

Chief Reader Report on Student Responses: 2022 AP[®] Chinese Language and Culture Free-Response Questions

• Number of Readers	116			
Total Group				
• Number of Students Scored	15,277			
• Score Distribution	Exam Score	N	%At	
	5	7,524	49.3	
	4	2,996	19.6	
	3	2,754	18.0	
	2	813	5.3	
	1	1,190	7.8	
• Global Mean	3.97			
Standard Group*				
• Number of Students Scored	4,211			
• Score Distribution	Exam Score	N	%At	
	5	677	16.1	
	4	669	15.9	
	3	1,382	32.8	
	2	586	13.9	
	1	897	21.3	
• Global Mean	2.92			

The following comments on the 2022 free-response questions for AP[®] Chinese Language and Culture were written by the Chief Reader, Dr. Xinda Lian, Professor of Chinese and East Asian Studies, Denison 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.

Task 1

Task: Presentational Writing

Topic: Story Narration

Max Score: 6

Total Group Mean Score: 4.96

Standard Group Mean Score: 4.25

What were the responses to this question expected to demonstrate?

This task assessed presentational writing skills; the course content related to this task is Unit 5: Factors That Impact the Quality of Life and Unit 4: How Science and Technology Affect Our Lives. To respond successfully, students needed to demonstrate their proficiency in Chinese language pertaining to everyday 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 woman losing her cell phone at an airport restaurant. The four pictures and the instructions for answering this task are available on AP Central. Students were allotted 15 minutes to use the information provided in the pictures to produce a complete and coherent story, which reflects a clear progression of ideas, with a beginning, a middle, and an end. This task expected students to use the pictures to discuss a setting (travel, airport, shop/food stand, etc.) and scenario (losing and then finding a cellphone) that falls well within the scope of AP course content. Students were expected to use the vocabulary and grammatical structures they had learned to narrate the story.

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, students demonstrated competence in the presentational mode of communication. They used appropriate vocabulary and grammatical structures to tell a story in accordance with the scenes depicted in the pictures. Most responses demonstrated a control of basic transitional elements and cohesive devices needed for a well-organized narrative that includes a beginning, a middle, and an end. As was the case with previous years, the infrequent use of some “sophisticated” grammatical structures for the narration of a story of this type, such as the “*ba*-structure,” (very much needed for expressions, such as 他把手机放在桌上台[picture2]; 服务员把手机还给他[picture4], etc.) continued to claim our attention this year.

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

Overall, students did a good job at successfully narrating a story based on the pictures provided, however, there were some common missteps including:

