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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: 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?

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**Source numéro 1**

Introduction

Dans cette sélection il s'agit de l'importance de la consommation de la viande. L'article original a été publié en 2009 en France par Alain Soussa, un journaliste qui écrit pour le site Doctissimo.fr.

The screenshot shows a computer screen with a web browser interface. The title bar reads "2013 AP® FRENCH LANGUAGE AND CULTURE FREE-RESPONSE QUESTIONS". Below the title bar, there is a toolbar with icons for back, forward, home, search, print, and help. The main content area displays a news article. The title of the article is "Faut-il arrêter la viande?". The text of the article discusses the relationship between meat consumption and cancer risk, mentioning the results of various studies and the advice of health organizations like IARC. The article is presented in a columnar format with some line numbers on the left side.

**Ligne**

Le steak tartare vit-il ses dernières heures? La viande rouge et les charcuteries, accusées de favoriser certains cancers, sont de plus en plus fréquemment montrées du doigt. Mais faut-il pour autant devenir végétarien? Pas si sûr ... Car les produits carnés sont également sources de vitamines, minéraux et protéines.

Comment diminuer les risques de cancer en mangeant mieux? Au cœur des débats: la consommation de viande. Avant de mettre votre boucher au chômage, découvrez les bénéfices et les risques des produits animaliers, pour faire des choix éclairés et manger santé!

L'excès de viande rouge peut être nocif pour la santé! C'est la conclusion de l'une des plus importantes études réalisées sur les liens entre consommation de viande et cancer du côlon. Les plus gros consommateurs augmentent les risques de tumeur: 40% de risques supplémentaires pour ceux qui mangent 200g de viande par jour, par rapport à ceux qui en mangent une à deux fois par semaine. Au rang des produits incriminés: les viandes rouges mais aussi les viandes transformées (charcuteries, saucisses, boudin, pâté, corned-beef ... ). En revanche, la volaille et le poisson ne semblent pas augmenter le risque. L'explication tiendrait au fer contenu dans les viandes rouges. Ce qui explique que les viandes blanches et les poissons beaucoup moins riches en fer n'augmentent pas les risques.

Mais si une consommation excessive de viande est nocive, ne pas en manger du tout permet-il de protéger sa santé? Il semble bien que non. Si les recherches menées sur des populations suffisamment importantes sont rares, on retiendra néanmoins que les végétariens sont globalement plus minces que les autres, et qu'ils ont moins de problèmes de cholestérol. Mais pour les cancers, les résultats sont mitigés. Les études sur le cancer du sein, de l'estomac, des poumons ne montrent d'ailleurs aucune différence. Certes difficile de conclure à partir de ces petites études. D'autant que végétarien n'est pas toujours synonyme d'alimentation équilibrée ...

Alors, que faire en pratique? Comme le souligne Elio Riboli, responsable de l'Agence Internationale pour la Recherche sur le Cancer (IARC), pas question d'arrêter de manger la viande. Car le fait de supprimer du jour au lendemain un aliment faisant partie intégrante de notre alimentation risque de provoquer d'importants déséquilibres. Il ne faut pas oublier que la viande rouge est une source de protéines, de fer et de vitamines du groupe B. La règle: diminuer sa consommation de viande rouge (une à deux fois par semaine maximum) et augmenter la part de volailles et de poisson.

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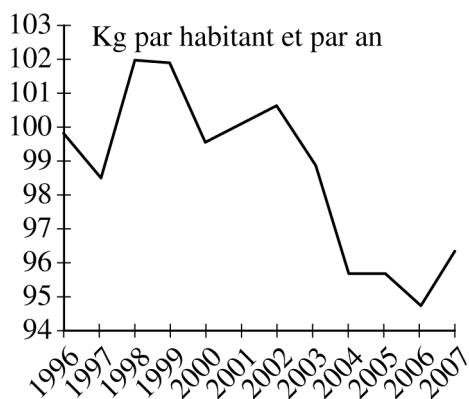
2 2

**Source numéro 2**

Introduction

Dans cette sélection il s'agit du taux de consommation de viande en France dans les années récentes. Le tableau original a été publié en juin 2008 en France par le Ministère de l'agriculture et de la pêche.

**La consommation de la viande rebondit en 2007**



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**Task 3: Conversation**

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

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

You will participate in a conversation. First, you will have 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Afterward, the conversation will begin, following the outline. Each time it is your turn to speak, you will have 20 seconds to record your response.

You should participate in the conversation as fully and appropriately as possible.

Vous allez participer à une conversation. D'abord, vous aurez une minute pour lire une introduction à cette conversation qui comprend le schéma des échanges. Ensuite, la conversation commencera, suivant le schéma. Quand ce sera à vous de parler, vous aurez 20 secondes pour enregistrer votre réponse.

Vous devriez participer à la conversation de façon aussi complète et appropriée que possible.

You will now begin this task.

Vous allez maintenant commencer cet exercice.

# **AP® FRENCH LANGUAGE AND CULTURE**

## **2013 SCORING GUIDELINES**

### **Presentational Writing: Persuasive Essay**

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#### **5: STRONG performance in Presentational Writing**

- Effective treatment of the 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 argument
  - 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
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#### **4: GOOD performance in Presentational Writing**

- Generally effective treatment of the 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 argument
  - 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 that 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 the 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 argument
- 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

# **AP® FRENCH LANGUAGE AND CULTURE 2013 SCORING GUIDELINES**

## **Presentational Writing: Persuasive Essay (continued)**

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### **2: WEAK performance in Presentational Writing**

- Unsuitable treatment of the 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 argument
  - 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 the 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
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### **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 the equivalent in any language
  - Not in the language of the exam
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**- (hyphen): BLANK (no response)**

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# **AP® FRENCH LANGUAGE AND CULTURE**

## **2013 SCORING GUIDELINES**

### **Interpersonal Speaking: Conversation**

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#### **5: STRONG performance in Interpersonal Speaking**

- Maintains the exchange with a series of responses that are 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

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#### **4: GOOD performance in Interpersonal Speaking**

- Maintains the exchange with a series of responses that are 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 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 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

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#### **3: FAIR performance in Interpersonal Speaking**

- Maintains the exchange with a series of responses that are 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 are 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