

Chief Reader Report on Student Responses: 2021 AP[®] Chinese Language and Culture Free-Response Questions

• Number of Readers	129		
Total Group			
• Number of Students Scored	13,122		
• Score Distribution	Exam Score	N	%At
	5	7,507	57.2
	4	2,034	15.5
	3	2,038	15.5
	2	609	4.6
	1	934	7.1
• Global Mean	4.11		
Standard Group*			
• Number of Students Scored	3,394		
• Score Distribution	Exam Score	N	%At
	5	637	18.8
	4	508	15.0
	3	1,108	32.6
	2	450	13.3
	1	691	20.4
• Global Mean	2.99		

The following comments on the 2021 free-response questions for AP[®] [subject name here] were written by the Chief Reader, [insert name/title/affiliation here]. 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:** Presentational Writing**Topic:** Story Narration**Max. Points:** 6**Total Group Mean Score:** 4.82**Standard Group Mean Score:** 4.01***What were the responses to this question expected to demonstrate?***

This question assessed writing skills in the presentational mode of communication. The AP Chinese Language and Culture Course content related to this question is the Unit on Families in Different Societies. To respond to the question successfully, students needed to demonstrate their proficiency in Chinese language pertaining to everyday family life and the skills required to describe and narrate in paragraph-level discourse. Students were expected to demonstrate their presentational writing skills by narrating a story, depicted in a series of four pictures, about a boy with a messy room who got in trouble with his father for doing a poor job cleaning it (The four pictures and the instructions for answering this question is on AP Central). Students were allotted 15 minutes to narrate a complete and coherent story based on the four pictures provided. The narration should reflect a clear progression of ideas, including a beginning, a middle, and an end.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

In general, the majority of responses demonstrated competence in the presentational mode of communication; they addressed the question with linguistic accuracy, especially in using appropriate vocabulary and grammatical structures to tell a story in accordance with the scenes provided by the pictures. The overall strength was the narration on Picture #1 and #4 (bedroom, bed, on the floor, basketball, computer, clothes, to listen to music, to request, to play video games, to watch TV). However, there were responses with errors that obscure meaning due to limited use of appropriate vocabulary pertaining to family life. Some responses also lacked the grammatical structures needed to address the actions in Picture #2 (putting things under the bed) with linguistic accuracy.

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>
Responses lack logical and smooth transition from one picture to the next, not addressing the change of scenes in the pictures, e.g., 他非常生气，告诉大卫如果他现在梅西他的屋，他一月不能玩儿电脑游戏。) from the following response: 大卫是十七岁的高中学生。星期六他在他的屋听音乐。他爸爸觉得大卫因该洗他的屋，因为他的屋里面有很多东西。他爸爸告诉大卫洗他的屋，可是大卫不要做。所以，先他等他的爸爸去大卫的屋外面。然后，大卫放他的东西在传统上面，以后去一楼玩儿电脑游戏。可是他的爸爸觉得大卫洗他的屋真么快得，所以他看传统上面，看了都的东西在那儿。他非常生气，告诉大卫如果他现在梅西他的屋，他一月不能玩儿电脑游戏。 As a result, the responses	Responses with smooth and logical transition from one picture to the next. The narration is consistent with the prompt with a clear and logical progression. 有一天下午，天明在房间里听手机上的音乐。突然，天明的爸爸走进他的房间里，发现了他的房间乱七八糟，就对天明说他需要先收拾好，才能玩儿。爸爸走了以后，天明就偷偷的把房间里面的所有东西都放在床底下。过了几个小时以后，爸爸又来到天明的房间里检查收拾了怎么样。天有不测风云，爸爸发现了床底下的东西，很吃惊。那时候，天明在楼下玩游戏。爸爸赶快到楼下很生气的跟天明说他需要把东西收拾好。

