



Chief Reader Report on Student Responses: 2025 AP[®] French Language and Culture Free-Response Questions

- Number of Readers 176

Total Group

- Number of Students Scored 19,639
- Score Distribution

Exam Score	N	%At
5	2,751	14.0
4	4,904	25.0
3	6,782	34.5
2	3,966	20.2
1	1,236	6.3
- Global Mean 3.2

Standard Group

- Number of Students Scored 14,313
- Score Distribution

Exam Score	N	%At
5	1,264	8.8
4	3,316	23.2
3	5,456	38.1
2	3,319	23.2
1	958	6.7
- Global Mean 3.04

The following comments on the 2025 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: Music Day

Max Score: 5

Total Group Mean Score: 3.36

Standard Group Mean Score: 3.29

What were the responses to this question expected to demonstrate?

This task assessed writing in the interpersonal communicative mode by having students 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 needed to 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 Beauty and Aesthetics. The task required students to respond to Mr. Jean-Yves Delasousse, the head of the organizing committee for the Music Day in France. Mr. Delasousse got in touch with the student because the student had expressed interest in participating in Music Day. Mr. Delasousse explains that Music Day brings together thousands of people who attend concerts in the street, in parks, and in concert venues throughout France. He adds that their volunteers have various options for participation (welcoming the public, ticket sales, communication, and organization). He then asks the student in which city or region in France the student would like to volunteer and why. He continues by asking how the student would like to participate in the event. He closes the email by telling the student to contact him if any further information is necessary.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) 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 first question had two parts (i.e., in which city or region would you like to volunteer and why). Not all students asked for more details about something mentioned in the email. Many students were able to draw successfully from topics included in the CED (Course and Exam Description) under the Beauty and Aesthetics theme.

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 include answers to both questions as well as a request for further information about something mentioned in the message.	<ul style="list-style-type: none">Provide required information (i.e., complete answers to both questions and a request for further information about something mentioned in the prompt) with frequent elaboration.

<ul style="list-style-type: none"> • Not understanding the meaning of <i>bénévoles</i>, <i>accueil du public</i>, and/or <i>billetterie</i> toward the end of the first paragraph of the prompt, which led to inaccuracies or illogical statements in some responses. • Confusing the meaning of <i>comment</i>, the first word of the second question, with the word <i>pourquoi</i>, which led to some responses with a focus on why the student wanted to participate in the festival rather than how. 	<ul style="list-style-type: none"> • Maintain the exchange with a response that is appropriate within the context of the task. • Strong responses include details on how the student wanted to participate in the festival.
<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"> • Contain varied and appropriate vocabulary and idiomatic language.
<ul style="list-style-type: none"> • Using the informal <i>tu</i>, informal vocabulary (e.g., <i>je suis excité</i>), and/or informal or incorrect openings and closings (e.g., <i>Bonjour Mme Delasousse</i>). 	<ul style="list-style-type: none"> • Demonstrate mostly consistent use of register appropriate for the situation and 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?

Task Completion and Time Management

- Students should be provided 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 variety of emails and letters, which will also give them the chance to observe and discuss register as it applies to vocabulary, syntax, openings, and closings.
- Teachers should help students write legibly.
- Teachers should remind their students that they must carefully read all the directions and complete all the required elements of the task (i.e., they need to respond to the questions or requests in the email and then ask for more details about something mentioned in the message) for their response to be considered clearly appropriate.
- Students should not spend too much time composing a lengthy introduction to their emails; students who do so often appear to run out of time and are unable to complete the task successfully.
- A very long, formal closing is not necessary. For example, “*Cordialement*” is sufficient. Long formulaic closings are more appropriate for traditional written correspondence and are not necessary for the successful completion of this task. In addition, they take up time that could be devoted to adding elaboration to answers to the questions.
- Teachers should instruct students to read the questions or requests carefully since one question or one request may have two parts (e.g., a question about a student’s preference along with a “why?”).
- Teachers should instruct their students on how to manage their time well so that they can complete all components of the task within the 15 minutes allotted.
- Teachers should train students to ask for more details about something that is actually mentioned in the message so that their request or question makes sense within the context of the task. Students should also learn to be careful not to ask for information that is already included in the message.

- Students should remember that this is an exercise in which they play the role of a student responding to a specific email. Therefore, they should carefully read the information in the introduction and embrace their role to complete the task within the context provided in the prompt. Students who are unaware of or try to negate the premise of the task (“I didn’t know about this event” or “I’m sorry; you have contacted me mistakenly,” for example) do not maintain the exchange with an appropriate response.