1. Some responses failed to tell a complete story because they did not include key information provided in the pictures. For the response to earn full credit each of the four pictures must be addressed in the student narration.
2. A considerable number of responses did not effectively use proper transitional elements or cohesive devices to create a well-organized narrative.
3. The lack of appropriate vocabulary and grammatical structures prevented some students from narrating the story effectively.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> The response below lacks an end, failing to deal with the information provided in picture 4: <p>上个星期六，小莉在机场准备乘坐飞机去出差，她看向屏幕显示屏发现没有她的航班，她查看手机发现离航班飞行还有一段时间，正好她肚子有些饿了，她便去机场里找餐馆买东西吃。她一进店就把手机放在了收银台，便开始点起了东西，等了一会儿，她拿上食物排队准备去登机，排着排着，突然发现她的手机不见了</p>	<ul style="list-style-type: none"> The following response, despite shortcomings in the use of grammatical structures, presents a complete and cohesive narration, with a beginning, a middle, and an end: <p>昨天晚上，丽丽去飞机场。因为丽丽的妈妈需要丽丽来照顾她，所以丽丽买一张飞机票，想做飞机去纽约，（她妈妈住的地方）。她到飞机场后，觉得又饿又累。丽丽特别喜欢辣的菜，所以她用她的手机找一个在机场里卖四川菜的商店，买一些食物。丽丽放她的手机在卖四川菜商店的桌子上，然后点菜。服务员给丽丽她的食物以后，丽丽很快就跑去上飞机的地方。突然，丽丽发现她不小心，留她的手机在商店的桌子上！丽丽很着急的跑回去商店。最后，服务员还给丽丽她的手机，然后丽丽又回去上飞机的地方，上飞机，然后飞到纽约去照顾她的妈妈</p>
<ul style="list-style-type: none"> The first example below fails to use transitional elements and cohesive devices to organize the pieces of information provided (the use of 然后 and 所以 in the last sentence does not help with the organization of the text). The second example below has the same problem, characteristic of listing. <p>恋恋在一个到达出一个飞机。他说：我要吃一个辣的东西。他参了一个辣的吃东西。他放他的手机在上。然后他在飞机他不知道他的手机在那里所以恋恋他跑步那他的手机在上在辣的吃人。</p> <p>小白，我今天早上去飞机场。地铁有很多人。我更很多人聊天。我晚上一点，我去买东西吃。我很喜欢墨西哥菜所以我买墨西哥菜。飞机场的墨西哥菜很好吃。我晚上三点找我的电话。</p>	<ul style="list-style-type: none"> The response below uses a series of transitional elements and cohesive devices to make the narrative an organized text of paragraph length. <p>上午十二点钟左右，玛丽亚在等她的飞机。因为她的飞机一点钟才起飞，所以她去一个墨西哥饭店吃午饭。她买饭的时候把她的手机放在饭店的桌台上。她吃饭吃得特别慢。突然，她看到她的手表说已经快一点了。她急急忙忙地去赶飞机。她在排队上飞机的时候看到前面的人打电话。她也想用她的手机，可是她找不到。她一下记得手机忘在饭店，所以她快快得去饭店拿她的手机。她到饭店的时候特别高兴看到她的手机还在桌台上。最后，她一拿到手机就赶快得跑回来赶上飞机。虽然已经一点十分了，但是她赶上了飞机！</p>

<ul style="list-style-type: none"> The following responses are unable to use necessary grammatical structures (the <i>ba</i>-structure specifically) to narrate the story more effectively: <p>一天兰兰去飞机场因为她用飞机去加拿大。她看飞机的时间以后，知道她有三十分钟。她想吃墨西哥菜所以她找起来。一找到墨西哥餐馆就不知道什么她想吃。她正在做什么，拿她的手机在桌子的上边。她收到菜以后忘了他的手机，可是她不知道。她刚上飞机以前想用她的手机可是不能找到。她想哭起来可是墨西哥餐馆的服务员有她的手机，所以他回给她的手机。</p> <p>有一天，小明快要坐飞机。她还有很多的时间，所以去了一个好吃的地方来吃。她在选吃什么的时候，放了她的手机在桌子上面。以后，要走的时候，小明记住了她忘记了她的手机在那拿食物的地方。小明跑的很快去拿他的手机。</p>	<ul style="list-style-type: none"> The two uses of the <i>ba</i>-structure helps the following example address effectively the information provided in pictures 2 and 4: <p>好久没吃墨西哥菜，看了看菜单，觉得这家店的品种不错，就点了一份辣味的墨西哥脆饼和一杯可乐。但在点菜的时候，我把我的手机忘在了店铺的台子上，到走后都一直没有注意到。还好到登机的时候想到要看我的手机，给家人报信，才发现我手机不见了。我瞬间跑回那家店，同时希望着我的手机还在。幸好服务员帮我看好了手机，在我跑到店的时候就直接把手机还给了我。</p>
<ul style="list-style-type: none"> The following response is riddled with typos that obscure meaning. The student either could not type accurate <i>pinyin</i>, or was not able to identify the correct characters from the list of available choices: <p>星期六的时候，非儿去<u>斐济强</u>。她要飞回北京，可是她<u>素要</u>等一个小时，所以她去吃墨西哥<u>惨</u>。她看到一个很便宜的<u>残</u>，又跟一个可乐，所以他点这个<u>惨</u>。点餐的时候，她把电话<u>拿取</u>来，扫二维码。后来，非儿<u>钻被伤</u>飞机，可是她忘了她的电话！她很快回这个墨西哥餐馆拿它的手机。他现在可以飞。</p>	

Note: When typing responses in the Writing part of the exam, students may choose from the following three input methods: Pinyin Simplified, Pinyin Traditional, and Bopomofo. The authentic student examples in this report reflect the different approaches students may take.