<p>are description of separate pictures, instead of a narration with a clear and logical progression.</p>	
<p>Responses with limited appropriate vocabulary pertaining family life needed to tell a complete story, e.g., 一天在星期五一个人叫麦可，麦可的爸爸要告诉他如果你要玩在电视你要干净你的地上。然后麦可要干净你的地上，他的爸爸要去看还有看，他方他的篮球，衣服，皮扎在他的睡觉地方。他的爸爸很生气！他去给他讲话。爸爸说“我很生气在你，你不可以玩电视“！然后他说”去放你的篮球，衣服，和皮扎放起来“！</p>	<p>One example of responses that narrated a logical and complete story with details and elaboration:</p> <p>有一位叫小明。小明每天不喜欢做作业，他只喜欢躺在床上听音乐和看电视。小明也非常烂，他把所有的衣服随便丢在他的房间，完全没有收拾，所以他的房间很乱。</p> <p>小明的爸爸觉得小明的房间很难看，而且他觉得如果小明继续真么烂，他以后，搬出去的时候，怎么去生活？爸爸觉得小明要改他的生活方式，所以爸爸先走进小明的房间，叫他收拾清理一下他的房间。爸爸说半个小时以后，他要去看小明的房间清理了。</p>
	<p>小明听了爸爸的话，觉得很烦。爸爸做了以后，小明就随便丢他所有的东西在床的下面。</p> <p>爸爸半个钟头以后走进去很开心知道小明的房间都清理了。但是爸爸，觉得很奇怪，为什么小明可以怎么快得可以收拾好？所以爸爸就看床的下面，看到小明所有的垃圾，衣服，和东西。爸爸很生气。</p> <p>他下楼看到小明玩电子游戏。爸爸就很生气跟小明说去收拾他的房间。</p>
<p>As a result of lack of control of the 把 sentence structure, responses do not clearly describe and narrate the son’s action of placing things under the bed in the second picture in the sequence. Sentences such as (所以他踢食物，球，衣服和书在床的下面。) Another weakness found in the responses is the common mistakes: the incorrect use 都, e.g., 都的垃圾, as seen in the following example: 小军有很多的东西。有一天小军的爸爸打开小军房间的门。爸爸看小军用手机和听大声音在床上，看到垃圾在地上让他非常生气。爸爸骂小军和告诉小军他一定要打扫方静。因为小军很忙他不要打扫，所以他踢食物，球，衣服和书在床的下面。小军告诉爸爸房间打扫了和坐在地上开始玩电系游戏。爸爸去小</p>	<p>Responses with appropriate use of the sentence structure 把 needed to describe Picture # 2</p> <p>Responses used the correct phrase 所有的 to express “all”</p> <p>大卫的爸爸放工回到家的时候发现大卫的房间很乱。地上有足球，篮球，和其它乱起八粥的东西。大卫的爸爸说他很懒，坐在床上听音乐而不收拾房间。大卫的爸爸说如果他想玩游戏就一定要收拾好房间。大卫的爸爸骂了他以后，大卫就简简单单的收拾了一下房间，但是他就把不干净的东西放在床下面。他收拾好了就跑去楼下玩游戏和吃零食。他爸爸上楼检查大卫的房间一进门就觉得很干净，他高高兴兴地笑起来，以为儿子开始听他的话了。但是他一看床下面就发现大卫把全部乱起八粥的东西放在床下。他很</p>

军的房间找一找垃圾。爸爸找在床下看了都的垃圾。爸爸去小军的旁边骂了小军一次。爸爸说小军要打扫房间在一次。

不高兴的跑到楼看到大卫在玩游戏就说“大卫你这个人真么会这样的，除了不听我的话，你还敢骗我。”

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

1. Demonstrate for the students that narrating a story sequence is different from describing the pictures. The task required by this question is to tell a story that is consistent with the pictures, not merely to describe each picture. In addition to make the story have a beginning, a middle, and an end, students also need to make sure that the transition from one picture to the next is smooth and logical. For example, in this question, the father discovered the son's trick in the son's bedroom (Picture #3), then he went downstairs to the living room to ask the son to go upstairs and clean his room again (Picture #4). Although the movement of the father's going downstairs is not depicted, it can be clearly understood by comparing the locations of Picture #3 and Picture #4.
2. Help students develop the necessary linguistic elements, vocabulary and grammatical structures, and cohesive devices, which are needed to narrate stories about everyday events and situations. For instance, teachers can create tasks and provide contexts and learning activities that encourage students to use the 把 grammatical structure to describe moving things around.