Language

- 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.
- Teachers should remind 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.
- There is no need to incorporate a certain number of “advanced structures” (the subjunctive, for example), especially if doing 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.
- Students should structure their responses on the page to facilitate understanding for the reader. To help reach this goal, students should divide their response into clear and logically structured paragraphs and use transitional elements to organize the response.
- 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.
- 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 2 and 7. 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 2025 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 previous free-response questions 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.
- 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: Should the school day start one hour later?

Max Score: 5

Total Group Mean Score: 3.10

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 students 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 (an article and an infographic). Then they listened to the audio source. Afterward, they had 40 minutes to write the essay. The response received a single holistic score based on how well it accomplished the assigned task. Students needed to be able first to comprehend the three sources and then to present their different viewpoints. In addition, they also had to present their own viewpoint and defend it thoroughly and coherently, using information from all of the sources to support the argument. 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 was Contemporary Life. Students had to write an argumentative essay on whether or not the school day should start later. Students needed to support their response with evidence taken from the following sources:

- An article entitled “Starting Classes at 9:00 a.m.: ‘Teenagers are out of sync, it’s up to the school to adapt’.” The article consists of an interview with chronobiologist Claire Leconte, who has been advocating for a later start time for high school students for years. Professor Leconte begins by explaining that the chronic lack of sleep from which high school students suffer has an impact on both their well-being and their performance in school. They have very busy days, beginning early, and they often have to do homework once they get home. In addition, some students live far from school and need to wake up even earlier. Asked if adolescents couldn’t simply go to bed earlier, she responds that the solution is not that simple. At the beginning of puberty, adolescents go through significant hormonal changes that alter their internal body clock: they get up later, get hungry later, and go to bed later. Starting school later would be a way to compensate for those changes. This is particularly important, Professor Leconte adds, since it is the final phase of sleep, paradoxical sleep, that is the most beneficial, allowing us to recharge our batteries and assimilate what has been learned. One needs this type of sleep the most during adolescence.
- An infographic entitled “The Sleep Habits of Adolescents,” which represents data compiled from the answers to a series of questions asked to adolescents about their sleep habits and their well-being: questions about changes in bedtime, feelings of tiredness, difficulties getting up in the morning, difficulties going to bed, general well-being, average bedtime, average time it takes to fall asleep, average time at which students wake up, and average nightly length of sleep.
- An interview entitled “Should School Start at 9:00 a.m. Rather Than 8:00 a.m.?” In the interview, when asked if his organization’s study indicated that academic schedules need to be changed, Bernard Hubien, Secretary General of the Francophone Unions of Parental Groups of Catholic Education, begins by remarking that there were negative reactions to the study. He continues by explaining that at the end of the school day, adolescents have many activities and that pushing them back by one hour would shake things up. He adds that there is another argument they had not

thought of: parents' professional lives are not going to be pushed back one hour. Many companies start the day between 8:00 a.m. and 9:00 a.m., and while some might have some flexibility with regard to work hours, parents have to drop their children off at school and get to work on time. When asked if the proposal to start school later has been set aside, Mr. Hubien responds that there is now a discussion about how the school day schedule is organized and which courses should be held at the beginning of the day. He comments that while school scheduling is complicated, schools could nevertheless try to build schedules that take into account the student's biological rhythms, keeping in mind that adolescents are perhaps not ready for important learning at 8:30 in the morning.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Most students were able to complete the task with varying degrees of success: answering the question of whether or not the school day should start later. Overall, most students were able to understand the main ideas and intent of the three sources and integrate those (with varying degrees of success) into their argument. In composing their essays, students drew on their knowledge of the course theme targeted by this question (Contemporary Life); however, given the nature of the topic (education), many were also able to draw on their knowledge of the specific recommended context (education) within the Contemporary Life theme.

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 viewpoint and supporting arguments with clarity. 	<ul style="list-style-type: none"> Present and defend the student's own viewpoint on the topic with a high degree of clarity; develop an argument with coherence and detail.
<ul style="list-style-type: none"> Misunderstanding the audio (source three) as concerning students' future professional lives or understanding nothing in the audio source other than the first statement, which comments that students have many after school activities. This resulted in some responses demonstrating a lack of successful integration of the audio source. Misunderstanding the reference in the audio to the adolescent not being <i>disponible</i> at 8:30 in the morning as meaning that young people are not physically present at that time as opposed to the intended meaning – that young people are mentally not available (for important learning). This led to some responses demonstrating unsuccessful attempts to support an argument with information from the audio source. 	<ul style="list-style-type: none"> Demonstrate a high degree of comprehension of the sources' viewpoints with very few minor inaccuracies. Are fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility.

