

Chief Reader Report on Student Responses: 2022 AP[®] French Language and Culture Free-Response Questions

• Number of Readers	155		
Total Group			
• Number of Students Scored	19,554		
• Score Distribution	Exam Score	N	%At
	5	2,564	13.1
	4	4,635	23.7
	3	6,806	34.8
	2	4,368	22.3
	1	1,181	6.0
• Global Mean	3.16		
Standard Group*			
• Number of Students Scored	14,689		
• Score Distribution	Exam Score	N	%At
	5	1,222	8.3
	4	3,224	21.9
	3	5,633	38.3
	2	3,685	25.1
	1	925	6.3
• Global Mean	3.01		

The following comments on the 2022 free-response questions for AP[®] French Language and Culture were written by the Chief Reader, John Moran/Clinical Professor/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: A Virtual Exchange with a Senegalese Student

Max Score: 5

Total Group Mean Score: 3.19

Standard Group Mean Score: 3.15

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. 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 response received a single holistic score based on how well it accomplished the assigned task.

The course theme for the email reply was Personal and Public Identities. The task required students to respond to Mr. Jean-Baptiste Dieng, a teacher at a high school in Senegal. Mr. Dieng got in touch with the student because the student had expressed an interest in a virtual exchange with a high school student in Senegal. Mr. Dieng explains that several of his own students are interested in virtual exchanges with correspondents from other countries. He adds that his high school emphasizes technology and international relations and that this program of virtual exchanges will allow them to reach their pedagogical goals of creating friendly relations through technology. Mr. Dieng then asks the student what interests and activities the student would like in an ideal correspondent and what aspects of the student's culture the student would like to share 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 task requirements, and the email to which they were asked to respond. Most students were able to answer both questions, although with varying degrees of elaboration, in part because some students did not notice that the second question had two parts. Not all students asked for details about something mentioned in the email.

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 the instructions carefully and forgetting to include answers to both questions, as well as a request for further information about something mentioned in the message.• Neglecting to read the introduction to the email or the email prompt thoroughly, which resulted in some students not understanding that they had already expressed interest in being a virtual	<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.

<p>correspondent with a Senegalese high school student and writing about why they wanted to be one.</p> <ul style="list-style-type: none"> • Not understanding or not reading carefully the first question, which led some students to discuss their own interests without talking about what they would like in their “<i>correspondant idéal</i>”. • Not noticing and/or not answering the “<i>et pourquoi?</i>” in the second question, which led to some students providing an incomplete answer to this question. 	
<ul style="list-style-type: none"> • Composing a response that consists mainly of language taken directly from the prompt or restatements (not always successful) of that language. 	<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 the informal “<i>tu</i>” or informal openings and/or closings. 	<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, formal closing is not necessary. Either “*Cordialement*” or “*Bien cordialement*,” for example, is sufficient. Long formulaic closings are more appropriate for traditional written correspondence.
- 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 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 emails that they appear to run out of time and are, as a result, unable to complete the task successfully.
- Teachers should ask their students to avoid limiting themselves to recycling 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 a formal register be maintained throughout.
- There is no need to incorporate a certain number of “advanced structures” (the 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 email. They should, therefore, embrace their role to complete the task within the context provided in the prompt. Students who are unaware of or who try to negate the premise of the task (“I didn’t know about your virtual exchange program” or “I’m sorry; you have contacted me mistakenly,” for example) do not maintain the exchange with an appropriate response.
- Students should be given the opportunity to practice 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 emails and letters, which will also give them the chance to observe and discuss register as it applies to vocabulary, openings, and closings.
- 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.
- 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 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 within AP Classroom. As noted above, the email reply task model is presented and practiced in Units 1, 3, and 5 (including multiple AP Daily Videos that focus on developing strategies for and practicing email replies) and again in the 2021 AP Exam On-Demand Review Video Session 4 and the 2022 AP Exam On-Demand Review Video Sessions 1 and 2. AP Classroom may be accessed here: [AP French Language and Culture: Classroom Resources | AP Central – The College Board](#)
- Through AP Classroom, teachers can also access the AP Question Bank. 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 aligned to the 2022 Exam in the AP Question Bank, which provide additional practice in the email reply and can be scored using the provided scoring guidelines.
- Teachers can 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://secure-media.collegeboard.org/ap/modules/world-languages-cultures/developing-interpersonal-writing-abilities/index.html>
- Teachers can 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: [AP French Language and Culture Exam - AP Central \(collegeboard.org\)](#)
- Teachers can choose a sample email reply prompt from the posted free-response questions from 2012–2022 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 can assign email replies 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.
- Teachers should meet with colleagues who teach German, Italian, and Spanish to determine what common shared issues there are across languages and to share strategies that will improve student performance.