Question #2**Task:** Interpersonal Writing**Topic:** Email Response**Max. Points:** 6**Total Group Mean Score:** 4.80**Standard Group Mean Score:** 4.01***What were the responses to this question expected to demonstrate?***

This question assesses writing ability in the interpersonal mode of communication by requesting students to write a response to an email received from a friend. The AP Chinese Language and Culture Course content related to this question is the Unit on Influence of Language and Culture. In the 15 minutes allotted for this task, students must be able to comprehend the email and then write a response that address all the questions posted in the email regarding studying of Chinese after high school. Students are expected to demonstrate skills such as comprehending, analyzing, synthesizing, comparing, and evaluating in order to derive meaning and to respond based on the specific situation and cultural context. The question of this year is as follows: 最近好吗？我高中快毕业了，毕业以后我还想继续学中文，这两天跟同学聊天的时候说到了上大学后怎么继续学中文。有的说大学里有很多中文课可以上，有的说别上大学开的中文课，寒暑假去中国学习中文就行了。这两个选择你觉得哪个更好？为什么？另外，要想学好中文，你有什么建议？

To respond to the question successfully, students needed to demonstrate their Chinese proficiency in reading and writing competencies. In particular they need to demonstrate their ability to identify the main idea and relevant details, to infer the meaning and draw on their understanding of learning Chinese in different contexts. To demonstrate the writing competency, students need to understand and apply appropriate communication strategies in interpersonal writing, use the relevant vocabulary and appropriate grammatical structures for the given context.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Most responses demonstrated competency in interpersonal writing. They demonstrated understanding of the email content, i.e. the writer of the email is about to graduate from high school, and wants to know how to continue their study of Chinese. The responses showed that they were able to identify the main idea and relevant supporting details of the email and able to answer the questions in writing, drawing on their knowledge about studying Chinese in college or in China, and using appropriate vocabulary and grammatical structures.

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>
Students failed to read all the way through the prompt and missed the third question of 建议怎么学好中文, e.g., ...我有很多中文作业。你好吗？我觉得你去先大学学中文，但是我不喜欢中文课。我有英文课和运动课。我也打篮球和保龄球。对不起我没有多小时。再见！	The following is an example of responses that demonstrated understanding and fully responded to the prompt with thoroughness and details: 你好加加，我受到到你的邮件特别开心。在你邮件你问我，你必须选大学的中文课或者选去中国学习中文。我的建议是，你应该去中国学习中文啊！这是因为第一，你的中文水平特别高，你不能从大学中文课学那么多，但是在中国中国人的语言水平像你的。你能学特别多生词。第二，如果你去中国你能也学中国文化。中国是有这五千年的历史和文明的国家，你能学既有趣又有意的信息。对我来说，去中国学习时特别好的机会，我建议

	<p>你去。你也问我想继续学中文时，我的建议是什么。我的建议是你要看很多中国电视因为你的中文水平已经很高，电视的快速度能训练你的技能。我看中国电影时，我感觉到我的技能慢慢好一点的。你选过你毕业后做什么，再给我送邮件！谢谢，小梅</p>
<p>Responses showed lack of attention to the details of questions of the email, e.g. students' misunderstanding of 别 as "other" (it means "don't" in this email 有的說別上大學開的中文課). Some students responded by writing 你可以在别的大学学中文因为更便宜...</p>	<p>Another example of responses that fully responded to the prompt: 你好！我做的最好！这个都是最好的问题。我觉得去中国练习中文可能帮你学中文。如果你去中国全部的人知道中文和可以帮你学。因为每天你听到很多人说中文所以你的中文变更好。读中文的书也可以帮你学习中文。很多的中文的书可能帮你学习。如果你每天努力学习中文你可能做的最棒在你的中文班。夏天是最棒的时间练习中文因为有最多的时间。中文课是很难但是你是最聪明所以你有努力学习你可以做得很棒。加油！</p>