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?

- Tell students that the priority of the task is not to write a “beautiful” composition with carefully chosen words (since there are time limitations). Student’s should instead focus on narrating a complete story with a beginning, a middle, and an end, which means that their responses should cover all the four pictures.
- Help students learn to budget their allotted test time. For example, make sure that they do not spend too much time on the noncrucial details at the beginning (usually when dealing with the first picture) and have enough time to complete the story with a logical end (when addressing the stimulus provided in the fourth picture).
- Provide plenty of opportunities for students to develop their ability to construct a logical and complete story with a clear progression of ideas, using appropriate transitional elements and cohesive devices, required for narration. Teachers can use examples to show students the difference between a well-organized narration of paragraph length and a group of discrete sentences loosely put together.
- Help students build a basic vocabulary related to the AP Course content.
- Incorporate the AP Exam format into daily teaching and provide opportunities for students to get familiar with both the form and content of the exam.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teachers can utilize flexible resources in AP Classroom to provide students with daily instruction, practice, and feedback to help cover and connect content and skills. [AP Chinese Language and Culture: Classroom Resources | AP Central – The College Board](#)
- Teachers should access the scoring guidelines and share them so that students will have realistic expectations for performance on this task. <https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/exam?course=ap-chinese-language-and-culture>
- Teachers should access one or more of the Story Narration tasks from 2007–2022 and their associated student samples of high-, mid- and low-performance and share them so that students can gain insight into performance, vis-à-vis the scoring guidelines. <https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/exam?course=ap-chinese-language-and-cultureTeachers>
- Teachers should use the remaining Story Narration tasks from 2007–2022 to provide practice over the course of the year. <https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/exam?course=ap-chinese-language-and-culture>
- Teachers should score students’ responses using the scoring guidelines and provide feedback that focuses on what students need to do to improve their scores.
- Teachers can provide examples of stories in class outlining the beginning, middle, and end of the story, ask students to brainstorm vocabulary and describe the events in each picture, and then suggest some traditional expressions that will link their ideas.
- Teachers can assign daily practice in typing Chinese characters and identifying the desired characters. With this practice, word(s) typed with the selected input method will display multiple Chinese character options on the screen. Students must identify and then select the correct character(s), instead of choosing the one that is displayed first in the sequence.

- Teachers should view the AP World Languages and Cultures Online Module: *Presentation Communication: A Focus on Writing*, by Federica Santini, to learn some strategies for building their students' performance in Presentational Writing.
<https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>

Task 2

Task: Interpersonal Writing

Topic: Email Response

Max Score: 6

Total Group Mean Score: 4.12

Standard Group Mean Score: 3.19

What were the responses to this question expected to demonstrate?

This task evaluated writing skills in interpersonal writing by requiring students to respond to an email received from a friend. The course content related to this task is Unit 6: Environmental, Political, and Societal Challenges. Students were allowed 15 minutes to comprehend the email and then write a response addressing all questions posed in the email. To complete the task successfully, students were required to analyze, synthesize, compare, and evaluate the information provided in the text. Students were also expected to pay attention to the specific communicative situation the email creates, as well as the etiquette in interpersonal communication.

The question for the Email Response this year is as follows:

你好！我有个问题，想听听你的看法。今天上课时，老师讲到了我们这里的气候变化的问题，比如夏天变得越来越热，冬天的雪下得越来越少。老师还让我们写一篇作文，讨论气候的变化对我们生活的影响。你住的地方有哪些气候的变化？你认为这些变化对我们的生活有什么影响？谢谢！

The three key words imbedded in the email, i.e., 气候, 变化, and 影响, were crucial to students' understanding of the two questions asked.