<ul style="list-style-type: none"> • Misunderstanding the verb <i>se répercute</i> (<i>ce déficit se répercute sur leur bien-être...</i>) in the article (source one); responses in which there was an attempt to use this verb often resulted in sentences that impeded comprehensibility. 	
<ul style="list-style-type: none"> • Neglecting to identify clearly the sources being referred to in support of the argument presented. • Neglecting to refer to all three sources, or in a few 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 clearly and coherently so as to support the argument presented. 	<ul style="list-style-type: none"> • Present an organized essay; effectively use transitional elements and cohesive devices, including an introduction, the development of an argument, a clear viewpoint supported by the three sources, and a conclusion.

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?

Task and Completion and Time Management

- Teachers should give students ample opportunities to practice developing their own viewpoints in writing, using authentic sources in the target language: reading selections (articles); charts and graphs (some students continue to struggle with how best to interpret and integrate them); and audio selections.
- 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.
- Students should be provided with ample opportunity to work on the process of writing (prewriting, drafting, revising, and editing) from the earliest levels of instruction.
- Teachers should help students learn to write legibly.
- Teachers should stress the importance of explicitly citing all three sources appropriately and clearly. In addition, teachers should help students understand how best to integrate information from all three sources into their essays in support of their own arguments and avoid merely restating or summarizing the opinions in the sources.
- Teachers should remind students to try to leave time to proofread their work for accuracy and avoid misquoting the sources.
- 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.

Language

- Teachers should remind students that in addition to task completion, accuracy and variety in grammar, syntax, and usage are important. Correct verb conjugation, accurate tense usage, and article usage are specific points in need of review for many students.
- Teachers should ensure students' familiarity with vocabulary from each of the course's themes and recommended contexts.

- Teachers should remind their students that the content and organization of the essay is more important than the length. A successful essay needs a clear introduction, body, and conclusion. Students should structure their essays in paragraphs (with well-chosen, logical transitional elements to link paragraphs) so as to build their arguments clearly and coherently and support their ideas with evidence from the source.

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.
- 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 2025 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 AP World Language and Culture online module on Presentational Writing: *Presentational Communication, A Focus on Writing*, by Federica Santini, to learn some strategies that focus on developing students' presentational writing skills. Teachers can access this online module 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.
- Teachers should choose a sample essay prompt and its sources from the posted previous free-response questions from AP Central 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: Organizing a Theatre Festival

Max Score: 5

Total Group Mean Score: 3.11

Standard Group Mean Score: 2.87

What were the responses to this question expected to demonstrate?

This task assessed speaking in the interpersonal communicative mode by having the student respond as part of a simulated oral conversation. Students were first allotted one 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 five turns in the conversation. The series of five responses received a single holistic score based on how well they 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 Beauty and Aesthetics. In the task, the student had a simulated conversation with Camille, a classmate that wants to discuss the organization of a theatre festival.

1. Camille greets the student and tells them that the administration has accepted their proposal to organize a theater festival. She asks the student what they could do to attract as many students as possible to the festival.
2. Camille explains that the festival could be in October or in May. She tells the student that she thinks May would be better because they could perhaps have the festival outside in the park. She then asks what the student would recommend.
3. Camille comments that they should start to compile a list of tasks to do and ask for volunteers to help. She mentions that they need help with publicity and asks the student what else they need.
4. Camille reminds the student that the festival is to raise funds for the new high school arts center. She suggests that they could sell tickets for fifteen dollars apiece. She then asks the student's opinion on that.
5. Camille tells the student that she is going to organize a meeting with the other students. She asks the student where and when they could all meet.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Most students were able to engage in the simulated conversation with Camille, as guided by the outline of the conversation, with varying degrees of elaboration. While some students were unable to answer the third turn successfully, this problem did not interfere with most students' success at understanding and responding to the remaining turns. The stated course theme was Beauty and Aesthetics, but many students also drew on their knowledge of the course theme Contemporary Life.

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 question at the end of the second turn (<i>Qu'est-ce que tu recommandes?</i>) referred to the choice presented at the beginning of the turn (<i>Le festival pourrait être en octobre ou en mai.</i>). This led to some responses focused on being in the park or on off-topic subjects. • Misunderstanding <i>publicité</i> and/or <i>quoi d'autre</i> in the question asked at the end of the third turn. This led to some problematic responses to this turn. • Not recognizing that the question asked at the end of the fifth turn contained two elements (<i>où</i> and <i>à quelle heure</i>), which led to some incomplete responses for this turn. • Misunderstanding the fifth turn as asking for an opinion about the time and place of the festival rather than the meeting to discuss the festival, which led to some problematic responses. 	<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 questions) with frequent elaboration.
<ul style="list-style-type: none"> • Being inconsistent in the use of informal register by switching from <i>tu</i> to <i>vous</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 student performance on the exam?