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

1. Teachers should remind their students that this question is an interpersonal writing task. Before writing the email response, they need to read the email/prompt carefully and be sure they are responding appropriately and thoroughly, to all parts of the stimulus.
2. Develop learning opportunities for students to develop their ability to construct a logical and complete response with a clear progression of ideas, using appropriate transitional elements and cohesive devices, required for developing elaboration.

Question #3**Task:** Presentational Speaking**Topic:** Conversation**Max. Points:** 36**Total Group Mean Score:** 27.50**Standard Group Mean Score:** 22.21***What were the responses to this question expected to demonstrate?***

This question assessed speaking ability in the interpersonal mode of communication by having students respond to a series of 6 questions in a simulated conversation about planning a trip to China. The course content related to the Conversation is geography, tourism, and travel, etc., which are in the Units on Factors that Impact the Quality of Life and other topics. Students were allotted 20 seconds to speak at each turn in the conversation. Students should demonstrate ability to interact appropriately, given the specified cultural context, in an unrehearsed, spontaneous fashion, and their responses should reflect integration of a variety of critical thinking skills—such as analyzing, synthesizing, and evaluating—in the process of meaning negotiation. The following are the questions for the 2021 Conversation:

1. 好久不见了，听说你们要去中国旅行了，这太棒了！你们什么时候去中国？为什么想那个时候去？
2. 这次去中国旅行，你们打算去哪个城市或地方？为什么？
3. 在中国的时候，除了去那个城市或地方以外，你自己还想做什么事？为什么？
4. 去中国旅行之前，你们需要做些什么准备？
5. 回来的时候，你想买什么东西或礼物带回家？为什么？
6. 这次去中国，你觉得对你们学习中文会有什么样的帮助？

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

The responses addressed the course content related to the development of interpersonal communication in speaking. Responses demonstrated the students' familiarity with the course content related to the Units on Factors that Impact the Quality of Life and other topics. They addressed the prompt with appropriate interactions in response to the six questions about planning a trip to China. Most responses integrated the skills required to respond to the six questions well; they demonstrated their listening comprehension of the questions and their speaking competence to respond to the questions. They also demonstrated their cultural knowledge about geography (北京, 上海, 西安, 福州, 成都, 四川, 福建), famous landmarks (故宫, 長城, 天安門, 兵馬俑, 熊貓), or type of places, such as 四合院, 餐館, 茶館, 星巴克. However, the mean of student response scores shows that the conversation part is the most challenging among the four free-response questions (Story Narration, Email Response, Conversation, and Cultural Presentation). Some responses could be improved if they addressed all the aspects of the prompt fully. Some responses showed the need to strengthen their command of appropriate vocabulary and grammatical structures. Students could also be helped improve their "test strategies," e.g., carefully listen to the questions and time their responses so that all parts of the question be addressed. In the next section, specific examples will be given to illustrate the strengths and areas that need improvement.

What common student misconceptions or gaps in knowledge were seen in the responses to this question (Conversation 1)?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
Some responses showed misunderstanding of the questions of the prompt as if it asked “where are you going and why” e.g. 这个暑假我们应该去看北京[jing3], eh 所以我们应该看到 eh 长城[cheng3], 因为长城有很多的文化[hua1], 和我很喜欢。	An example of responses that demonstrate understanding and completing the task on both questions of the prompt with a clear focus on the topic: Uh 我觉得在 .. 春天的时候当然要去中国, 因为 uh 春天的时候有春节, 我们可以过新[xin3]年在中国, um 还不太冷不太热 [re3]。
Some responses did not address the second question of the prompt about 为什么, e.g., 我们去在夏天..去中国, 还有我觉得我们..去因为我们觉得很 eh, 中文很好, 还有中国很好... 还有我们可以用 ..做很好的东西在这里。	An example of responses that demonstrate understanding of the prompt and demonstrated excellence in interpersonal speaking: 我们打算在暑假的时候去中国, 因为在暑假的时候中国的学校那些学生也都在放假, 所以可以跟中国的一些朋友来聚一聚。而且在暑假的时候中国有很多漂亮的景点值得一去, 比如说很多名胜古迹, 还有很多地方都很好看。我们可以 .. 这一次集体旅游。