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. The majority of students were familiar with the topic of weather changes and were able to discuss how these changes impact people's lives. Most responses demonstrated students' skills in reading comprehension and writing, which were required to respond to the questions raised in the email. A common error seen in responses to this question is the failure to respond to all questions raised in the email (for example, talking about weather changes, but failing to discuss how these changes impact people's lives).

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

Students were generally successful in responding to the email, but some common errors include:

1. In general, students could manage to describe weather changes but had difficulties discussing how these changes impact people's lives.
2. Some responses lacked adequate vocabulary and grammatical structures to effectively answer questions posed in the email.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> The following response shows that the student did not understand the questions posed in the email, i.e., 你住的地方有哪些气候的变化？你认为这些变化对我们的生活有什么影响？ A possible reason could be that the student did not know the word 变化. As a result, the response only describes weather conditions and seasonal activities but does not discuss changes in weather and how these changes impact people’s lives. <p>你好，我在的地方气候很暖和的，不太冷，不太热。我觉得你们的生活不错的，但是，你们可以看到天气，然后决定什么活动时最好的。比如说，在春天，你们可以踢足球，还做什么事 outside 的。在冬，你可以在学校里，打乒乓球还做学校里的东西。</p>	<ul style="list-style-type: none"> The following response demonstrates understanding of the question 你住的地方有哪些气候的变化？ and addresses the question properly. <p>我住在奥斯丁，是美国的德州的一个城市。因为德州在美国的南方，德州市出名的天气热。这里的气候的变化跟你说的一样，夏天越来越热，冬天的雪下的越来越多，特别反常。</p> <ul style="list-style-type: none"> The following response does not only talk about 气候的变化 but also discusses how weather changes impact people’s lives. <p>我发现最近这几年冬天来的越来越慢了。平常九月份或者十月份，天气就已经开始转凉了。但是最近几年，九、十月份的时候，天气还很热，每天都有着大太阳。而且要到十一、十二月份才开始变阴天。我发现夏天也越来越长了。这一些变化会对我们的生活带来很多负面影响，因为住在这里的人和设备都不适应这个不正常的气候。比如说，德州去年冬天下了很大的雪，但是人们都不知道怎么应对下雪天，所以有很多家的水管爆了。还有，雪积累到路上人们也没有也不知道提前准备铲雪的工具。这个情况下，想开车买工具也开不出去，因为路太滑。最严重的是，德州还到处断电和断水，使得人们想开暖气或洗澡都做不了。这带来的后果就是德州因为停电而被冻死。而这些问题都是因为住在德州的人不适应气候的变化带来的生活上面的影响。</p>

- Some students did not have enough vocabulary to understand the email, and so they just responded by repeating the questions, or putting down a few words they could recognize in the email.

您好！谢谢你问我你的气候环境问题。我觉得夏天变有越来越热的气候不错的。我跟你同意认为讨论气候的变化对你们的生活得影响。你老师让你们写作文。

你好！你是写很多，所以他射有很多。你的老师没有小写。所以你写很大！我的生活没有顆。你是有很多。

- The following examples uses proper vocabulary needed to respond effectively to the two questions posed in the email.

你好！你的课听起来真有趣！我想我可以回答你的问题。我住的地方的气候变化有点奇怪。因为我住在南方，在冬天气候没有很大可以看出来的变化。温度还是很温暖，和我们从来也没有雪。春天和夏天来的是，天气会变得很干热。我认为这些变化对我们生活有很大的影响。比如，我住的地方又热又干，气候不太变，所以我们地不合适种菜和别的植物，或者也不能养大动物。可是有些城市有大气候变化，冬天干春收到好多雨，所以它们的农历很著名。我希望我能对你的作文有帮助！祝你好运！

Note: When typing responses in the Writing part of the exam, students may choose from the following three input methods: Pinyin Simplified, Pinyin Traditional, and Bopomofo. The authentic student examples in this report reflect the different approaches students may take.

