Question 1: Email Reply

General Scoring Note
When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.
<table>
<thead>
<tr>
<th>1 Poor</th>
<th>2 Weak</th>
<th>3 Fair</th>
<th>4 Good</th>
<th>5 Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task</td>
<td>• Partially maintains the exchange with a response that is minimally appropriate within the context of the task</td>
<td>• Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task</td>
<td>• Maintains the exchange with a response that is generally appropriate within the context of the task</td>
<td>• Maintains the exchange with a response that is clearly appropriate within the context of the task</td>
</tr>
<tr>
<td>• Provides little required information (responses to questions, request for details)</td>
<td>• Provides some required information (responses to questions, request for details)</td>
<td>• Provides most required information (responses to questions, request for details)</td>
<td>• Provides most required information (responses to questions, request for details) with some elaboration</td>
<td>• Provides required information (responses to questions, request for details) with frequent elaboration</td>
</tr>
<tr>
<td>• Barely understandable, with frequent or significant errors that impede comprehensibility</td>
<td>• Partially understandable with errors that force interpretation and cause confusion for the reader</td>
<td>• Generally understandable, with errors that may impede comprehensibility</td>
<td>• Fully understandable, with some errors that do not impede comprehensibility</td>
<td>• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</td>
</tr>
<tr>
<td>• Very few vocabulary resources</td>
<td>• Limited vocabulary and idiomatic language</td>
<td>• Appropriate but basic vocabulary and idiomatic language</td>
<td>• Varied and generally appropriate vocabulary and idiomatic language</td>
<td>• Varied and appropriate vocabulary and idiomatic language</td>
</tr>
<tr>
<td>• Little or no control of grammar, syntax, and usage</td>
<td>• Limited control of grammar, syntax, and usage</td>
<td>• Some control of grammar, syntax, and usage</td>
<td>• General control of grammar, syntax, and usage</td>
<td>• Accuracy and variety in grammar, syntax, and usage, with few errors</td>
</tr>
<tr>
<td>• Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)</td>
<td>• Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies</td>
<td>• Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness</td>
<td>• Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)</td>
<td>• Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors</td>
</tr>
<tr>
<td>• Very simple sentences or fragments</td>
<td>• Simple sentences and phrases</td>
<td>• Simple and a few compound sentences</td>
<td>• Simple, compound, and a few complex sentences</td>
<td>• Variety of simple and compound sentences, and some complex sentences</td>
</tr>
</tbody>
</table>
Score of 0: UNACCEPTABLE
• Mere restatement of language from the stimulus
• Completely irrelevant to the stimulus
• “I don’t know,” “I don’t understand,” or equivalent in any language
• Not in the language of the exam

NR (No Response): BLANK (no response)
<table>
<thead>
<tr>
<th>Question 2: Argumentative Essay</th>
<th>5 points</th>
</tr>
</thead>
</table>