Task Completion and Time Management

- Students should be provided with ample opportunity to develop their listening skills from the earliest levels of instruction through work with different types of authentic audio sources.
- Teachers should provide their students with opportunities to speak about a variety of subjects (ideally with connections to as many of the course themes as possible) in conversational settings from early levels of instruction.
- Students should practice creating their own interpersonal questions that they can then use in simulated conversations with partners starting in the first year of instruction.

- Students should be trained to read the task instructions and the outline of the conversation carefully and to underline key words and phrases. They should listen to the prompts carefully and respond to the questions being asked, using the outline provided to help determine what they have to say.
- 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 by providing clear answers with elaboration and using as much of the time that they are given rather than producing brief responses.
- 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 learn how to recover quickly and be able to anticipate, understand, and respond well to the following prompt(s).
- Students should practice speaking clearly and confidently when answering questions.

Language

- 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 help students develop circumlocution strategies; this will allow students to navigate more successfully moments when they are unable to think of a specific word.
- Teachers should encourage students not to use rote or memorized answers but rather to respond with phrases appropriate to the specific context of the conversation.
- Teachers should offer ideas to students on how to end conversations because students are directed to do so in the outline for the fifth turn of the conversation task.

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.
- 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 2025 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.
- 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 Roles of Family Traditions

Max Score: 5

Total Group Mean Score: 3.28

Standard Group Mean Score: 3.16

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 an 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 Families and Communities. Students had to respond to the following question: What roles do family traditions (for example, celebrations, meals, routines, etc.) play in a Francophone community that you know? Compare the roles that family traditions play in this Francophone community and in your community or another community that you know. In your presentation, you can refer to what you have studied, lived, observed, etc.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

While most students were able to discuss family traditions in a Francophone community that they knew about and their own or another community, making successful comparisons, some students had trouble addressing the idea of the role of family traditions in these communities. In addition, some students had little to share about a Francophone community and thus had trouble establishing a clear comparison. Students were able to draw on their knowledge of the course theme of Families and Communities, and many also drew on their knowledge of the course theme of Contemporary Life.

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 or misreading the prompt, thinking that it is simply asking about family traditions, or about traditions in general, rather than the role of family traditions, which led to some responses with a discussion of traditions on a very general level.• Providing an unbalanced response by including a great deal of information about one culture and little to almost nothing about the other culture.	<ul style="list-style-type: none">• Provide effective treatment of the topic within the context of the task.• Provide not only information on one or more culture-specific family traditions but also a discussion of the role these traditions play in a community they know and in a French-speaking community.

<ul style="list-style-type: none"> • Providing lists of meals or holidays (two potential topics related to family traditions and mentioned in parentheses) in two cultures rather than comparing the role of meals or holidays as they relate to family traditions in two cultures. • Not clearly identifying both communities being discussed or not identifying the target 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"> • Relying on stereotypes and superficial or inaccurate information about the communities being discussed in the presentation. 	<ul style="list-style-type: none"> • Demonstrate understanding of the target culture, including supporting details and relevant examples. • Strong responses were able to identify at least one aspect of the role played by family traditions and compare it between two cultures.
<ul style="list-style-type: none"> • Not organizing the presentation in a coherent fashion, 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 student performance on the exam?

Task Completion and Time Management

- 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 as well as print, so that students will be exposed to different French accents from around the world) to ensure that students have a clear understanding of those cultures as they exist today that transcends stereotypes and clichés.
- Teachers should emphasize that an effective cultural comparison is not made up of simply two lists; the task requires that students both discuss their own community or another community as well as a Francophone community and explicitly articulate the similarities and differences between those two communities.
- Students should learn to be explicit rather than implicit in the comparisons they make between cultures. To help students with this central element of the task, teachers should provide them with effective strategies for making comparisons: 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 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 encourage students to make careful use of the 4 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 should emphasize the importance of reading all parts of the question so that nothing is overlooked or omitted and provide their students with strategies for 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 their own communities and Francophone communities.
- Teachers should encourage their students to avoid overly general statements that could be applied to any prompt without including prompt-specific examples and details.

Language

- 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 could help students 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.

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.
- 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 2025 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.

- 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.