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?

- Tell students to read the question carefully, identify its main idea, and make sure they truly understand what the author of the email is asking.
- Remind students that it is important to address the question fully—task completion takes first priority. Students should practice reading the prompt carefully and thoroughly before answering all aspects of the question in a real-life communicative context. Students should look at the task a role play and use the opportunity to demonstrate their comprehension and ability to reply comprehensively.
- Teach students how to construct coherent and cohesive discourse with well-connected sentences. Give examples to illustrate this and have students practice writing at paragraph level.
- Give students ample opportunities to practice typing Chinese on a computer to reduce errors in character selection.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teachers can utilize flexible resources in AP Classroom to provide students with daily instruction, practice, and feedback to help cover and connect content and skills. [AP Chinese Language and Culture: Classroom Resources | AP Central – The College Board](#)
- Teachers should access the scoring guidelines and share them so that students will have realistic expectations for performance on this task. <https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/exam?course=ap-chinese-language-and-culture>
- Teachers should access one or more of the Email Response tasks from 2007–2022 and their associated student samples of high-, mid- and low-performance and share them so that students can gain insight into performance, vis-à-vis the scoring guidelines. <https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/exam?course=ap-chinese-language-and-culture>

- Teachers should use the remaining Email Response tasks from 2007–2022 to provide practice over the course of the year. <https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/exam?course=ap-chinese-language-and-culture>
- Teachers should score students’ responses using the scoring guidelines and provide feedback that focuses on what students need to do to improve their scores.
- Teachers can provide sample emails and have students work in pairs to identify the purpose of a message, what is being requested, and other pertinent details before responding.
- Teachers can provide students with a checklist of grammar and mechanical errors to look for and address when reviewing their own or peer reviewing others’ work, and student pairs can then exchange their email responses for peer review. These peer reviews can provide feedback on the accuracy of the response and grammar, or mechanical errors, and even offer suggestions for extending the response.
- Teachers should view the AP World Languages and Cultures Online Module: Interpersonal Communication: Developing Writing Abilities, by Nyan-Ping Bi, to learn some strategies for building their students’ performance in Interpersonal Writing. [AP World Language and Culture Interactive Online Modules | AP Central \(collegeboard.org\)](#)
- Teachers can assign daily practice in typing Chinese characters and identifying the desired characters. With this practice, word(s) typed with the selected input method will display multiple Chinese character options on the screen. Students must identify and then select the correct character(s), instead of choosing the one that is displayed first in the sequence.

Task 3

Task: Interpersonal Speaking

Topic: Conversation

Max Score: 36

Total Group Mean Score: 26.01

Standard Group Mean Score: 18.93

What were the responses to this question expected to demonstrate?

This task evaluated interpersonal speaking skills by having students respond to a series of questions in a simulated conversation. The course content related to this task is Unit 3: Influences of Beauty and Art. Students were invited to participate in a conversation by responding to a series of six questions one by one. After hearing each question, students had 20 seconds to respond. Responding in an unrehearsed, spontaneous fashion required critical thinking skills such as analyzing, synthesizing, and evaluating information, as well as a clear understanding of the cultural context of the conversation.

The questions for the Conversation this year were as follows:

1. 你好！我想了解在美国的学校里，一般有哪些艺术课？
2. 你觉得你们学校应该有艺术课吗？为什么？
3. 对于上艺术课这个问题，你爸爸妈妈有什么看法？
4. 很多中国人觉得学数学和科学比学艺术更有用。你觉得呢？
5. 中国的艺术多种多样，像书法、国画、京剧等等。你最喜欢哪一种？为什么？
6. 最后，请你给我介绍一个你知道的艺术家吧。

The topic was about the course theme of “art.” This task expected students to engage in a conversation using vocabulary and knowledge relevant to the course to have an extemporaneous exchange with another speaker.

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?

