

2026



AP[®] French Language and Culture

Scoring Guidelines

© 2026 College Board. College Board, Advanced Placement, AP, AP Central, and the acorn logo are registered trademarks of College Board. Visit College Board on the web: collegeboard.org.

AP Central is the official online home for the AP Program: apcentral.collegeboard.org.

Question 1: Email Reply

5 points

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.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task - Provides little required information (responses to questions, request for details) - Barely understandable, with frequent or significant errors that impede comprehensibility - Very few vocabulary resources - Little or no control of grammar, syntax, and usage - Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing) - Very simple sentences or fragments	- Partially maintains the exchange with a response that is minimally appropriate within the context of the task - Provides some required information (responses to questions, request for details) - Partially understandable with errors that force interpretation and cause confusion for the reader - Limited vocabulary and idiomatic language - Limited control of grammar, syntax, and usage - Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies - Simple sentences and phrases	- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task - Provides most required information (responses to questions, request for details) - Generally understandable, with errors that may impede comprehensibility - Appropriate but basic vocabulary and idiomatic language - Some control of grammar, syntax, and usage - 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 - Simple and a few compound sentences	- Maintains the exchange with a response that is generally appropriate within the context of the task - Provides most required information (responses to questions, request for details) with some elaboration - Fully understandable, with some errors that do not impede comprehensibility - Varied and generally appropriate vocabulary and idiomatic language - General control of grammar, syntax, and usage - 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) - Simple, compound, and a few complex sentences	- Maintains the exchange with a response that is clearly appropriate within the context of the task - Provides required information (responses to questions, request for details) with frequent elaboration - Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility - Varied and appropriate vocabulary and idiomatic language - Accuracy and variety in grammar, syntax, and usage, with few errors - Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors - Variety of simple and compound sentences, and some complex sentences

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
-

Question 2: Argumentative Essay

5 points

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.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
- Almost no treatment of topic within the context of the task - Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies - Mostly repeats statements from sources or may not refer to any sources - Minimally suggests the student's own position on the topic; argument is undeveloped or incoherent - Little or no organization; absence of transitional elements and cohesive devices - Barely understandable, with frequent or significant errors that impede comprehensibility - Very few vocabulary resources - Little or no control of grammar, syntax, and usage - Very simple sentences or fragments	- Unsuitable treatment of topic within the context of the task - Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate - Summarizes content from one or two sources; may not support an argument - Presents, or at least suggests, the student's own position on the topic; develops an argument somewhat incoherently - Limited organization; ineffective use of transitional elements or cohesive devices - Partially understandable, with errors that force interpretation and cause confusion for the reader - Limited vocabulary and idiomatic language - Limited control of grammar, syntax, and usage - Uses strings of simple sentences and phrases	- Suitable treatment of topic within the context of the task - Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies - Summarizes content from at least two sources in support of an argument - Presents and defends the student's own position on the topic; develops an argument with some coherence - Some organization; limited use of transitional elements or cohesive devices - Generally understandable, with errors that may impede comprehensibility - Appropriate but basic vocabulary and idiomatic language - Some control of grammar, syntax, and usage - Uses strings of mostly simple sentences, with a few compound sentences	- Generally effective treatment of topic within the context of the task - Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies - Summarizes, with limited integration, content from all three sources in support of an argument - Presents and defends the student's own position on the topic with clarity; develops an argument with coherence - Organized essay; some effective use of transitional elements or cohesive devices - Fully understandable, with some errors that do not impede comprehensibility - Varied and generally appropriate vocabulary and idiomatic language - General control of grammar, syntax, and usage - Develops mostly paragraph-length discourse with simple, compound, and a few complex sentences	- Effective treatment of topic within the context of the task - Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies - Integrates content from all three sources in support of an argument - Presents and defends the student's own position on the topic with a high degree of clarity; develops an argument with coherence and detail - Organized essay; effective use of transitional elements or cohesive devices - Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility - Varied and appropriate vocabulary and idiomatic language - Accuracy and variety in grammar, syntax, and usage, with few errors - Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

