

Chief Reader Report on Student Responses: 2019 AP[®] French Language and Culture Free-Response Questions

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|-----------------------------|------------|-------|------|--|
| • Number of Readers | 175 | | | |
| Total Group | | | | |
| • Number of Students Scored | 23,249 | | | |
| • Score Distribution | Exam Score | N | %At | |
| | 5 | 3,742 | 16.1 | |
| | 4 | 5,880 | 25.3 | |
| | 3 | 8,304 | 35.7 | |
| | 2 | 4,228 | 18.2 | |
| | 1 | 1,095 | 4.7 | |
| • Global Mean | 3.30 | | | |
| Standard Group* | | | | |
| • Number of Students Scored | 17,734 | | | |
| • Score Distribution | Exam Score | N | %At | |
| | 5 | 1,787 | 10.1 | |
| | 4 | 4,290 | 24.2 | |
| | 3 | 7,030 | 39.6 | |
| | 2 | 3,713 | 20.9 | |
| | 1 | 914 | 5.2 | |
| • Global Mean | 3.13 | | | |

The following comments on the 2019 free-response questions for AP[®] French Language and Culture were written by the Chief Reader, Brian Kennelly of California Polytechnic State University. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Question #1**Task:** E-mail Reply**Topic:** Preparing for a Summer Camp**Max. Points:** 5**Total Group Mean Score:** 3.52**Standard Group Mean Score:** 3.46***What were the responses to this question expected to demonstrate?***

This task assessed writing in the interpersonal communicative mode by having the student write a reply to an e-mail 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 e-mail 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 course theme for the e-mail reply was Families and Communities. The task required the student to respond to the director of a summer camp who wanted to get the student’s opinion on how to improve the summer-camp experience for future participants. The director thanks the student for participating in the program the past summer and reminds the student of what the summer camp offers. The director then asks why the student enjoyed the summer-camp experience the past summer and in which new activity the student might like to participate the following summer, and why.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Students were generally able to understand the task, the requirement, and the e-mail to which they were asked to respond. They answered both questions—although with varying degrees of elaboration. Not all students asked for more details from the director of the summer camp.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

| <i>Common Misconceptions/Knowledge Gaps</i> | <i>Responses that Demonstrate Understanding</i> |
|---|--|
| <ul style="list-style-type: none"> • Neglecting to read instructions, the introduction to the e-mail, or the e-mail prompt thoroughly, which resulted in some students saying that they had never participated in the program before or not identifying a new activity in which to participate • Not knowing the location of Lausanne, which—although not required—led to confusion, such as thinking that it was in France and then telling why they like Paris or Marseilles • Thinking that <i>Passeport Vacances</i> was a travel agency and not a summer camp • Thinking that they were going to the summer camp as a counselor and not as a participant | <ul style="list-style-type: none"> • Provide required information (responses to questions, request for details) with frequent elaboration • Maintain the exchange with a response that is appropriate within the context of the task |

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| <ul style="list-style-type: none"> • Not understanding what was meant by “<i>La 36e Édition</i>” in the context of the e-mail • Replying with questions or requests that did not pertain to something mentioned in the e-mail prompt | |
| <ul style="list-style-type: none"> • Composing e-mails consisting solely or principally of language taken directly from the prompt and often revealing a misunderstanding | <ul style="list-style-type: none"> • Are fully understandable, with ease and clarity of expression • Contain varied and appropriate vocabulary and idiomatic language |
| <ul style="list-style-type: none"> • Using exclamation marks, inappropriate for a formal written exchange • Using the informal “<i>tu</i>” form and vocabulary not appropriate for the task, such as “<i>trucs</i>,” “<i>vachement</i>,” and “<i>À plus</i>” | <ul style="list-style-type: none"> • Demonstrate mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence, despite occasional errors |

