

Chief Reader Report on Student Responses: 2021 AP[®] French Language and Culture Free-Response Questions

• Number of Readers	175		
Total Group			
• Number of Students Scored	18,408		
• Score Distribution	Exam Score	N	%At
	5	2,322	12.6
	4	4,291	23.3
	3	6,515	35.4
	2	4,080	22.2
	1	1,200	6.5
• Global Mean	3.13		
Standard Group*			
• Number of Students Scored	14,234		
• Score Distribution	Exam Score	N	%At
	5	1,198	8.4
	4	3,104	21.8
	3	5,516	38.8
	2	3,465	24.3
	1	951	6.7
• Global Mean	3.01		

The following comments on the 2021 free-response questions for AP[®] French Language and Culture were written by the Chief Reader, John Moran of New York 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:** Email Reply**Topic:** Working at an Animal Shelter**Max. Points:** 5**Total Group Mean Score:** 3.48**Standard Group Mean Score:** 3.43***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 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 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 email reply was Science and Technology. The task required the student to respond to a veterinarian serving as the director of a volunteer animal shelter based in Montreal. The director is getting in touch with the student because the student has applied for a position at the shelter. The director describes the mission of the shelter—to find families to adopt the animals—and explains that they are looking for someone to create an adoption campaign on social media. The director tells the student that he would like to invite the student for an interview and asks the student to answer two questions—why does the student want to work at the animal shelter and how would the student use social media to encourage animal adoption.

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 requirements, and the email to which they were asked to respond. They answered both questions—although with varying degrees of elaboration. Not all students asked for more details about something mentioned in the message from the director of the animal shelter.

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 carefully and attentively the instructions, the introduction to the email, and/or the email prompt thoroughly, which resulted in some students not realizing that they had, in fact, already applied for a position at the shelter • Misreading the email and not understanding that the director was already asking about the use of social media to advertise the mission of the shelter, led some students to explain not how they would use social media but rather that they would use social media (as opposed to other forms of media) 	<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

<ul style="list-style-type: none"> Misunderstanding “<i>organisme</i>” by taking it in the biological sense Assuming that since the director was a veterinarian that the “<i>refuge animal</i>” was a veterinarian’s office rather than an animal shelter 	
<ul style="list-style-type: none"> Composing emails consisting solely or principally of language taken directly from the prompt and often revealing a misunderstanding of that language 	<ul style="list-style-type: none"> Use language that is fully understandable, with ease and clarity of expression Use varied and appropriate vocabulary and idiomatic language
<ul style="list-style-type: none"> 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 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. Students that include them often run out of time and do not complete the task appropriately.
- Teachers should advise their students to avoid limiting their response to a mere recycling of language from the stimulus. Students should directly answer the questions asked in the email and should strive to incorporate words and expressions beyond those included in the stimulus.
- Some student responses read more like essays than emails. 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” (the subjunctive or compound relatives, for example), especially if to do so will be at the expense of grammatical accuracy or the clarity of the message. 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 to facilitate understanding of the message. Use of clear paragraphs and logical 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 email. They should, therefore, embrace the role in order to complete the task within the context provided in the prompt. Students who try to negate the premise of the task (“Oh, it’s interesting to hear about this animal shelter for the first time” or “You must have me confused with somebody else,” for example) do not maintain the exchange with an appropriate response and will not do well on the task.
- Students should be provided with the opportunity to practice interpersonal writing at the earliest level possible, prior to the AP class. Students can practice by reading and responding to a wide variety of emails 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 email and then make a request for further 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 emails that they appear to run out of time and are, as a result, unable to complete the task successfully.
- Teachers should expose students to emails 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.

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

- The AP French Language and Culture Course and Exam Description (CED) contains suggestions in the Unit Guides for building students' skills in writing successful email replies. The email 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>.
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP French Language and Culture with AP Classroom: <https://apcentral.collegeboard.org/instructional-resources/ap-classroom>.
- Through AP Classroom, teachers can access AP Question Bank for AP French. This is a searchable collection of past AP Exam questions where teachers can find and access email replies from previous exams.
- Teachers can also access three Practice Exams in the AP Question Bank, which provide practice in the email reply and can be scored using the provided scoring guidelines.
- 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>.
- Teachers should meet with colleagues who teach AP German, Italian, and Spanish Language and Culture to determine what common issues there are across languages for this task and then share strategies that will improve student performance.
- Teachers should download the scoring guidelines for this task available on the AP French Language and Culture Exam page and use them to review expectations for student performance: <https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/exam>.
- Teachers should choose a sample email reply prompt from the posted free response questions from 2012-2021 on the Exam Page on AP Central and access the corresponding student sample responses of high, mid, and low performances to share with students so they can examine student work vis-à-vis the scoring guidelines. This will inform them further of expectations for performance on this task, as well as the evaluative criteria for each score point: <https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/exam>.
- Teachers should assign email reply prompts for students to complete under the same conditions and time constraints as on the exam and then score them using the scoring guidelines. Feedback to students should focus on what students should do to move their performance to the next higher level.

