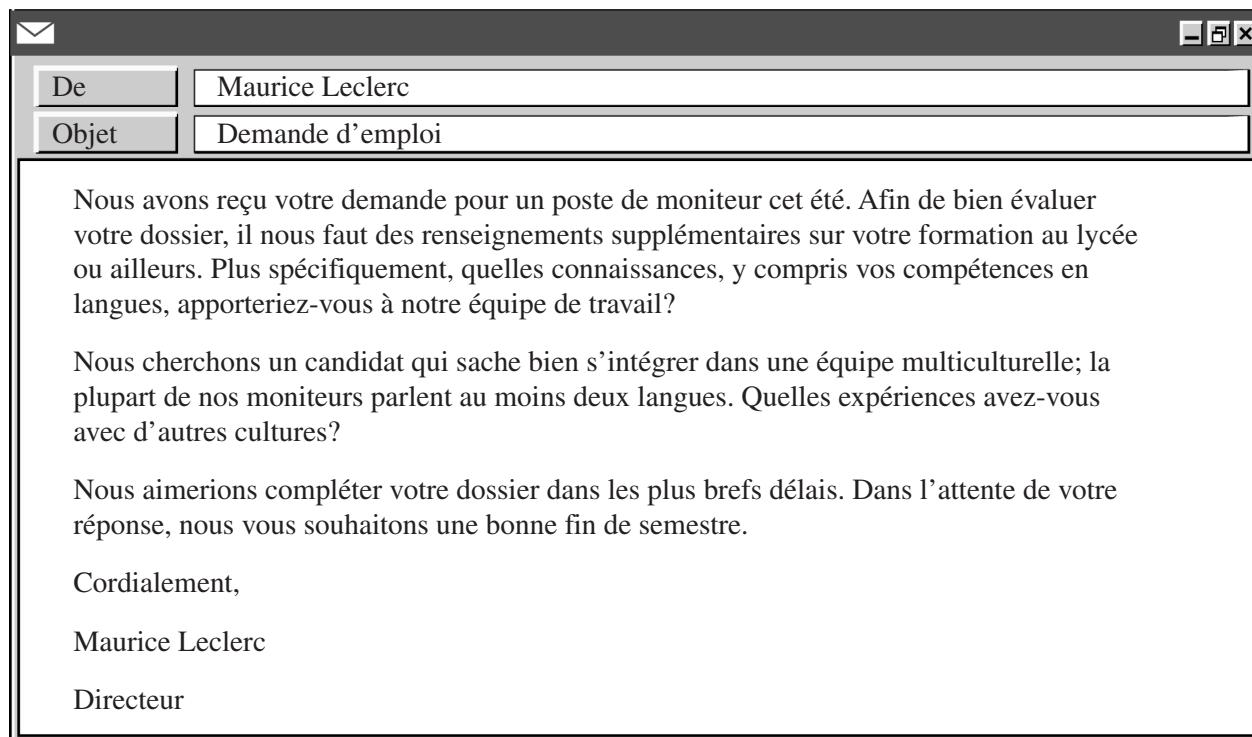
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1 1

## Thème du cours: La quête de soi

## Introduction

C'est un message électronique de Maurice Leclerc, directeur d'un camp de vacances international. Vous recevez ce message parce que vous cherchez un poste de moniteur dans cette organisation qui encourage l'apprentissage des langues.



**STOP**

Do not go on until you are told to do so.

Ne continuez pas jusqu'à ce qu'on vous le dise.

2 2

**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: Les défis mondiaux

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

Sujet de l'essai:

Faut-il arrêter de manger de la viande et devenir végétarien pour être en bonne santé?

# **AP® FRENCH LANGUAGE AND CULTURE**

## **2013 SCORING GUIDELINES**

### **Interpersonal Writing: E-mail Reply**

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#### **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 (e.g., 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
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#### **4: GOOD performance in Interpersonal Writing**

- Maintains the exchange with a response that is generally appropriate within the context of the task
  - Provides required information (e.g., 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
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#### **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 required information (e.g., 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
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#### **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 (e.g., 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

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## **Interpersonal Writing: E-mail Reply (continued)**

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### **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 (e.g., 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

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### **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 the equivalent in any language
- Not in the language of the exam

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**- (hyphen): BLANK (no response)**