**General Scoring Note**

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.
<table>
<thead>
<tr>
<th></th>
<th>1 Poor</th>
<th>2 Weak</th>
<th>3 Fair</th>
<th>4 Good</th>
<th>5 Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost no</td>
<td>Unsuitable treatment of topic within the</td>
<td>Suitable treatment of topic within the</td>
<td>Generally effective treatment of topic within</td>
<td>Effective treatment of topic within the context of the</td>
<td>Effective treatment of topic within the context of the</td>
</tr>
<tr>
<td>treatment</td>
<td>context of the task</td>
<td>context of the task</td>
<td>context of the task</td>
<td>task</td>
<td>task</td>
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<tr>
<td>of topic</td>
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<tr>
<td>within the</td>
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<td>context of</td>
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<td>the task</td>
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<tr>
<td>Demonstrates</td>
<td>Demonstrates a low degree of comprehension</td>
<td>Demonstrates a moderate degree of</td>
<td>Demonstrates comprehension of the sources’</td>
<td>Demonstrates a high degree of comprehension of the</td>
<td>Demonstrates a high degree of comprehension of the</td>
</tr>
<tr>
<td>poor</td>
<td>of the sources’ viewpoints; includes</td>
<td>comprehension of the sources’ viewpoints</td>
<td>viewpoints; may include a few inaccuracies</td>
<td>sources’ viewpoints, with very few minor inaccuracies</td>
<td>sources’ viewpoints, with very few minor inaccuracies</td>
</tr>
<tr>
<td>comprehension</td>
<td>frequent and significant inaccuracies</td>
<td>includes some inaccuracies</td>
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</tr>
<tr>
<td>Mostly</td>
<td>Summarizes content from one or two</td>
<td>Summarizes content from at least</td>
<td>Summarizes, with limited integration, content</td>
<td>Integrates content from all three sources in support of</td>
<td>Integrates content from all three sources in support of</td>
</tr>
<tr>
<td>repeats</td>
<td>sources; may not refer to any sources</td>
<td>two sources in support of an argument</td>
<td>from all three sources in support of an argument</td>
<td>an argument</td>
<td>an argument</td>
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<td>statements</td>
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<td>from sources</td>
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<td>or may not</td>
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<td>refer to</td>
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<td>any sources</td>
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<tr>
<td>Minimally</td>
<td>Presents, or at least suggests, the</td>
<td>Presents and defends the student’s own</td>
<td>Presents and defends the student’s own position</td>
<td>Presents and defends the student’s own position on the</td>
<td>Presents and defends the student’s own position on the</td>
</tr>
<tr>
<td>suggests</td>
<td>student’s own position on the topic;</td>
<td>position on the topic; develops an</td>
<td>position on the topic; develops an argument</td>
<td>topic with a high degree of clarity; develops an</td>
<td>topic with a high degree of clarity; develops an</td>
</tr>
<tr>
<td>the student’s</td>
<td>argument somewhat incoherently</td>
<td>argument with some coherence</td>
<td>with coherence</td>
<td>argument with coherence</td>
<td>argument with coherence</td>
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<tr>
<td>own position</td>
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<td>on the topic</td>
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<td>; argument</td>
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<td>is undeveloped</td>
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<td>or incoherent</td>
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<tr>
<td>Little or</td>
<td>Limited organization; ineffective use of</td>
<td>Some organization; limited use of</td>
<td>Organized essay; some effective use of</td>
<td>Organized essay; effective use of transitional</td>
<td>Organized essay; effective use of transitional</td>
</tr>
<tr>
<td>no organization;</td>
<td>transitional elements or cohesive devices</td>
<td>transitional elements or cohesive devices</td>
<td>transitional elements or cohesive devices</td>
<td>elements or cohesive devices</td>
<td>cohesive devices</td>
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<td>absence of</td>
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<td>transitional</td>
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<td>elements and</td>
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<tr>
<td>cohesive devices</td>
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</tr>
<tr>
<td>Barely</td>
<td>Partially understandable, with errors that</td>
<td>Generally understandable, with errors</td>
<td>Fully understandable, with some errors that do</td>
<td>Fully understandable, with ease and clarity of</td>
<td>Fully understandable, with ease and clarity of</td>
</tr>
<tr>
<td>understandable,</td>
<td>force interpretation and cause confusion</td>
<td>that may impede comprehensibility</td>
<td>do not impede comprehensibility</td>
<td>expression; occasional errors do not impede</td>
<td>expression; occasional errors do not impede</td>
</tr>
<tr>
<td>with frequent</td>
<td>for the reader</td>
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<td>comprehensibility</td>
<td>comprehensibility</td>
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<td>or significant errors</td>
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<td>that impede</td>
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<tr>
<td>comprehensibility</td>
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<tr>
<td>Very few</td>
<td>Limited vocabulary and idiomatic language</td>
<td>Appropriate but basic vocabulary and</td>
<td>Varied and generally appropriate vocabulary and</td>
<td>Varied and appropriate vocabulary and idiomatic</td>
<td>Varied and appropriate vocabulary and idiomatic</td>
</tr>
<tr>
<td>vocabulary</td>
<td></td>
<td>idiomatic language</td>
<td>idiomatic language</td>
<td>language</td>
<td>language</td>
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<tr>
<td>resources</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Little or no</td>
<td>Limited control of grammar, syntax, and</td>
<td>Some control of grammar, syntax, and</td>
<td>General control of grammar, syntax, and usage</td>
<td>Accuracy and variety in grammar, syntax, and usage,</td>
<td>Accuracy and variety in grammar, syntax, and usage,</td>
</tr>
<tr>
<td>control of</td>
<td>usage</td>
<td>usage</td>
<td></td>
<td>with few errors</td>
<td>with few errors</td>
</tr>
<tr>
<td>grammar,</td>
<td></td>
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</tr>
<tr>
<td>syntax, and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>usage</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Very simple</td>
<td>Uses strings of simple sentences and</td>
<td>Uses strings of mostly simple sentences,</td>
<td>Develops mostly paragraph-length discourse with</td>
<td>Develops paragraph-length discourse with a variety of</td>
<td>Develops paragraph-length discourse with a variety of</td>
</tr>
<tr>
<td>sentences</td>
<td>phrases</td>
<td>with a few compound sentences</td>
<td>simple and compound sentences</td>
<td>simple and compound sentences</td>
<td>simple and compound sentences</td>
</tr>
<tr>
<td>or fragments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Score of 0: UNACCEPTABLE