Question #2**Task:** Argumentative Essay**Topic:** Extreme Sports**Max. Points:** 5**Total Group Mean Score:** 3.08**Standard Group Mean Score:** 3.03***What were the responses to this question expected to demonstrate?***

This task assessed writing in the presentational communicative mode by having the student write an argumentative 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 the sources' different viewpoints. They also had to present their own position 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 argumentative essay task was Contemporary Life. Students had to write an argumentative essay on whether extreme sports should be regulated. The first source was an article entitled "A Law for Extreme Sports." The author announces the passage of a federal law in Switzerland that standardizes the regulation of extreme sports and the training of instructors of these activities. The law, which followed a 1999 canyoneering accident, had provoked much controversy about the need to regulate extreme sports in order to guarantee the safety of participants. The second source was an infographic showing the requirements (minimum age, physical condition, and prerequisites) for those engaging in extreme sports. The third source was an interview entitled "Should Legislation be Enacted for Extreme Sports?" An enthusiast of extreme sports explains that these activities should not be regulated because participants should know their limits and take responsibility for their actions. The interviewee says that regulation may encourage inexperienced participants by giving them a false sense of security about the safety of these sports, and the enthusiast agrees that education, not legislation, is key to assuring safe practices in extreme sports.

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 extreme sports need to be regulated and defending their position by utilizing the three sources provided; however, some students had difficulty integrating the sources into their argument and instead summarized them without using them to support their argument.

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 develop a clear argument while answering the question 	<ul style="list-style-type: none"> Present and defend the student's own position on the topic with a high degree of clarity; develop an argument with coherence and detail
<ul style="list-style-type: none"> Simply summarizing and not integrating the three sources into a cohesive argument 	<ul style="list-style-type: none"> Integrate content from all three sources in support of an argument

<ul style="list-style-type: none"> • Misunderstanding the first source (about governmental legislation concerning extreme sports) – for example, thinking that the politicians mentioned in source one were those that died in the sports-related accidents referenced, or not understanding why the woman interviewed in source three was against regulations • Not understanding vocabulary in the sources sometimes led to confusion: “<i>requis</i>” used as a noun, which confused some students 	<ul style="list-style-type: none"> • Demonstrate a high degree of comprehension of the sources’ viewpoints, with very few minor inaccuracies
<ul style="list-style-type: none"> • Neglecting to organize the essay in a way that it supports the argument being presented 	<ul style="list-style-type: none"> • Present an organized essay; 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 student performance on the exam?