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- A very long and formal closing is not necessary. Either “*Bien à vous*” or “*Bien cordialement*,” for example, would be fine. Long formulaic closings are more appropriate for traditional written correspondence.
- A long introductory paragraph is not necessary either. If provided by students, they often run out of time and do not complete the task appropriately.
- Teachers should ask their students to avoid recycling language from the stimulus. Students should directly answer the questions asked in the e-mail and should strive to incorporate words and expressions beyond those included in the stimulus.
- Some student responses read more like essays than e-mails. Students should remember that this is a written interpersonal exchange rather than a written presentation. It is imperative, however, that the formal register be maintained throughout.
- There is no need to incorporate a certain number of “advanced structures” (subjunctive, for example), especially if to do so will be at the expense of grammatical accuracy. Students should focus on making their grammar serve the purpose of their message and not the other way around.
- Teachers should encourage their students to integrate transitional words into their responses and to answer the questions asked with full sentences rather than with lists.
- Students should strive to structure their responses on the page to facilitate understanding for the reader. Use of clear and logical paragraphs and transitional elements to organize the response, as well as writing legibly, can all aid in achieving this goal.
- Students should remember that this is an exercise in which they play the role of a student responding to a specific e-mail. They should, therefore, embrace their role to complete the task within the context provided in the prompt. Students who try to negate the premise of the task (“Oh, I was not involved in the summer camp” or “You must have me confused with somebody else,” for example) do not maintain the exchange with an appropriate response.
- Start practicing interpersonal writing at the earliest level possible, ideally prior to the AP class. Students can practice by reading and responding to a wide variety of e-mails and letters, which will also give them the

opportunity to analyze and discuss notions of register as these apply to vocabulary choice, openings, and closings.

- Teachers should remind their students that they must complete all the elements of the task (respond to both questions/requests in the e-mail and then ask for more details about something mentioned in the message) for their response to be considered clearly appropriate. Many students spend so much time composing an introduction to their e-mails that they appear to run out of time and are, as a result, unable to complete the task successfully.
- Teachers should expose students to e-mails of various types and lengths so that they can better analyze their messages and determine what information is important to incorporate in their replies.
- Teachers should teach their students how to manage their time well, so that they can complete the task within the 15 minutes allotted.
- Students should be exposed to as many Francophone communities as possible so that their responses do not include inaccurate information.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The 2019–2020 Course and Exam Description (CED) contains suggestions in the Unit Guides for building students' skills in writing successful e-mail replies. The e-mail reply task model is presented and practiced in Units 1, 3, and 5. The CED can be accessed here: <https://apcentral.collegeboard.org/pdf/ap-french-language-and-culture-course-and-exam-description.pdf?course=ap-french-language-and-culture>
- Teachers will now be able to access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers will be able to find and access e-mail replies from previous exams.
- Teachers will also be able to access a new practice exam in the AP Question Bank, both of which provide practice in the e-mail reply and can be scored using the provided scoring guidelines.
- Use and apply the scoring guidelines throughout the AP year and in the years leading up to the AP experience so students are familiar with how their response will be scored. <https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/exam>
- Use examples of student performance to provide concrete examples of strong, good, and fair performance and have students apply the scoring guidelines so they can improve their performance.
- Refer to the exam information page for additional e-mail tasks from previous years.
- Meet with educators who teach German, Italian, and Spanish Language and Culture to determine what common issues there are across languages and to share strategies that will improve student performance.
- Begin having students respond to e-mails early in their language-learning experience so they become familiar with the task and begin to integrate more sophisticated language well before the beginning of the AP experience.
- Teachers should view the AP World Language and Culture Online Module on Interpersonal Writing, *Interpersonal Communication: Developing Writing Abilities* by Nyan-Ping Bi, to learn some strategies that focus on developing students' interpersonal writing skills. Teachers can access this online module here: <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>

Question #2**Task:** Persuasive Essay **Topic:** Artificial Intelligence**Max. Points:** 5**Total Group Mean Score:** 3.04**Standard Group Mean Score:** 2.97***What were the responses to this question expected to demonstrate?***

This task assessed writing in the presentational communicative mode by having the student write a persuasive essay on a given topic while referencing three sources of information about the topic. Students were first allotted 6 minutes to read the essay topic and the two printed sources. Then they listened to the one audio source. Afterward, they had 40 minutes to write the essay. 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 three sources and then to present their different viewpoints. They also had to present their own viewpoint and defend it thoroughly, using information from all of the sources to support the essay. As they referred to the sources, they had to identify them appropriately. Furthermore the essay had to be organized into clear paragraphs.

