

AP[®] FRENCH LANGUAGE AND CULTURE



About the Advanced Placement Program[®] (AP[®])

The Advanced Placement Program[®] enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP[®] Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

AP World Languages and Cultures Program

The AP World Languages and Cultures program features eight courses and exams and includes the following languages: Chinese, French, German, Italian, Japanese, Latin, and Spanish (both Language and Literature courses).

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes, but also provides them with access to perspectives and knowledge that is only available through the language and culture. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies. The three modes of communication (Interpersonal, Interpretive, and Presentational), defined in the *Standards for Foreign Language Learning in the 21st Century* and described in more detail in the *ACTFL Performance Descriptors for Language Learners*, are foundational to the AP World Languages and Cultures courses.

AP French Language and Culture Course Overview

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French.

The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

PREREQUISITE

There are no prerequisites; however, students are typically in their fourth year of high school-level study. In the case of native or heritage speakers, there may be a different course of study leading to this course.

Course Themes

The AP French Language and Culture course is structured around six themes:

- Beauty and Aesthetics
- Contemporary Life
- Families and Communities
- Global Challenges
- Personal and Public Identities
- Science and Technology

Themes facilitate the integration of language, content, and culture and promote the use of the language in a variety of contexts.

The themes may be combined, as they are interrelated.

World Languages and Cultures Learning Objectives

The AP French Language and Culture course provides students with opportunities to demonstrate their proficiency at the Intermediate to Pre-Advanced range in each of the three modes of communication described in the *ACTFL Performance Descriptors for Language Learners*.

Students are expected to:

- Engage in spoken interpersonal communication;
- Engage in written interpersonal communication;
- Synthesize information from a variety of authentic audio, visual, and audiovisual resources;
- Synthesize information from a variety of authentic written and print resources;
- Plan, produce, and present spoken presentational communications; and
- Plan and produce written presentational communications.

AP French Language and Culture Exam Structure

AP FRENCH LANGUAGE AND CULTURE EXAM: 3 HOURS

Assessment Overview

Exam questions are based on the six learning objectives and assess all themes. As much as possible, students read and listen to authentic texts from the francophone world throughout the exam.

Format of Assessment

Section I: Multiple Choice | 65 Questions | ~ 95 Minutes |
50% of Exam Score

Part A: 30 questions

- Interpretive Communication: Print Texts

Part B: 35 Questions

- Interpretive Communication: Print and Audio Texts (combined)
- Interpretive Communication: Audio Texts

Section II: Free Response | 8 Prompts | ~ 80 Minutes |
50% of Exam Score

- Interpersonal Writing: Email Reply (1 prompt)
- Presentational Writing: Persuasive Essay (1 prompt)
- Interpersonal Speaking: Simulated Conversation (5 prompts)
- Presentational Speaking: Cultural Comparison (1 prompt)

EXAM QUESTION TYPES

Note: On the AP French Language and Culture Exam, all directions, questions, and texts are presented in French.

Multiple-Choice Section

Part A:

Print Texts

Students respond to questions based on a variety of authentic print materials, including:

- Journalistic Texts
- Literary Texts
- Announcements
- Advertisements
- Letters
- Maps
- Tables

Part B:

Print and Audio Texts

Students respond to a variety of authentic audio texts*, including:

- Interviews
- Podcasts
- Public Service Announcements
- Conversations
- Brief Presentations

Audio Texts

Students respond to questions based on audio texts* that are paired with print materials.

*Note: All audio texts are played twice.

Free-Response Section

Interpersonal Writing: Email Reply (15 minutes)

Students read and respond to an email message.

Presentational Writing: Persuasive Essay (55 minutes: 15 minutes to examine texts and 40 minutes to write)

Students examine three authentic texts (article, table or graphic, audio text), then have 40 minutes to organize and write a persuasive essay in response to a prompt. In their essays they must present and defend their own viewpoint using information from all three sources.

Interpersonal Speaking: Simulated Conversation (2 minutes 40 seconds: 1 minute to preview and 20 seconds each for five prompts)

Students have one minute to preview a conversation, including an outline of each turn in the conversation, and then respond to five prompts.