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- “I don’t know,” “I don’t understand,” or equivalent in any language
- Not in the language of the exam

NR (No Response): BLANK (no response)

Clarification Note:
There is no single expected format or style for referring to and identifying sources appropriately. For example, test takers may opt to: directly cite content in quotation marks; paraphrase content and indicate that it is “according to Source 1” or “according to the audio file”; refer to the content and indicate the source in parentheses “(Source 2)”; refer to the content and indicate the source using the author’s name “(Smith)”; etc.
## Question 3: Conversation

### General Scoring Note
When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.
<table>
<thead>
<tr>
<th>1 Poor</th>
<th>2 Weak</th>
<th>3 Fair</th>
<th>4 Good</th>
<th>5 Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task</td>
<td>• Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task</td>
<td>• Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task</td>
<td>• Maintains the exchange with a series of responses that is generally appropriate within the context of the task</td>
<td>• Maintains the exchange with a series of responses that is clearly appropriate within the context of the task</td>
</tr>
<tr>
<td>• Provides little required information (e.g., responses to questions, statement and support of opinion)</td>
<td>• Provides some required information (e.g., responses to questions, statement and support of opinion)</td>
<td>• Provides most required information (e.g., responses to questions, statement and support of opinion)</td>
<td>• Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration</td>
<td>• Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration</td>
</tr>
<tr>
<td>• Barely understandable, with frequent or significant errors that impede comprehensibility</td>
<td>• Partially understandable, with errors that force interpretation and cause confusion for the listener</td>
<td>• Generally understandable, with errors that may impede comprehensibility</td>
<td>• Fully understandable, with some errors that do not impede comprehensibility</td>
<td>• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</td>
</tr>
<tr>
<td>• Very few vocabulary resources</td>
<td>• Limited vocabulary and idiomatic language</td>
<td>• Appropriate but basic vocabulary and idiomatic language</td>
<td>• Varied and generally appropriate vocabulary and idiomatic language</td>
<td>• Varied and appropriate vocabulary and idiomatic language</td>
</tr>
<tr>
<td>• Little or no control of grammar, syntax, and usage</td>
<td>• Limited control of grammar, syntax, and usage</td>
<td>• Some control of grammar, syntax, and usage</td>
<td>• General control of grammar, syntax, and usage</td>
<td>• Accuracy and variety in grammar, syntax, and usage, with few errors</td>
</tr>
<tr>
<td>• Minimal or no attention to register</td>
<td>• Use of register is generally inappropriate for the conversation</td>
<td>• Use of register may be inappropriate for the conversation with several shifts</td>
<td>• Generally consistent use of register appropriate for the conversation, except for occasional shifts</td>
<td>• Mostly consistent use of register appropriate for the conversation</td>
</tr>
<tr>
<td>• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility</td>
<td>• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility</td>
<td>• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility</td>
<td>• Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility</td>
<td>• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility</td>
</tr>
<tr>
<td>• Clarification or self-correction (if present) does not improve comprehensibility</td>
<td>• Clarification or self-correction (if present) usually does not improve comprehensibility</td>
<td>• Clarification or self-correction (if present) sometimes improves comprehensibility</td>
<td>• Clarification or self-correction (if present) usually improves comprehensibility</td>
<td>• Clarification or self-correction (if present) improves comprehensibility</td>
</tr>
</tbody>
</table>

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Score of 0: UNACCEPTABLE

- Mere restatement of language from the prompts
- Clearly does not respond to the prompt; completely irrelevant to the topic
- “I don’t know,” “I don’t understand,” or equivalent in any language
- Clearly responds to the prompts in English

NR (No Response): BLANK (no response although recording equipment is functioning)
<table>
<thead>
<tr>
<th>Question 4: Cultural Comparison</th>
<th>5 points</th>
</tr>
</thead>
</table>