Question 2

Task: Argumentative Essay

Topic: The Use of Technology by Parents to Monitor Their Children

Max Score: 5

Total Group Mean Score: 3.09

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 audio source twice. Afterward, they had 40 minutes to write the essay. Students were asked to clearly present and thoroughly defend their own position on the topic. They were instructed to integrate viewpoints and information they found in all three sources to support their argument. As students referred to the sources, they were supposed to identify them appropriately and organize their essay into clear paragraphs. The response received a single holistic score based on how well it accomplished the assigned task.

The course theme for the argumentative essay was Science and Technology. Students had to write an argumentative essay on whether it is right for parents to use technology to monitor their children. The first source was an article entitled “Surveillance 2.0: are we going too far in the policing of children?” The article consists of an interview with psychologist Syrine Slim, who contends that there have always been overprotective parents and that new technologies such as GPS and tracker bracelets simply provide parents with new ways to keep track of their children. Rather than point the finger at overprotective parents, the psychologist recommends that we instead look more closely at modern behavior with regard to technology and the effects it may be having on children. The second source was an infographic entitled “Parents and digital surveillance” that shows data related to the numbers of children on social media and the numbers of parents that check on their children’s activities online as well as their feelings about such surveillance. The third source was an interview with a mother and her son and focused on the mother’s use of a GPS device on her son’s phone that allows her to monitor his whereabouts twenty-four hours a day. In order for the son to have a new scooter, he had to accept that his mother would install this GPS device on his phone. The mother admits that checking on her son’s location with the device has become an addiction for her.

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?

Most students were able to complete the task: answering the question of whether parents are right to use technology to keep track of their children. On the whole, students were able to understand the three sources and integrate them into their argument with varying degrees of success.

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 requirement to present and defend a specific position and a supporting argument for that position with clarity. • Not addressing the specific question asked about parents using technology to keep track of their children and, for example, writing only about modern uses of technology in general. 	<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"> • Misunderstanding the general idea of the sources, which led to confusion: the psychologist in source one (the article) being understood as condemning the excessive parental surveillance of children when she is, in fact, merely describing its evolution over time. • Misunderstanding vocabulary in the sources, which led to confusion: “à l’aise” in source two (the infographic) understood as indicating that parents do not do something when it, in fact, indicates that parents are ill at ease doing something. • Misunderstanding grammatical structures in the sources, which led to confusion: “par crainte que son fils ait un accident de scooter” in source three (the audio) understood as indicating that the son had an accident on his scooter when the mother was simply worried that this might happen. 	<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 clearly identify the sources being referred to in support of the argument presented. • Neglecting to refer to all three of the sources, or in some cases, neglecting to refer to any of the sources. 	<ul style="list-style-type: none"> • Integrate content from all three sources in support of the argument.
<ul style="list-style-type: none"> • Neglecting to organize the essay in such a way as to support the argument presented. 	<ul style="list-style-type: none"> • Present an organized essay; effectively use transitional elements and cohesive devices. • Develop paragraph-length discourse.