What common student misconceptions or gaps in knowledge were seen in the responses to this question (Conversation 2)?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
This question is comprised of two sub-questions, 哪个城市或地方 (where) and 为什么 (why). Some responses only addressed one question and therefore did not complete the task. The following is an example: hmm 如果我可以去中国的城市, 我想去北京还是去 ... 北 uh 上海, 因为他们的很 ...	uh 我们去长城在北京因为是一个 uh 伟大的地方, 我们也去天安门因为这也在北京。还有我们去故宫..的地方。
Some students did not correctly assume the role in the scenario (a member in a class) or correctly respond to 你們 in the question; consequently, instead of responding to questions based on the role they were playing, their responses were given from their own personal perspective and were inconsistent with the scenario. Examples include 我和我妈去, 我们的家人, 我想去, 我喜欢去 etc. The following is a response as an example:	Uh 这个次我们去中国的时候, 我们想去上海还是或者北京, 这是因为他们是中国最大的城市。Uh 我们想去看兵马俑故宫, 和我们可能去长城

Um 我的家庭在广州，所以我去广州去旅游， uh 我的叔叔.. 我的叔叔在那里。	
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What common student misconceptions or gaps in knowledge were seen in the responses to this question (Conversation 3)?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
Some responses did not address the second question of the prompt about 为什么, e.g., 我们可以去长城和故宫。我们还可以去中国餐厅.	Most students demonstrated understanding and completed the task by responding to 做什么事 and 为什么. Following is an example: 去北京，去广州，去看朋友，跟很多中国人练习说话，去品尝美食。我想跟很多中国人交流，我还想去长城或者其它的地方学习.
Some responses had difficulty identifying or describing the activities that can be done in China.	An example of strong responses that complete the task thoroughly, using solid sentence structures, as in the following: 我也[ye4]想吃各种各样的，地道的和传统的中国菜，因为我觉得中国菜特别好吃的。我特别喜欢， uh 特别要 uh 吃四川菜[cai2]，因为我特别喜欢吃很辣的菜。

What common student misconceptions or gaps in knowledge were seen in the responses to this question (Conversation 4)?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
The prompt asks about 做什么准备, but some students took it as 准备做什么. That misunderstanding affected their performances. For example, 我已经准备去中 uh 中国.	An example of responses that demonstrate understanding and completion of the task: 我们一定要多练习练习中文，而且多了解一下中国有什么规定，这样子我们真的去中国的时候不会 um 跟人们了解 uh，说话的时候不会觉得奇怪奇怪的。
Some responses took too much time repeating parts of the prompt (e.g., 去中国旅行之前). Repeating those multiple times left little time to provide a complete and appropriate response. There are only 20 seconds for each question. One of the common weaknesses of responses is the misuse of 所以 (so) instead of 这样 (so; in this way) in an attempt to connect sentences or to connect sentences smoothly, e.g., 我们 uh 得带我们的衣服，也买机票，所以我们 uh 可以坐飞机去。	An example of responses that demonstrate understanding and complete the task with elaboration and details: 我们需要买对的衣服，夏天去中国我听说很热，所以我们可能需要买帽子、短裤、和短袖的衣服。