- Teachers should encourage students to write legibly.
- Students should understand and practice the process approach to writing (prewriting, drafting, revising, and editing) in order to help them become more effective writers. Students should be given multiple opportunities to write argumentative essays based on sources and should be provided with focused feedback on how to improve their writing.
- It is essential that students manage their time appropriately so that they have at least some time to proofread their work so as to avoid misquoting the sources. It is also important for students to cite the sources clearly and appropriately.
- Teachers should help students understand how to integrate information from all three sources into their argument rather than just summarizing the sources.
- Students should be provided with ample opportunity to practice taking concise notes when listening to audio sources and when reading print texts. Students will need to integrate content from all three sources in support of their argument, and this type of notetaking will facilitate that task.
- 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 AP course themes.
- Students should be provided with ample opportunity to practice developing their own points of view in writing, using authentic sources in the target language: reading selections (articles); charts, graphs, and infographics (some students continue to struggle with how best to interpret and integrate them); and audio selections.
- Teachers should remind their students that the content and organized structure of the essay are more important than the length. They need clear introductory and closing paragraphs; body paragraphs should be for developing 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 AP French Language and Culture Course and Exam Description (CED) contains suggestions in the Unit Guides for building students' skills in writing successful argumentative essays. 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, they 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>.
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP French Language and Culture within AP Classroom: <https://apcentral.collegeboard.org/instructional-resources/ap-classroom>.
- Through AP Classroom, teachers can access the AP Question Bank for AP French. This is a searchable collection of past AP Exam questions where teachers can access argumentative essay tasks from previous exams.
- Teachers can access three Practice Exams in the AP Question Bank that provide practice with the essay task and can be scored using the scoring guidelines provided.
- Teachers should view the two AP World Language and Culture Online Modules 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>.
- Teachers should consider meeting with colleagues who teach AP German, Italian, and Spanish Language and Culture to determine what common issues exist for this task across languages and to brainstorm strategies that will improve student performance.
- Teachers should download the scoring guidelines for this task available on the AP French Language and Culture Exam page and use them to review expectations for student performance: <https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/exam>.
- Teachers should choose a sample essay prompt and its sources from the posted free response questions from 2012-2021 from AP Central: <https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/exam> and access the corresponding student sample responses of high, mid, and low performances to share with students, so that they can examine student work vis-à-vis the scoring guidelines. This will further inform them of expectations for performance on this task.
- Teachers should assign other argumentative essay prompts for students to complete under the same conditions and time constraints as on the exam and then score them using the scoring guidelines. Feedback to students should focus on what students should do to move their performance to the next higher level.

Question #3**Task:** Conversation**Topic:** An Immersion Program**Max. Points:** 5**Total Group Mean Score:** 3.09**Standard Group Mean Score:** 2.88***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 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 their 5 turns in the conversation. The series of 5 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 Personal and Public Identities. In the task the student had a simulated conversation with Sandrine, a classmate who was planning to participate in a four-week language immersion program during the summer.

The student needed to respond to the following five audio prompts:

1. Sandrine greets the student and indicates that she is going to participate in a language immersion program this summer. She asks the student about the one-day language immersion experience that the student took part in at school last year.
2. Sandrine explains that she is going to spend four weeks in a language immersion program and asks the student's opinion about whether it is possible to make substantial progress in a foreign language in only one month.
3. Sandrine mentions that she has a choice about housing during the program, and she asks the student's advice about whether living with a host family or with others her age in a dormitory on campus would help her make the most progress.
4. Sandrine notes that she will be making a presentation about her culture during the immersion program, and she asks for the student's suggestions about what she should present.
5. Sandrine asks whether the student is interested in participating in a language immersion program.

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 Sandrine, 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"> • Misunderstanding the word “<i>journée</i>” (often, it seems, because of the false cognate “<i>journey</i>” in English) and talking about a trip instead of an immersion day 	<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"> Over-relying on the words “<i>linguistique</i>” (from the first prompt) and/or “<i>projet</i>” (from the conversation outline), which misleads students as they try to follow the flow of the conversation Not following the outline of the conversation 	
<ul style="list-style-type: none"> Difficulty answering the fourth question, seemingly due to hesitations about whose culture the student should address 	<ul style="list-style-type: none"> Provide required information (responses to questions) with frequent elaboration
<ul style="list-style-type: none"> Using “<i>vous</i>” (or both “<i>tu</i>” and “<i>vous</i>”) when the student’s conversation partner is a classmate 	<ul style="list-style-type: none"> Contain 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 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 on ideas or topics and not just giving brief responses.
- Students should read the instructions and the outline carefully and underline key words. They should listen to the prompts carefully and respond according to the outline provided.
- Teachers should instruct students how to use transitional elements 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 sometimes asked to do so in the fifth turn of the conversation task.
- Students should practice asking and answering interpersonal questions then incorporate them in simulated conversations with partners starting in the first year of instruction.
- Teachers should provide multiple opportunities for students to engage in unscripted and unrehearsed interpersonal spoken communication tasks from the beginning of their study of French language and culture.
- Teachers should emphasize to students that they are receiving a holistic score for the task and should train students to relax and not 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 remaining prompt(s).

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

- The AP French Language and Culture Course and Exam Description (CED) contains suggestions in the Unit Guides for building students’ skills and confidence 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>.
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP French Language and Culture within AP Classroom: <https://apcentral.collegeboard.org/instructional-resources/ap-classroom>.
- Through AP Classroom, teachers can access the AP Question Bank for AP French. This is a searchable collection of past AP Exam questions where teachers can access conversation tasks from previous exams.