Student responses addressed the course content related to the development of interpersonal communication in speaking. Most responses demonstrated students’ familiarity with the course content related to the Unit on Influences of Beauty and Art. In a simulated real-life conversation, students addressed the prompt with appropriate interactions in response to six questions about art, demonstrating their skills of listening and speaking. In general, students did a better job this year addressing the “为什么” part of the prompt. However, a considerable number of responses showed that the topic of art could be among the more difficult for students to discuss because they did not always have adequate vocabulary of art terms or enough command of general knowledge of art to be effective in their communication.

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

Students were relatively successful at engaging in the simulated interpersonal conversation, but the following were common errors:

1. For questions comprised of two parts, some responses only addressed one part and, therefore, failed to complete the task fully.

2. A considerable number of responses showed a lack of appropriate vocabulary needed (terms relating to art and school curriculum, such as 手工课, 绘画课, 摄影课, 科学, 数学, 艺术家, etc.) to answer the questions effectively.
3. Insufficient knowledge in art also prevented some students from answering questions with the elaboration and detail needed to earn credit.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> The following responses show a lack of necessary vocabulary needed to answer the questions. <p>(In answer to the question 你好！我想了解在美国的学校里，一般有哪些艺术课？)</p> <p>en 有一些在 (long pause) eh .. 有圖書館和 .. e 還有一些 .. (very soft possibly 圖書館的)</p> <p>(In answer to the question 你觉得你们学校应该有艺术课吗？为什么？)</p> <p>我覺得我學校 .. 的課很好，因為我的老師 .. 很聰明。</p> <p>(In answer to the question 对于上艺术课这个问题，你爸爸妈妈有什么看法？)</p> <p>我爸爸妈妈跟我同意，我们 uh 昨天晚上 (shang2) 聊天(tian4)，... 也 uh 他们说他们觉得我要有很多 yilxue2 课</p> <p>(In answer to the question 很多中国人觉得学数学和科学比学艺术更有用。你觉得呢？)</p> <p>我觉得一样 uh 中国学生，因为是 ... 我们有很多一样，还有很多不是非常难，但是我们有很多这个的艺术课，因为我们有数学课和课课... 和中国课，我们有很多，所以我想...，比如说他们 ... 对。</p> <p>(In answer to the question 中国的艺术多种多样，像书法、国画、京剧等等。你最喜欢哪一种？为什么？)</p> <p>Uh 我最[zui2]喜欢 Uh ... uh [zhongdong], uh .. 因為我覺得 uh .. 非常有意思[sil].</p> <p>(In answer to the question 最后，请你给我介绍一个你知道的艺术家吧。)</p>	<ul style="list-style-type: none"> The following examples demonstrate students' good understanding of the questions and their ability to respond to the questions properly. <p>(In answer to the question 你好！我想了解在美国的学校里，一般有哪些艺术课？)</p> <p>美國的學校有很多不同的藝術課，比如說我們有 en 書法藝術，en 繪畫課，en 怎麼做手鐲和珠寶的課，en, en 而且有怎麼 er 怎麼畫畫的課, 你有很...</p> <p>(In answer to the question 你觉得你们学校应该有艺术课吗？为什么？)</p> <p>我覺得我們的學校應該有一些藝術課。因為 uh 這個課很好玩。uh 也 .. 如果一個學生想做藝術的 uh 工作，就需要學藝術的東西。</p> <p>(In answer to the question 对于上艺术课这个问题，你爸爸妈妈有什么看法？)</p> <p>我[wo4] 爸爸妈妈觉得我的学校不应该有艺术课，因为他觉得艺术课浪费时间，但是我觉得我们学校应该有艺术课，因为艺术给世界太平盛世。</p> <p>(In answer to the question 很多中国人觉得学数学和科学比学艺术更有用。你觉得呢？)</p> <p>我觉得学科学和学数学是更有用的，因为更多的工作他们要懂科学和数学的人。可是不需要懂艺术的人。</p> <p>(In answer to the question 中国的艺术多种多样，像书法、国画、京剧等等。你最喜欢哪一种？为什么？)</p> <p>我[wo2]喜歡 .. uh .. 國畫, 因為我[wo2]覺得看起來非常非常出色[se2]. 看. . 有很多不同的東西你可以看[kan1]. 我小的時候, 我跟我的姊妹 [jiei1jiei1]去看國畫. 還有我[wo2]覺[jue3]得非常出色.</p>