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| <ul style="list-style-type: none">• Omitting an introduction, transitional elements, and a conclusion, which weakened the coherence of the presentation of a particular point of view. | |
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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 all three sources appropriately and clearly.
- Teachers should encourage and help students to write legibly.
- Teachers should help students understand how to integrate information from all three sources into their essays in support of their own position and to avoid merely restating the opinions in the sources or merely summarizing them.
- Teachers should teach their students how to take useful notes when listening to audio prompts or reading 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 and subthemes.
- Teachers should give students 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.
- Students should be provided with ample opportunity to work on the process of writing (prewriting, drafting, revising, and editing) from the earliest levels.
- Teachers should help students learn to manage their time appropriately so that they are able to read/listen to the three sources, reflect upon and plan what they want to say, and then write their argumentative essay, all within the 55 minutes allotted for the task.
- Teachers should remind their students that the content and organization of the essay are more important than the length. A successful essay needs a clear introduction and conclusion. Students should structure their essays in paragraphs (with transitional elements to link those paragraphs) so as to build their arguments clearly and coherently and support their ideas with evidence from the sources.

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 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, 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. As noted above, the Argumentative Essay task model is presented and practiced in Units 2, 4, and 6 (including multiple

AP Daily Videos that focus on introducing, developing strategies for, and practicing argumentative essays) and again in the 2021 AP Exam On-Demand Review Video Sessions 2 and 3 and the 2022 AP Exam On-Demand Review Video Sessions 7 and 8. AP Classroom may be accessed here:

<https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/classroom-resources?course=ap-french-language-and-culture>

- Through AP Classroom, teachers can access the AP Question Bank. This is a searchable collection of past AP Exam questions where teachers can find and access argumentative essay tasks from previous exams. Teachers can also access three practice exams aligned to the 2022 Exam in the AP Question Bank, which provide additional practice with the essay task and can be scored using the provided scoring guidelines.
- 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://secure-media.collegeboard.org/ap/modules/world-languages-cultures/presentational-communications-writing/index.html>
- 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, as well as the evaluative criteria for each score point: <https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/exam?course=ap-french-language-and-culture>
- Teachers should choose a sample essay prompt and its sources from the posted free-response questions from 2012-2022 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 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.
- Teachers should meet with colleagues who teach German, Italian, and Spanish to determine what common shared issues there are across languages and to share strategies that will improve student performance.

Question 3

Task: Conversation

Topic: Fighting Illiteracy

Max Score: 5

Total Group Mean Score: 3.00

Standard Group Mean Score: 2.79

What were the responses to this question expected to demonstrate?

This task assessed speaking in the interpersonal communicative mode by having students engage in 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 the 5 turns. The responses had to appropriately address each turn in the conversation according to the outline as well as the simulated interlocutor's utterances. The series of 5 responses received a single holistic score based on how well it accomplished the assigned task.

The course theme for the conversation task was Global Challenges. In the task the student had a simulated conversation with Yasmine, a classmate who was organizing an event in collaboration with ANLCI, a national organization to fight illiteracy. The student needed to respond to the following five audio prompts:

1. Yasmine greets the student and says she needs help. She says that there are millions of people who cannot read and that Saturday is the day for the fight against illiteracy. She says that volunteers are needed and asks if the student wants to lend a hand.
2. Yasmine explains that the idea is to collect books and then afterward organize the books collected. She asks the student if the student would rather join the group collecting the books or the group organizing the books.
3. Yasmine says that they already have some volunteers but not enough. She asks the student for ideas about getting more volunteers.
4. Yasmine tells the student that the group is having an informational meeting Friday afternoon and adds that they were thinking that everyone could bring something to eat. She asks if they can count on the student coming.
5. Yasmine expresses that she is happy the student is participating and says that the student should contact her if the student has other ideas or questions. She adds that the student can bring any other friends who may be interested.

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?

Most students were able to engage in the simulated conversation with Yasmine, as guided by the outline of the conversation, with varying degrees of elaboration.