Presentational Speaking: Cultural Comparison (6 minutes: 4 minutes to prepare and 2 minutes to present)

Students respond to a prompt by giving a presentation in which they compare cultural features of their own community to those found in an area of the French-speaking world with which they are familiar.

- Diversity Issues
- Economic Issues
- Environmental Issues
- Health Issues
- Human Rights
- Nutrition and Food Safety
- Peace and War

Global Challenges

Personal and Public Identities

- Alienation and Assimilation
- Beliefs and Values
- Gender and Sexuality
- Language and Identity
- Multiculturalism
- Nationalism and Patriotism

- Current Research Topics
- Discoveries and Inventions
- Ethical Questions
- Future Technologies
- Intellectual Property
- The New Media
- Social Impact of Technology

Science and Technology

Families and Communities

- Age and Class
- Childhood and Adolescence
- Citizenship
- Customs and Ceremonies
- Family Structures
- Friendship and Love

- Advertising and Marketing
- Education
- Holidays and Celebrations
- Housing and Shelter
- Leisure and Sports
- Professions
- Rites of Passage
- Travel

Contemporary Life

Beauty and Aesthetics

- Architecture
- Contributions to World Artistic Heritage
- Ideals of Beauty
- Literature
- Music
- Performing arts
- Visual arts



Exam Information

The AP French Language and Culture Exam assesses students' proficiencies in the Interpersonal, Interpretive, and Presentational modes of communication. The exam is 3 hours long and includes both a 95-minute multiple-choice section and an 85-minute free-response section. The multiple-choice section accounts for half of the student's exam grade, and the free-response section accounts for the other half.

Section I, the multiple-choice section, primarily assesses Interpretive Communication by asking students to identify main points, significant details, purpose, and intended audience of a variety of texts and to make inferences and predictions based on them. Some questions require students to show understanding of cultural or interdisciplinary information contained in the text. Each selection is accompanied by a preview that provides contextual information.

Section I, Part A, consists of a variety of authentic print materials (e.g., journalistic and literary texts, announcements, advertisements, letters, maps, and tables).


Section I, Part B, consists of a variety of authentic audio materials, including interviews, podcasts, public service announcements, conversations, and brief presentations. This section is divided into two subsections. The first subsection includes audio texts that are paired with print materials; the second consists solely of audio texts. Students will have time to read the preview and skim the questions before listening to the audio. All audio texts will be played twice.

Section II, the free-response section, assesses Interpersonal and Presentational Communication by requiring students to produce written and spoken responses.

In the writing portion, students demonstrate their ability to write in the Interpersonal mode by reading and replying to an email message. Then using the Presentational mode, they write a persuasive essay based on three sources that present different viewpoints on a topic. Students read an article, study a table or graphic, and listen twice to a related audio. Then they have 40 minutes to write an essay in response to a prompt using the information from all three sources to present and defend their own viewpoint. Students have access to the print sources and any notes they may take on the audio during the entire 40-minute writing period.

The speaking portion assesses speaking in the Interpersonal mode by asking students to respond to questions as part of a simulated conversation. Students are provided a preview of the conversation, including an outline of each exchange. This portion also assesses speaking in the Presentational

mode by requiring students to make a 2-minute presentation in response to a prompt on a cultural topic. In their presentation, students compare cultural features of their own community to those found in an area of the French-speaking world with which they are familiar. Students are encouraged to cite examples from materials they've read, viewed, and listened to, as well as from personal experiences and observations.

If using the downloadable PDF version of this publication, you will hear the audio upon clicking on the audio icon (). If using the print version, please visit your course's homepage on AP Central for the audio. Scripts for audio are presented in this publication for reference. They are not provided to students during the exam.

The sample exam items in this Course and Exam Description include an Answer Key and an indication of the learning objective(s) from the Curriculum Framework targeted by each item.