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

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

5 points

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 present in the majority of the exchanges and in alignment with most, but not necessarily all, criteria listed within a score point.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
- Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task - Provides little required information (e.g., responses to questions, statement and support of opinion) - Barely understandable, with frequent or significant errors that impede comprehensibility - Very few vocabulary resources - Little or no control of grammar, syntax, and usage - Minimal or no attention to register - Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility - Clarification or self-correction (if present) does not improve comprehensibility	- Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task - Provides some required information (e.g., responses to questions, statement and support of opinion) - Partially understandable, with errors that force interpretation and cause confusion for the listener - Limited vocabulary and idiomatic language - Limited control of grammar, syntax, and usage - Use of register is generally inappropriate for the conversation - Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility - Clarification or self-correction (if present) usually does not improve comprehensibility	- Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task - Provides most required information (e.g., responses to questions, statement and support of opinion) - Generally understandable, with errors that may impede comprehensibility - Appropriate but basic vocabulary and idiomatic language - Some control of grammar, syntax, and usage - Use of register may be inappropriate for the conversation with several shifts - Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility - Clarification or self-correction (if present) sometimes improves comprehensibility	- Maintains the exchange with a series of responses that is generally appropriate within the context of the task - Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration - Fully understandable, with some errors that do not impede comprehensibility - Varied and generally appropriate vocabulary and idiomatic language - General control of grammar, syntax, and usage - Generally consistent use of register appropriate for the conversation, except for occasional shifts - Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility - Clarification or self-correction (if present) usually improves comprehensibility	- Maintains the exchange with a series of responses that is clearly appropriate within the context of the task - Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration - Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility - Varied and appropriate vocabulary and idiomatic language - Accuracy and variety in grammar, syntax, and usage, with few errors - Mostly consistent use of register appropriate for the conversation - Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility - Clarification or self-correction (if present) improves comprehensibility Scoring note: A response that meets the majority of these criteria for at least 4 of the exchanges may be sufficient to earn a score of 5.

Score of 0: UNACCEPTABLE

- Mere restatement of language from the prompts
 - Clearly does not respond to the prompts; 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
-

Question 4: Cultural Comparison

5 points

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.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
- Almost no treatment of topic within the context of the task - Presents information only about the target culture or only about the student's own or another community, and may not include examples - Demonstrates minimal understanding of the target culture; generally inaccurate - Little or no organization; absence of transitional elements and cohesive devices - Barely understandable, with frequent or significant errors that impede comprehensibility - Very few vocabulary resources - Little or no control of grammar, syntax, and usage - Minimal or no attention to register - Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility - Clarification or self-correction (if present) does not improve comprehensibility	- Unsuitable treatment of topic within the context of the task - 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 - Demonstrates a limited understanding of the target culture; may include several inaccuracies - Limited organization; ineffective use of transitional elements or cohesive devices - Partially understandable, with errors that force interpretation and cause confusion for the listener - Limited vocabulary and idiomatic language - Limited control of grammar, syntax, and usage - Use of register is generally inappropriate for the presentation - Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility - Clarification or self-correction (if present) usually does not improve comprehensibility	- Suitable treatment of topic within the context of the task - Compares the target culture with the student's own or another community, including a few supporting details and examples - Demonstrates a basic understanding of the target culture, despite inaccuracies - Some organization; limited use of transitional elements or cohesive devices - Generally understandable, with errors that may impede comprehensibility - Appropriate but basic vocabulary and idiomatic language - Some control of grammar, syntax, and usage - Use of register may be inappropriate for the presentation with several shifts - Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility - Clarification or self-correction (if present) sometimes improves comprehensibility Scoring note: A response that does not explicitly compare may earn a score of 3 if it provides a suitable treatment of the topic, including a basic understanding of the target culture and the student's own or another community.	- Generally effective treatment of topic within the context of the task - Compares the target culture with the student's own or another community, including some supporting details and mostly relevant examples - Demonstrates some understanding of the target culture, despite minor inaccuracies - Organized presentation; some effective use of transitional elements or cohesive devices - Fully understandable, with some errors that do not impede comprehensibility - Varied and generally appropriate vocabulary and idiomatic language - General control of grammar, syntax, and usage - Generally consistent use of register appropriate for the presentation, except for occasional shifts - Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility - Clarification or self-correction (if present) usually improves comprehensibility Scoring note: A response that does not explicitly compare may earn a score of 4 if it provides a generally effective treatment of the topic, including some understanding of the target culture and the student's own or another community.	- Effective treatment of topic within the context of the task - Clearly compares the target culture with the student's own or another community, including supporting details and relevant examples - Demonstrates understanding of the target culture, despite a few minor inaccuracies - Organized presentation; effective use of transitional elements or cohesive devices - Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility - Varied and appropriate vocabulary and idiomatic language - Accuracy and variety in grammar, syntax, and usage, with few errors - Mostly consistent use of register appropriate for the presentation - Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility - Clarification or self-correction (if present) improves comprehensibility Scoring note: A response that does not explicitly compare cannot earn a score of 5.

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

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.
-