What common student misconceptions or gaps in knowledge were seen in the responses to this question (Conversation 5)?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
There are two parts in the question: what to bring home and why. Some responses fail to address both. Following is an example of responses that failed to address 为什么: 在中国我买很多是好玩的东西。也食物东西是中国的...	Two examples of responses that demonstrate understanding and complete the task with demonstration of knowledge of Chinese culture: <ul style="list-style-type: none"> 我要买我妈妈一个毛笔，是中国文化的一个部分。 我要买中国的筷子还有中国茶。我听说中国的茶比别的地方更好。我很喜欢喝茶。
Some responses were weak due to inaccurate tones and lack of control of grammatical structures, e.g., 要买[mai4]中国的筷[kuai2]子还有中国茶[cha1]。我听[ting2]说[shuo4]中国的茶[cha1]在别[bie4]的地[di2]方，比别[bie4]的地[di2]方更好。	Two examples of responses that demonstrate understanding and the ability to complete the task with elaboration: <ul style="list-style-type: none"> 我要买我妈妈一个毛笔，是中国文化的一个部分。这是很重要，因为中国人很喜欢画画。 去了中国，我最喜欢，希望买他们文房四宝笔墨纸砚。因为我的妹妹非常喜欢画中国画。

What common student misconceptions or gaps in knowledge were seen in the responses to this question (Conversation 6)?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
Some responses commented on what they would do in China, instead of addressing the prompt how the trip to China would help their Chinese learning: e.g., 去练习中文，参观名胜古迹 etc.	Examples of responses demonstrated understanding of the prompt and completed the task: <ul style="list-style-type: none"> 去餐馆点菜，练习说汉语，与店员交流 参观长城，学习中国历史，增加对中国的了解。
Some responses were weak because they only included broad comments, e.g., 学中文，学文化 without providing details.	An example of responses that demonstrated understanding and addressed the prompt with details and elaboration on what they will do in China and how these activities will facilitate their language learning: 我们可以跟真的中国人说话; 还有他们会 uh 他们会给我们经验, uh 是怎么样给中国人说什么话; 还有可以学到一啊文化和中国的历史。

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

1. Help students practice addressing the questions directly and fully. This is an interpersonal speaking task, so it is important to listen carefully to the question and then respond to all parts of the question. If there are two

questions in the prompt such as what and how, address both questions coherently. It is important teachers provide a wide range of communicative activities for students to orally interact with each other. The format can be pair work to compose a dialogue in a particular life situation or a small group activity.

2. Use the Scoring Guidelines when conducting daily formative assessments. Teachers should provide opportunities for students to practice conversation tasks and then evaluate their conversation performance based on the rubrics derived from the Scoring Guidelines. Help students develop the ability to complete the task fully and thoroughly.
3. Help students build a solid linguistic foundation, their pronunciation (including tones), the command of grammatical structures, accurate use of vocabulary, and linguistics devices to connect sentences to respond to questions coherently and cohesively. Provide plenty of opportunities for the students to develop their ability to construct a logical and complete response with a clear progression of ideas, using appropriate transitional elements and cohesive devices, required for developing elaboration. For example, after saying 我要去北京” , the next logical idea to develop should be something related to 北京, like 長城, 北京烤鴨. Then the next part will be a description of 長城 or 北京烤鴨 , or an elaboration with the reason for the choice, like 長城很美; 很有名也有很長的历史; 北京烤鴨是北京最有名的美食. With proper cohesive devices, the response can be significantly improved.
4. Ask students to do role-playing in simulated real-life situations. Some responses showed that students had difficulty in assuming the appropriate role in the simulated conversation. The answer does not have to be “truthful.”
5. Expand students’ basic knowledge about Chinese culture, including cultural products, practices, and perspectives. Teachers can create daily activities for students to practice conversation involving description (中国的景点, 历史, 文化), explanation (为什么, 怎么), or comparison (中国和美国的食物).