**General Scoring Note**  
When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.
### AP® French Language and Culture 2022 Scoring Guidelines

<table>
<thead>
<tr>
<th>Poor</th>
<th>Weak</th>
<th>Fair</th>
<th>Good</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Almost no treatment of topic within the context of the task</td>
<td>• Unsuitable treatment of topic within the context of the task</td>
<td>• Suitable treatment of topic within the context of the task</td>
<td>• Generally effective treatment of topic within the context of the task</td>
<td>• Effective treatment of topic within the context of the task</td>
</tr>
<tr>
<td>• Presents information only about the target culture or only about the student’s own or another community, and may not include examples</td>
<td>• Presents information about the target culture and the student’s own or another community, but may not compare them; consists mostly of statements with no development</td>
<td>• Compares the target culture with the student’s own or another community, including a few supporting details and examples</td>
<td>• Compares the target culture with the student’s own or another community, including some supporting details and mostly relevant examples</td>
<td>• Clearly compares the target culture with the student’s own or another community, including supporting details and relevant examples</td>
</tr>
<tr>
<td>• Demonstrates minimal understanding of the target culture; generally inaccurate</td>
<td>• Demonstrates a limited understanding of the target culture; may include several inaccuracies</td>
<td>• Demonstrates a basic understanding of the target culture, despite inaccuracies</td>
<td>• Demonstrates some understanding of the target culture, despite minor inaccuracies</td>
<td>• Demonstrates understanding of the target culture, despite a few minor inaccuracies</td>
</tr>
<tr>
<td>• Little or no organization; absence of transitional elements and cohesive devices</td>
<td>• Limited organization; ineffective use of transitional elements or cohesive devices</td>
<td>• Some organization; limited use of transitional elements or cohesive devices</td>
<td>• Organized presentation; some effective use of transitional elements or cohesive devices</td>
<td>• Organized presentation; effective use of transitional elements or cohesive devices</td>
</tr>
<tr>
<td>• Barely understandable, with frequent or significant errors that impede comprehensibility</td>
<td>• Partially understandable, with errors that force interpretation and cause confusion for the listener</td>
<td>• Generally understandable, with errors that may impede comprehensibility</td>
<td>• Fully understandable, with some errors that do not impede comprehensibility</td>
<td>• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</td>
</tr>
<tr>
<td>• Very few vocabulary resources</td>
<td>• Limited vocabulary and idiomatic language</td>
<td>• Appropriate but basic vocabulary and idiomatic language</td>
<td>• Varied and generally appropriate vocabulary and idiomatic language</td>
<td>• Varied and appropriate vocabulary and idiomatic language</td>
</tr>
<tr>
<td>• Little or no control of grammar, syntax, and usage</td>
<td>• Limited control of grammar, syntax, and usage</td>
<td>• Some control of grammar, syntax, and usage</td>
<td>• General control of grammar, syntax, and usage</td>
<td>• Accuracy and variety in grammar, syntax, and usage, with few errors</td>
</tr>
<tr>
<td>• Minimal or no attention to register</td>
<td>• Use of register is generally inappropriate for the presentation</td>
<td>• Use of register may be inappropriate for the presentation with several shifts</td>
<td>• Generally consistent use of register appropriate for the presentation, except for occasional shifts</td>
<td>• Mostly consistent use of register appropriate for the presentation</td>
</tr>
<tr>
<td>• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility</td>
<td>• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility</td>
<td>• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility</td>
<td>• Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility</td>
<td>• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility</td>
</tr>
<tr>
<td>• Clarification or self-correction (if present) does not improve comprehensibility</td>
<td>• Clarification or self-correction (if present) usually does not improve comprehensibility</td>
<td>• Clarification or self-correction (if present) sometimes improves comprehensibility</td>
<td>• Clarification or self-correction (if present) usually improves comprehensibility</td>
<td>• Clarification or self-correction (if present) improves comprehensibility</td>
</tr>
</tbody>
</table>

© 2022 College Board
Score of 0: UNACCEPTABLE
• Mere restatement of language from the prompt
• Clearly does not respond to the prompt; completely irrelevant to the topic
• “I don’t know,” “I don’t understand,” or equivalent in any language
• Clearly responds to the prompt in English

NR (No Response): BLANK (no response although recording equipment is functioning)

Clarification Notes:
• The term “community” can refer to something as large as a continent or as small as a family unit.
• The phrase “target culture” can refer to any community, large or small, associated with the target language.