The course theme for the persuasive essay task was Science and Technology. Students had to write a persuasive essay on whether one must resist artificial intelligence. The first source was an article entitled “Do robots threaten your job?” The author suggests that many jobs are threatened not only by robots but by a whole host of technological advances, such as software, mobile technology, and IBM Watson. However, with automation and the digital economy also come new jobs that did not exist before, such as those of data scientist and bioinformatician. The second source was an infographic showing the extent to which robotic technology is used in various business sectors in Quebec. The third source was a report entitled “Science: Must One Be Wary of Artificial Intelligence?” After a brief explanation by two journalists of how robots are increasingly being used in homes, transportation, agriculture, and business, one of the journalists interviews a specialist in artificial intelligence. The expert notes that the extent to which robots will replace humans in various tasks is open to debate but is an important ethical question.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Students by and large completed the task: answering the question of whether artificial intelligence needs to be resisted and defending their opinion by utilizing the three sources provided.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

| <i>Common Misconceptions/Knowledge Gaps</i> | <i>Responses that Demonstrate Understanding</i> |
|---|--|
| <ul style="list-style-type: none"> Not recognizing the need to persuade while answering the question | <ul style="list-style-type: none"> Present and defend the student’s own viewpoint on the topic with a high degree of clarity; develop a persuasive argument with coherence and detail |
| <ul style="list-style-type: none"> Not understanding vocabulary in the sources, which led to confusion: “<i>aliments</i>,” which some students confused with the English word “ailments”; and “<i>tsunami</i>,” which students did not understand in context | <ul style="list-style-type: none"> Demonstrate a high degree of comprehension of the sources’ viewpoints, with very few minor inaccuracies |

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| <ul style="list-style-type: none"> • Attributing everything said in the audio source to Jean-Claude Heudin himself and not to the scientists to whom he alludes • Neglecting to distinguish between artificial intelligence and technology in general | |
| <ul style="list-style-type: none"> • Neglecting to cite and integrate the three sources appropriately | <ul style="list-style-type: none"> • Integrate content from all three sources in support of the essay |
| <ul style="list-style-type: none"> • Neglecting to organize the essay to support the point of view being presented | <ul style="list-style-type: none"> • Present an organized essay; effectively use transitional elements and cohesive devices • Develop paragraph-length discourse |

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Teachers should remind students to proofread their work for accuracy and to avoid misquoting the sources. It is also important for students to cite the sources appropriately.
- Teachers should encourage students to write legibly.
- Teachers should help students understand how to integrate information from all three sources into their essays rather than just summarize them.
- Teachers should teach their students how to take useful notes when listening to audio prompts or reading the print texts. Students will need to integrate content from all three sources in support of their essay.
- Teachers should remind students that in addition to task completion, accuracy and variety in grammar, syntax, and usage are important.
- Teachers should ensure students' familiarity with vocabulary from each of the course's themes.
- Teachers should give students ample opportunities to practice developing their own points of view in writing, using authentic sources in the target language: reading selections (articles); charts and graphs (some students continue to struggle with how best to interpret and integrate them); and, audio selections.
- Teach students the process of writing (prewriting, drafting, revising, and editing).
- Teachers should remind their students to manage their time appropriately.
- Teachers should remind their students that the content and organized structure of the essay is more important than the length. They need a clear introductory and closing paragraph; body paragraphs should be for building their argument and supporting their ideas with evidence from the sources; and, transitional words or phrases are key to linking paragraphs.
- Teachers should remind students to avoid restating the opinions in the source materials but rather to articulate their own opinion while integrating ideas from the source materials (whether for support or to be refuted).

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The 2019-2020 Course and Exam Description (CED) contains suggestions in the Unit Guides for building students' skills in writing successful essays. The essay's name is changing in 2019 to "argumentative essay" and the argumentative essay task model is presented and practiced in Units 2, 4, and 6. This task is scaffolded to build students' skills and confidence. The first time it appears in Unit 2, students write an argumentative essay responding to a prompt using only two sources, and subsequently in Units 4 and 6, write essays using three sources. The CED can be accessed here: <https://apcentral.collegeboard.org/pdf/ap-french-language-and-culture-course-and-exam-description.pdf?course=ap-french-language-and-culture>