<p>Uh ..我不知道 ..艺术[yilse2]家, 那个 .. 会有的, 我只是 ..来读 .. xul[书?], 你可以去问别人。</p>	<p>(In answer to the question 最后, 请你给我介绍一个你知道的艺术家吧。) 我最喜欢的艺术家是一个艺术家在中国, 他不有手, uh, .. 他没有手, 所以他用他的脚画画他 .. 开始没有父母[fu2mu1], 所以他没有很多钱, 可是他很喜欢 艺术和画画用他的脚, 和我想这是很酷和是很好的事情。</p>
<ul style="list-style-type: none"> The following responses misunderstand the question 对于上艺术课这个问题, 你爸爸妈妈有什么看法? 我爸爸妈妈高中的时候没有上艺术课 “我有问题的时候, 爸爸觉得我要告诉老师” 	
<ul style="list-style-type: none"> The following response does not know the meaning of the word 看法: “我的爸爸有黑色的头发, 我的妈妈有白色的头发” 	
<ul style="list-style-type: none"> The following responses demonstrate a lack of cultural knowledge needed to answer the question. Uh .. 我[wo2]知道的艺术家是, um .. 我的老师。xi1 [是?], uh .. 知道很多在这里, 和他们, 他给我们说 ..有, .. 地方 ok, 我们可以去 [qu1], 别的学, 我们可以 .. zhidao4[知道?]这里。 我不知道 .. 艺术[yilse2]家, 那个 .. 会有的, 我只是 .. 来读 .. xul[书?], 你可以去问别人。 	
<ul style="list-style-type: none"> The lack of appropriate grammatical structures prevents the following responses from addressing the prompts effectively. 我爸爸妈妈跟我同意, 我可以做在我的学校, 做艺术课, 我觉得我也很喜欢和因为是一个很好的东西, 他想我[for 他希望] 	

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> 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。 	<ul style="list-style-type: none"> 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]。
<ul style="list-style-type: none"> 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。 	<ul style="list-style-type: none"> 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 这次去中国旅行，你们打算去哪个城市或地方？为什么？)？

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> 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... 	<ul style="list-style-type: none"> An example of responses that demonstrated understanding and completion of the prompt: 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: 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。

- An example of responses that demonstrated understanding and completion of the prompt: 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

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?

- Remind students of the need to listen to the questions carefully in order to address the prompt directly and fully.
- Provide ample opportunities for students to practice role-playing in a variety of contexts and scenarios. Some responses showed evidence of difficulty in assuming appropriate roles in the simulated conversation. Tell students that their answers do not need to be factual or reflect the student’s personal thoughts or experiences, they just need to be an appropriate simulation to demonstrate the knowledge and skills required by the task. They complete the task as a role play where they take on a persona that allows them to answer the questions fully and accurately.
- Always remind students of the need to address the questions directly and fully. Tell them to pay attention to the question words (吗? 为什么?). Even when the question does not have a tag of “为什么,” it’s always helpful to assume there is one and to provide a thorough answer.
- Teach students how to use transitional elements and cohesive devices to connect and organize their sentences.
- Expand students’ vocabulary, especially those relating to AP course content.
- Help students improve their pronunciation (including tones) and grammatical structures. Accuracy in pronunciation will ensure that the student response can be understood accurately to earn credit.
- Tell students not to repeat the prompt. Use the entire time to address the prompt and develop the response. Also tell them not to use fillers like 我覺得這是個问题很有意思. This won’t help with the score but will use up the limited time they have to respond.
- Tell students to take full advantage of the 20-second response time. They should make full use of the time to thoroughly elaborate and demonstrate the skills and knowledge that will earn credit. Encourage students to come up with as many relevant ideas/details as possible in their responses.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teachers can utilize flexible resources in AP Classroom to provide students with daily instruction, practice, and feedback to help cover and connect content and skills. [AP Chinese Language and Culture: Classroom Resources | AP Central – The College Board](#)
- Teachers should access the scoring guidelines and share them so that students will have realistic expectations for performance on this task. <https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/exam?course=ap-chinese-language-and-culture>