- Teachers can access three Practice Exams in the AP Question Bank that provide practice with the conversation task and can be scored using the scoring guidelines provided.
- Teachers should go to AP Central and view the AP World Language and Culture Online Module by Clarissa Adams-Fletcher to learn about 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>.
- Teachers should consider meeting with colleagues who teach AP German, Italian, and Spanish Language and Culture to determine what common issues exist for this task across languages and to brainstorm strategies that will improve student performance.
- Work with students so they can internalize the time of 20 seconds and learn to respond with elaboration and detail in the 20 seconds they have for each of their five responses in this task.
- Teach students how to use the conversation outline to their advantage. Look at commonalities from year to year so students can anticipate possible types of responses.
- Teachers should download a copy of the scoring guidelines for the conversation task available on the AP French Language and Culture Exam page and use them to review expectations for student performance. They should select conversations from those available from 2012–2021 along with the provided sample responses. They should have students listen to the sample student responses and use the scoring guidelines to understand how performance is assessed on the exam: <https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/exam>.

Question #4**Task:** Cultural Comparison**Topic:** Material Cultural Heritage**Max. Points:** 5**Total Group Mean Score:** 2.87**Standard Group Mean Score:** 2.84***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 an area of the French-speaking world to the student’s own or another community, 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 Beauty and Aesthetics. Students had to respond to the following question: What is the importance of material cultural heritage (for example, historical monuments, cultural sites, works of art) for the people of a Francophone community that you know? Students had to compare their observations of the Francophone community to those of their own community or of another community. Students could reference 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 material cultural heritage, especially, it seems, since three examples of this type of heritage were presented.

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"> • Misunderstanding the prompt: “<i>patrimoine</i>” was misinterpreted in a variety of ways that interfered with students’ ability to complete the task successfully • Misunderstanding the prompt: the adjective “<i>matériel</i>” was misinterpreted in a variety of ways that interfered with students’ ability to complete the task successfully • Ignoring, or not carefully reading, the phrase “<i>l’importance de</i>”; many students neglected to address the importance of material cultural heritage in two communities, which was essential to the successful completion of the task 	<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 sites in two communities rather than comparing the importance of these sites (and other examples of material cultural heritage) in two communities • 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"> • Clearly compare the target-language community to the student’s own or another community, including supporting details and relevant examples
<ul style="list-style-type: none"> • Not clearly organizing the presentation in a logical and cohesive manner 	<ul style="list-style-type: none"> • Provide an organized presentation; effective use of 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 student performance on the exam?

- Students need to understand the importance of reading the entire prompt in order to be able to respond clearly and concisely to the question being asked.
- Teachers should collaborate with colleagues teaching economics, geography, history, etc., 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 audio and print authentic materials to ensure that students have an 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 recording 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 mere listing and thus elevate the quality of their responses.
- Teachers should emphasize that an effective cultural comparison requires students to discuss both a Francophone community and their own community or another community and to explicitly articulate both the similarities and differences between them.
- Teachers should continue updating the materials they use in the classroom by employing recent and authentic resources.
- 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 Francophone communities and to their own or another community.
- Teachers should remind their students of the difference between the theme of the prompt and the specific prompt itself, so as to avoid confusion. Students should keep in mind, though, that knowing the theme might help them access knowledge and vocabulary that could be of use in successfully completing the task.
- Teachers should encourage their students to avoid overly general statements that could be applied to any prompt without adding 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 AP French Language and Culture 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>.
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP French Language and Culture within AP Classroom: <https://apcentral.collegeboard.org/instructional-resources/ap-classroom>.
- Through AP Classroom, teachers can access the AP Question Bank for AP French. This is a searchable collection of past AP Exam questions where teachers can find cultural comparison tasks from previous exams.
- In the Question Bank of AP Classroom, teachers will also find three Practice Exams that provide practice with the cultural comparison task that can be scored using the provided scoring guidelines.
- Teachers should go to AP Central and view the AP World Language and Culture Online Module on presentational speaking by Angelika Becker to learn about 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>.
- Teachers should download a copy of the scoring guidelines for this task available on the AP French Language and Culture Exam page and use them to review expectations for student performance: <https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/exam>.
- Teachers can select sample responses to cultural comparisons posted on AP Central from 2012–2021 and have students listen to them and apply the scoring guidelines to help them understand expectations for how this task is evaluated: <https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/exam>.