- Teachers will now be able to access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers will be able to find and access persuasive essay tasks from previous exams.
- Teachers will also be able to access a new practice exam in the AP Question Bank, both of which provide practice with the essay task and can be scored using the provided scoring guidelines.
- Use and apply the scoring guidelines throughout the AP year and in the years leading up to the AP experience so students are familiar with how their response will be scored. <https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/exam>
- Use examples of student performance to provide concrete examples of strong, good, and fair performance and have students apply the scoring guidelines so they can improve their performance. Have them pay particular attention to how the content from the sources is cited and integrated.
- Refer to the exam information page for additional essay tasks from previous years.
- Meet with educators who teach German, Italian, and Spanish Language and Culture to determine what common issues there are across languages and to share strategies that will improve student performance.
- Begin having students write essays based on sources early in their language-learning experience so they become familiar with the task and begin to integrate more sophisticated language well before the beginning of the AP experience. For example, have students respond first to one source (either article, chart, or audio) and then gradually build up to having students integrate two and three sources.
- Teachers should view the two AP World Language and Culture Online Module on Presentational Writing; the first: *Presentational Communication, A Focus on Writing*, by Federica Santini, and the second: *Building Students' Skills in Developing Effective Arguments*, by Ann Mar to learn some strategies that focus on developing students' presentational writing skills. Teachers can access these two online modules here: <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>

Question #3**Task:** Conversation**Topic:** Planning Environment Day**Max. Points:** 5**Total Group Mean Score:** 3.17**Standard Group Mean Score:** 2.98***What were the responses to this question expected to demonstrate?***

This task assessed speaking in the interpersonal communicative mode by having the student respond as part of a simulated oral conversation. Students were first allotted 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Then the conversation proceeded, including 20 seconds for students to speak at each of five turns in the conversation. The series of five responses received a single, holistic score based on how well it accomplished the assigned task. The responses had to appropriately address each turn in the conversation according to the outline, as well as the simulated interlocutor’s utterance.

The course theme for the conversation task was Global Challenges. In the task the student had a simulated telephone conversation with Thomas, a classmate who wanted to organize an event at school for Environment Day. The student needed to respond to the following five audio prompts:

1. Thomas greets the student and notes that they have not spoken recently. He asks how the student is and what is new in the student’s life.
2. Thomas explains the reason for his telephone call: to see if the student is interested in helping with the organization of a school event the next month for Environment Day.
3. Thomas notes that there are many ways to help but that they only have one month to plan the event. He asks whether the student has any ideas for how to raise student awareness of ecological questions.
4. Thomas notes that there are many ways to publicize such an event. He asks the student what they should do to get other classmates interested.
5. Thomas suggests that the student meet with interested classmates the next Friday to discuss the event and asks if he can count on the student to join them.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Students were, for the most part, able to engage in the simulated conversation with Thomas, as guided by the outline of the conversation and after listening to each of the five recorded turns of the conversation.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

| <i>Common Misconceptions/Knowledge Gaps</i> | <i>Responses that Demonstrate Understanding</i> |
|---|---|
| <ul style="list-style-type: none"> • Not answering the first question “<i>Quoi de neuf?</i>” • Difficulty answering the third and fourth questions due to misunderstanding the verbs “<i>sensibiliser</i>” and “<i>attirer</i>” | <ul style="list-style-type: none"> • Provide required information (responses to questions) with frequent elaboration |

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| <ul style="list-style-type: none"> • Not answering both parts of two-part questions | |
| <ul style="list-style-type: none"> • Not following the outline of the conversation • Using the noun “<i>avertissement</i>” instead of “<i>publicité</i>” (or an appropriate synonym) • Having difficulty ending the conversation | <ul style="list-style-type: none"> • Maintain the exchange with a series of responses that is clearly appropriate within the context of the task |
| <ul style="list-style-type: none"> • Being inconsistent in the use of the informal register (using both “<i>tu</i>” and “<i>vous</i>,” for example) | <ul style="list-style-type: none"> • Contain a mostly consistent use of register appropriate for the conversation |