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"> • Having difficulty providing an appropriate response to the first question because of a misunderstanding of the word “<i>illétrisme</i>” and/or the idiomatic expression “<i>coup de main</i>.” • Not understanding that the second question is asking the student with which group the student would like to work. • Being unable to answer the third question because of a lack of understanding that Yasmine is asking the student to share ideas about attracting more volunteers. • Not understanding or noticing that the fourth question invites elaboration on a type of food that the student could take to the meeting. 	<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"> • Providing short answers that take up only a small part of the allotted 20 seconds per answer. • Not following the outline of the conversation that is provided. 	<ul style="list-style-type: none"> • Provide required information (responses to the questions) with frequent elaboration.
<ul style="list-style-type: none"> • Being inconsistent in the use of informal register by switching between “<i>vous</i>” and “<i>tu</i>.” 	<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 the student performance on the exam?

- Students should be provided with the chance to develop a good feeling for how long 20 seconds last. It is important that students participate as fully as possible in the conversation through providing clear answers with elaboration and using as much of the time that they are given rather than producing brief responses.
- Students should be trained to read the task instructions and the conversation outline carefully and in so doing to underline key words. They should listen to the prompts carefully and respond following the outline provided.
- Teachers should explain to students that there are no specific advanced grammatical structures that have to be integrated into certain responses in the conversation. The logic of the conversation should guide the choice of structures used and not vice versa.
- Teachers should instruct students how to use transitions effectively to strengthen their responses.
- 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 because students are asked to do so in the fifth turn of the conversation task.
- Students should practice writing interpersonal questions then incorporating them in simulated conversations with partners starting in the first year of instruction.
- Teachers should emphasize to students that they will receive a holistic score for the conversation 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 subsequent prompt/s.
- Students should be provided with ample opportunity to develop their listening skills from the earliest levels of instruction through work with a variety of different types of authentic audio sources.

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 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. As noted above, the conversation task model is presented and practiced in Units 1, 3, and 5 (including multiple AP Daily Videos that focus on developing strategies for and practicing student conversations) and again in the 2021 AP Exam On-Demand Review Video Sessions 5 and 6 and the 2022 AP Exam On-Demand Review Video Sessions 5 and 6. AP Classroom may be accessed here: <https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/classroom-resources?course=ap-french-language-and-culture>
- Through AP Classroom, teachers can access the AP Question Bank. This is a searchable collection of past AP Exam questions where teachers can find and access conversation tasks from previous exams. Teachers can also access three practice exams aligned to the 2022 Exam in the AP Question Bank, which provide additional practice for the conversation task and can be scored using the provided scoring guidelines.
- Teachers should go to AP Central and view the AP World Language and Culture online module by Clarissa Adams-Fletcher in order to learn about strategies, resources, and activities that focus on developing interpersonal speaking skills. Teachers can access this online module here: https://secure-media.collegeboard.org/ap/modules/world-languages-cultures/interpersonal-communications/story_html5.html
- Teachers should work with students so they can respond with elaboration and detail in the 20 seconds they have for each response.
- 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 questions and 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 have students listen to the sample student responses available on AP Central 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>
- Teachers should meet with colleagues who teach German, Italian, and Spanish to determine what common shared issues there are across languages and to share strategies that will improve student performance.

Question 4

Task: Cultural Comparison

Topic: The Importance of Sport

Max Score: 5

Total Group Mean Score: 3.28

Standard Group Mean Score: 3.18

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 presentation had to compare an area of the French-speaking world to the students' own or another community of their choice, demonstrating understanding of cultural features of the French-speaking world. Furthermore, the presentation had to be organized clearly. The response received a single holistic score based on how well it accomplished the assigned task.

The course theme for the cultural comparison task was Contemporary Life. Students had to respond to the following question: What is the importance of sport (for example, as a means to stay in shape, an opportunity for participation, a way to unite the community, etc.) for the people of a Francophone community that you know? Students had to compare their observations about the Francophone community to those about their own community or another community. Students could make reference to what they had studied, experienced, and/or observed 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?

Most students were able to answer the question about the importance of sport in a Francophone community that they know about and their own or another community. However, some students had little to share about the Francophone community.