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: Email Reply		1 prompt	50%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt		Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts		20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt		2 minutes to respond

Scoring Guidelines

Interpersonal Writing: Email Reply

<p>5 STRONG</p>	<ul style="list-style-type: none"> • Maintains the exchange with a response that is clearly appropriate within the context of the task • Provides required information (e.g., 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
<p>4 GOOD</p>	<ul style="list-style-type: none"> • Maintains the exchange with a response that is generally appropriate within the context of the task • Provides required information (e.g., responses to questions, request for details) with some elaboration • Fully understandable, with some errors which 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
<p>3 FAIR</p>	<ul style="list-style-type: none"> • Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task • Provides required information (e.g., 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
<p>2 WEAK</p>	<ul style="list-style-type: none"> • Partially maintains the exchange with a response that is minimally appropriate within the context of the task • Provides some required information (e.g., 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

<p>1 POOR</p>	<ul style="list-style-type: none"> • Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task • Provides little required information (e.g., 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
<p>0 UNACCEPTABLE</p>	<ul style="list-style-type: none"> • Mere restatement of language from the stimulus • Completely irrelevant to the stimulus • “<i>I don’t know</i>,” “<i>I don’t understand</i>,” or equivalent in any language • Not in the language of the exam • Blank

Presentational Writing: Persuasive Essay

<p style="text-align: center;">5 STRONG</p>	<ul style="list-style-type: none"> • 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 the essay • Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive 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
<p style="text-align: center;">4 GOOD</p>	<ul style="list-style-type: none"> • 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 the essay • Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence • Organized essay; some effective use of transitional elements or cohesive devices • Fully understandable, with some errors which 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
<p style="text-align: center;">3 FAIR</p>	<ul style="list-style-type: none"> • 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 the essay • Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive 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
<p style="text-align: center;">2 WEAK</p>	<ul style="list-style-type: none"> • 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 the essay • Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive 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

<p style="text-align: center;">1 POOR</p>	<ul style="list-style-type: none"> • 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 viewpoint 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
<p style="text-align: center;">0 UNACCEPTABLE</p>	<ul style="list-style-type: none"> • 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 • Blank

Interpersonal Speaking: Conversation

<p style="text-align: center;">5 STRONG</p>	<ul style="list-style-type: none"> • 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
<p style="text-align: center;">4 GOOD</p>	<ul style="list-style-type: none"> • Maintains the exchange with a series of responses that is generally appropriate within the context of the task • Provides required information (e.g., responses to questions, statement and support of opinion) with some elaboration • Fully understandable, with some errors which 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
<p style="text-align: center;">3 FAIR</p>	<ul style="list-style-type: none"> • Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task • Provides 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
<p style="text-align: center;">2 WEAK</p>	<ul style="list-style-type: none"> • 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

<p style="text-align: center;">1 POOR</p>	<ul style="list-style-type: none"> • 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
<p style="text-align: center;">0 UNACCEPTABLE</p>	<ul style="list-style-type: none"> • Mere restatement of language from the prompts • Clearly does not respond to the prompts • “<i>I don’t know</i>,” “<i>I don’t understand</i>,” or equivalent in any language • Not in the language of the exam • Blank (although recording equipment is functioning)

Presentational Speaking: Cultural Comparison

<p>5 STRONG</p>	<ul style="list-style-type: none"> • Effective treatment of topic within the context of the task • Clearly compares the student's own community with the target culture, 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
<p>4 GOOD</p>	<ul style="list-style-type: none"> • Generally effective treatment of topic within the context of the task • Compares the student's own community with the target culture, 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 which 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
<p>3 FAIR</p>	<ul style="list-style-type: none"> • Suitable treatment of topic within the context of the task • Compares the student's own community with the target culture, 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

<p>2 WEAK</p>	<ul style="list-style-type: none"> • Unsuitable treatment of topic within the context of the task • Presents information about the student's own community and the target culture, 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
<p>1 POOR</p>	<ul style="list-style-type: none"> • Almost no treatment of topic within the context of the task • Presents information only about the student's own community or only about the target culture, 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
<p>0 UNACCEPTABLE</p>	<ul style="list-style-type: none"> • 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 • Blank (although recording equipment is functioning)