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Students should have a good idea of how long 20 seconds last. It is important that students participate as fully as possible in the conversation, elaborating and not just giving brief responses.
- Students should clearly follow the outline of the conversation.
- Teachers should instruct students how to use transitions effectively.
- Teachers should encourage students not to use rote answers but rather to respond with phrases appropriate to the specific context of the conversation.
- Teachers should teach students how to end conversations, since students are typically asked to do so in the fifth turn of the conversation task.
- Students should practice writing interpersonal questions (flipped classroom) then incorporate them in simulated conversations with partners starting in the first year of instruction.
- Teachers should emphasize to students that they are receiving a holistic score for the task and should train students not to get flustered if they misunderstand a question or answer a question poorly. Students need to recover quickly and be able to anticipate, understand, and respond well to the next prompt/s.
- Students should read the instructions and the outline carefully and underline key words. They should listen to the prompts carefully and respond following the outline provided.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The 2019–2020 Course and Exam Description (CED) contains suggestions in the Unit Guides for building students’ skills for engaging in the conversation task model. This task model is specifically presented and practiced in Units 1, 3, and 5. The CED can be accessed here: <https://apcentral.collegeboard.org/pdf/ap-french-language-and-culture-course-and-exam-description.pdf?course=ap-french-language-and-culture>
- Teachers will now be able to access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers will be able to find and access conversation tasks from previous exams.
- Teachers will also be able to access a new practice exam in the AP Question Bank, both of which provide practice with the conversation task and can be scored using the provided scoring guidelines.
- Teachers should become familiar with the range of online tools available to help students develop and track their skills, which are described here: <https://apcentral.collegeboard.org/about-ap/news-changes/ap-2019/support-students-new-online-tools>

- Teachers should go to AP Central and view the AP World Language and Culture Online Module in order to learn strategies, resources, and activities that focus on developing interpersonal speaking skills. Teachers can access this online module here: <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>
- Use and apply the scoring guidelines throughout the AP year and in the years leading up to the AP experience so students are familiar with how their response will be scored. <https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/exam>
- Use examples of student performance to provide concrete examples of strong, good, and fair performance and have students apply the scoring guidelines so they can improve their performance.
- Refer to the exam information page for additional conversation tasks from previous years.
- Meet with educators who teach German, Italian, and Spanish Language and Culture to determine what common issues there are across languages and to share strategies that will improve student performance.
- Work with students so they become familiar with how long 20 seconds last so they can become more comfortable with how long their responses can be.
- Teach students how to use the conversation outline to their advantage. Look at commonalities from year to year so that students can anticipate possible types of responses.

Question #4**Task:** Cultural Comparison**Topic:** The Importance of How One Dresses**Max. Points:** 5**Total Group Mean Score:** 1.91**Standard Group Mean Score:** 1.61***What were the responses to this question expected to demonstrate?***

This task assessed speaking in the presentational communicative mode by having the student make a comparative oral presentation on a cultural topic. Students were allotted 4 minutes to read the topic and prepare the presentation and then 2 minutes to deliver the presentation. The response received a single, holistic score based on how well it accomplished the assigned task. The presentation had to compare the student’s own community to an area of the French-speaking world, demonstrating understanding of cultural features of the French-speaking world. Furthermore the presentation had to be organized clearly.

The course theme for the cultural comparison task was Personal and Public Identities. Students had to respond to the following question: What is the importance of how one dresses for the people of your community? Students had to compare their observations of their own community to those of a Francophone community or region. Students could make reference to what they had studied, observed, and/or experienced as support for their claims.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Students were typically able to discuss the importance of how one dresses in their communities. But not all students had much of substance to say about its importance in a Francophone community.

| <i>Common Misconceptions/Knowledge Gaps</i> | <i>Responses that Demonstrate Understanding</i> |
|---|---|
| <ul style="list-style-type: none"> • Misunderstanding the prompt: instead of discussing how one “dresses” (“<i>s’habiller</i>”), many students discussed how one “lives” (“<i>habiter</i>”) • Misunderstanding the prompt: the noun “<i>manière</i>” was interpreted by many students as meaning “good/bad manners” or “etiquette”—instead of “a way of” • Providing unbalanced responses (unequal treatment given to the communities discussed) | <ul style="list-style-type: none"> • Effective treatment of the topic within the context of the task |
| <ul style="list-style-type: none"> • Providing lists of cultural differences, rather than comparing cultures based on the specific topic contained in the prompt • Not comparing their community with a Francophone community or with another Francophone community (if | <ul style="list-style-type: none"> • Clearly compare the student’s own community with the target culture, including supporting details and relevant examples |

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| <p>already living in a Francophone community)</p> <ul style="list-style-type: none"> • Not clearly identifying their own community (just saying “<i>ici</i>” or “<i>chez moi</i>,” for example) or not identifying the target community | |
| <ul style="list-style-type: none"> • Including geographical inaccuracies (stating that Africa is a country, for instance) • Not presenting information beyond stereotypes and superficial information about the Francophone communities discussed (people dress in rags in Haiti; or people are too poor in African countries to bother about how they are dressed; and, most French people dress with clothing from the fashion house and luxury retail company Louis Vuitton, for example) | <ul style="list-style-type: none"> • Demonstrate understanding of the target culture, including supporting details and relevant examples |
| <ul style="list-style-type: none"> • Organizing the presentation in a confusing or haphazard way | <ul style="list-style-type: none"> • Provide an organized presentation; effectively use transitional elements and cohesive devices |