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 that the prompt is asking about “<i>l’importance du sport</i>,” which led some students to speak instead about “<i>le sport</i>” in general.• Providing unbalanced responses by including a great deal of information about one culture and almost nothing about the other culture.	<ul style="list-style-type: none">• Provide effective treatment of the topic within the context of the task.

<ul style="list-style-type: none"> • Providing lists of cultural differences or simply lists of popular sports rather than comparing two cultures. • Not clearly identifying the student’s own community (for example, referring only to “<i>ici</i>” or “<i>chez moi</i>”) or not identifying the target community. • Speaking about only one community. 	<ul style="list-style-type: none"> • Clearly compare the target culture with the student’s own or another community, including supporting details and relevant examples.
<ul style="list-style-type: none"> • Including geographical inaccuracies (for example, stating that Africa is a country). • Relying on stereotypes and superficial or inaccurate information about the Francophone communities discussed in the presentation (for example, youth in Ivory Coast are poor and have nothing to do to pass the time other than play soccer). 	<ul style="list-style-type: none"> • Demonstrate understanding of the target culture, including supporting details and relevant examples.
<ul style="list-style-type: none"> • Depending on repeated restatements of the examples provided in parentheses in the prompt (“<i>par exemple comme moyen de rester en bonne forme, opportunité de participation, façon d’unir la communauté, etc.</i>”), sometimes with little indication that there is an understanding of these examples. • Not organizing the presentation in a coherent way, making the viewpoint of the student difficult to discern. • Not using transitional elements to contribute to the coherency of the presentation, or misusing transitional elements. 	<ul style="list-style-type: none"> • Provide an organized presentation, with 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 the student performance on the exam?

- Teachers should present a wide range of Francophone cultures in as much depth as possible from the earliest levels of instruction, using current authentic materials (audio and print) to ensure that students have a clear understanding of those cultures as they exist today that transcends stereotypes and clichés.
- Students should learn to be explicit rather than implicit in their presentations: they should clearly state what two communities are being compared.

- Teachers should explain to students that the organization of the response is of great importance; a clearly organized presentation, with transitional elements to help signal the structure, is more likely to be an effective presentation.
- Teachers should emphasize that an effective cultural comparison requires students to both discuss a Francophone community, as well as their own community or another community, and to explicitly articulate the similarities and differences between those two communities.
- Teachers should provide students with effective strategies for comparing cultures: transitional phrases and grammatical structures that indicate comparison and the vocabulary to present one’s opinion. When introducing these strategies, teachers should emphasize how these tools can help students go beyond providing lists to increase the effectiveness of their responses.
- Teachers should encourage students to make careful use of the four minutes they are allotted for planning and organizing their presentations. Some students spend too much time speaking about one community and clearly run out of time and are unable to develop a comparison with a second community.
- Teachers could encourage students to learn different ways to express the idea of “importance”; 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 with strategies on how to answer each part.
- Teachers should provide their students with opportunities to speak about all six of the course themes (and as many of their recommended contexts as possible) as they apply to Francophone communities and their own communities.
- 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. As noted above, the Cultural Comparison task model is presented and practiced in all 6 units (including multiple AP Daily Videos that focus on developing strategies for and practicing student conversations) and again in the 2021 AP Exam On-Demand Review Video Session 8 and the 2022 AP Exam On-Demand Review Video Sessions 3 and 4. AP Classroom may be accessed here:
<https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/classroom-resources?course=ap-french-language-and-culture>
- Through AP Classroom, teachers can access the AP Question Bank. This is a searchable collection of past AP Exam questions where teachers can find and access cultural comparison tasks from previous exams. Teachers can also access three practice exams aligned to the 2022 Exam in the AP

Question Bank, which provide additional practice for the cultural comparison and 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://secure-media.collegeboard.org/ap/modules/world-languages-cultures/presentational-communications-speaking/story_html5.html
- 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 should have students apply the scoring guidelines to student samples of cultural comparison responses posted on the exam page on AP Central to help them understand how the scoring guidelines are applied to student work.
- Teachers should meet with colleagues who teach German, Italian, and Spanish to determine what common shared issues there are across languages and to share strategies that will improve student performance.