Question #4**Task:** Presentational Speaking**Topic:** Cultural Presentation**Max. Points:** 6**Total Group Mean Score:** 4.54**Standard Group Mean Score:** 3.88***What were the responses to this question expected to demonstrate?***

This question assessed speaking ability in the presentational mode of communication by requiring students to give an oral presentation on a specific Chinese cultural topic as if they were speaking to their Chinese class. The 2021 question is related to the Units on the Influences of Beauty and Art and the Influence of Language and Culture of the AP Chinese Language and Culture. It comprised a single prompt, which identified the cultural topic and asked students to select an example of that topic, describe it, and explain its significance. Students were allotted 4 minutes to prepare and 2 minutes to deliver their presentation. In addition to linguistic accuracy in forming coherent and cohesive discourse, students should demonstrate cultural appropriateness in describing and analyzing the specified cultural practice, product, or perspective. Responses to this question should demonstrate accurate cultural knowledge. The question for 2021 is as follows:

Choose ONE aspect of Chinese culture that you especially appreciate (Chinese characters, Chinese martial arts, Chinese painting, etc.). In your presentation, describe this aspect of Chinese culture and explain its significance.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

The responses addressed the course content related to the development of presentational communication in speaking. In general, the responses demonstrated competence in the presentational mode of communication; they addressed the question with linguistic accuracy, using appropriate vocabulary and grammatical structures to describe one aspect of Chinese culture they appreciate. Responses demonstrated the students' familiarity with Chinese culture, which the readers consider a broader topic, open to a variety of Chinese cultural aspects for students to talk about. They addressed the prompt with appropriate knowledge about Chinese culture in response to the question. Most responses integrated the skills required to complete this presentational communication task. They demonstrated their oral presentational skills to describe an aspect of Chinese culture and to explain the significance, and their understanding of Chinese culture. But some responses described an aspect of Chinese culture (product and practice), but failed to discuss the significance with elaboration (perspective).

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>
“Chinese characters” are meant for Chinese language characters in the prompt. However, some responses mistook it as famous figures such as Confucius, Mao Zedong, etc.	The following is an example of responses that demonstrated understanding and fully responded to the prompt despite a few errors of tones and word usage: 大家好，我今天跟你们说一说国画。我喜欢传统国画，因为有很多有意思的类型。比如花鸟画和山水画。花鸟画包括荷花、鸟、鱼、虾、shu1[树?]、鹤、还有孔雀和牡丹。这样的国画表达美丽，我喜欢这类型的国画，因为我觉得..很美丽和有意思。还有，山水画包括山、水、有河..或者池[chi3]塘、渔船、房子。山水画表达天人合

	<p>一，因为人类比自[zi2]然更小。人是自然的一分部之一。我觉得都可以简单或者復杂。都是非常漂亮，和有意思的。我很喜欢国画，因为都是美丽和..很好做的。我说完[wan4]了，谢谢你们。</p>
<p>Similar to what we saw in previous years, some responses did not address all aspects of the prompt even though they demonstrated presentational communicative competence in terms of the describing of one aspect of Chinese culture, but did not discuss its significance. This may be due to a lack of careful reading of the prompt or lack of training in explaining the significance of a cultural product/practice, which requires a higher level of thinking skills than describing a new cultural produce/practice. Following is an example: 你好，我爱，uh 我很喜欢 um..古代的中国故事，这个故故事 um 这故事 um..这个故事我..告诉你，是嫦娥奔月，嫦娥奔月的故事很有意思，嫦娥爱后裔，但是一天 um 后裔一天离开,um 因为他..很..rong2yi1 因爲他..要..因爲他要 uh da3tian1sheng3 [long pause]他 umum 在他的家, hm 嫦娥..嫦娥..不好人 uh 要..要偷嫦娥的药，嫦娥吃药， um 嫦娥飞飞月，这个故事很重要。</p>	

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

1. Emphasize the importance of full understanding of the question. The cultural presentation question always consists of two parts: describing ... and explaining its significance.
2. Watch the time closely and make sure to have an appropriate closure to the task before the clock runs out.
3. Develop speaking tasks similar to cultural presentation topics that help students practice addressing both parts of the question so that they don't spend too much time on one part of the question, and run out of time for the second part of the question.
4. Help students improve their vocabulary, sentence structures, and cohesive devices so that they can describe the Chinese Cultural product and practice and explain the significance as well.