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Teachers should collaborate with colleagues teaching economics, geography, and history as well as speech and forensics, for example, to help students address gaps in content knowledge and hone their rhetorical skills.
- Students should be explicit (not implicit) in their presentations: they should clearly state what two communities are being compared (and which one is their own community).
- Teachers should present a wide range of Francophone cultures in as much depth as possible, using current authentic (audio and print) materials to ensure that students have a clear understanding of those cultures that transcends stereotypes and clichés.
- Teachers should encourage students to make good use of the four minutes they are allotted for planning and organizing their presentations. Using topics from past World Languages and Cultures’ exams (available on AP Central), teachers should have students practice the task with the technology to be used during the exam.
- Teachers should provide students effective strategies for comparing cultures: methods for introducing transitional phrases and structures needed for comparison and the vocabulary to present one’s opinion. When introducing these strategies, teachers should emphasize how these tools can help students go beyond listing to elevate the quality of their responses.
- Teachers should emphasize that an effective cultural comparison requires students to discuss both their own community and a Francophone community and to explicitly articulate both the similarities and differences between them.
- Teachers could encourage students to learn different ways to express the idea of “importance” (if it is in the prompt, as it was in 2019); they could use synonyms and also convey the idea in the examples they provide in their cultural comparison.

- Teachers should emphasize the importance of reading all parts of the question and provide their students strategies on how to answer each part (“importance,” “how,” or “the way of,” for example).
- Teachers should continue updating the materials they use in the classroom by employing recent and authentic resources (fashion trends, for example, can change over time).
- Teachers should enable their students to speak about any of the six course themes (and as many of their recommended contexts as possible), as they apply to their own communities and Francophone communities.
- Teachers should remind their students of the difference between the theme of the prompt (“Personal and Public Identities” in 2019) and the prompt itself, so as to avoid confusion.
- Teachers should encourage their students to avoid overly general statements that could be applied to any prompt without adding specific prompt-specific examples and details.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The 2019–2020 Course and Exam Description (CED) contains suggestions in the Unit Guides for building students’ skills in the cultural comparison task model. This task model is specifically presented and practiced in all six units and is scaffolded to build students’ skills and confidence over time. For example, in Unit 1, students give a one-minute cultural presentation about an aspect of culture learned in that unit; in Unit 2, they do a one-minute cultural comparison; in Unit 3, a full two-minute cultural comparison, and subsequent full comparisons on topics of increasing difficulty in Units 4, 5, and 6. The CED can be accessed here: <https://apcentral.collegeboard.org/pdf/ap-french-language-and-culture-course-and-exam-description.pdf?course=ap-french-language-and-culture>
- Teachers will now be able to access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers will be able to find and access cultural comparison tasks from previous exams.
- Teachers will also be able to access a new practice exam in the AP Question Bank, both of which provide practice with the cultural comparison task and can be scored using the provided scoring guidelines.
- Teachers should become familiar with the range of online tools available to help students develop and track their skills, which are described here: <https://apcentral.collegeboard.org/about-ap/news-changes/ap-2019/support-students-new-online-tools>
- Use and apply the scoring guidelines throughout the AP year and in the years leading up to the AP experience so students are familiar with how their response will be scored. <https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/exam>
- Use examples of student performance to provide concrete examples of strong, good, and fair performance and have students apply the scoring guidelines so they can improve their performance.
- Refer to the exam information page for additional cultural comparison tasks from previous years.
- Meet with educators who teach German, Italian, and Spanish Language and Culture to determine what common issues there are across languages and to share strategies that will improve student performance.
- Begin having students develop presentational speaking skills early in their language-learning experience so they become familiar with the task and begin to integrate more sophisticated language well before the beginning of the AP experience.
- Teachers should go to AP Central and view the AP World Language and Culture Online Module on presentational speaking by Angelika Becker in order to learn strategies, resources, and activities that focus on developing presentational speaking skills. Teachers can access this online module here: <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>