- Teachers should score students' responses using the scoring guidelines and provide feedback that focuses on what students need to do to improve their scores.
- Teachers should access one or more of the Conversation tasks from 2007–2022 and their associated student samples of high-, mid- and low-performance and share them so that students can gain insight into performance vis-à-vis the scoring guidelines.
<https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/exam?course=ap-chinese-language-and-culture>
- Teachers should use the remaining Conversation tasks from 2007–2022 to provide practice over the course of the year. <https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/exam?course=ap-chinese-language-and-culture>
- Teachers should view the AP World Languages and Cultures Online Module: *Interpersonal Communication: Developing Speaking Abilities*, by Clarissa Adams-Fletcher, to learn some strategies for building their students' performance in Interpersonal Speaking.
<https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>
- Teachers can provide conversations for students to listen to, pause the recording and formatively assess students' understanding during the conversations, and ask individual students to practice conversations in class and then ask others to provide more details after each response.
- Teachers should work with students so they become familiar with how long 20 seconds is so they can become more comfortable about how long their responses can be.

Task 4

Task: Presentational Speaking

Topic: Cultural Presentation

Max Score: 6

Total Group Mean Score: 4.70

Standard Group Mean Score: 4.03

What were the responses to this question expected to demonstrate?

This task assessed presentational speaking skills by requiring students to give an oral presentation on a specific Chinese cultural topic as if they were speaking to their Chinese class. The course content related to this task is Unit 5: Factors That Impact the Quality of Life. The task was comprised of a single prompt, which identified the cultural topic and asked students to select an example of that topic, describe it, and explain its significance. After hearing and reading the topic, students had 4 minutes to prepare and 2 minutes to deliver their presentation. In addition to linguistic accuracy in forming a coherent and cohesive discourse in speaking, students were expected to demonstrate cultural knowledge and cultural appropriateness in describing and analyzing specific cultural topics they chose to present.

The question for this year's Cultural Presentation was:

Choose ONE Chinese souvenir that you would like to purchase (for example, tea, toys, accessories, etc.). In your presentation, describe this souvenir 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?

In general, student responses demonstrated competence in the presentational mode of communication. Using appropriate vocabulary and grammatical structures, students described a Chinese souvenir of their choice, and explained its cultural significance. Most students demonstrated their oral presentational skills in describing and explaining, and their understanding of Chinese culture. In some cases responses successfully described a Chinese souvenir but did not discuss the significance of that souvenir with elaboration required to earn full credit.

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

While students were successful with many aspects of this task, some common errors include:

1. The topic for this year's Cultural Presentation is not just another cultural "object," but specifically a "souvenir that you would like to purchase." A considerable number of students passed the word "souvenir" and instead went forward with a presentation of an object of their choice, either because they did not read the question carefully, or did not understand the meaning of the word "souvenir." As a result, they did not address all aspects of the prompt directly.
2. Some students found it difficult to explain the cultural significance of an object.
3. Some responses did not have adequate appropriate vocabulary and grammatical structures to present their ideas effectively.

4. Some responses did not demonstrate proficiency with using transitional elements and cohesive devices to produce a well-structured presentation of paragraph length.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> The following response does a decent job describing a set of cultural objects 文房四宝 but fails to directly address one of the most important aspects of the prompt, i.e., the cultural object as a <u>souvenir</u>. <p>大家好，今天我要和大家分享的主题是关于文房四宝的笔墨纸和砚。首先，呃，笔墨纸和砚是很重要，是，呃，中国人每天在学校用笔墨纸和砚。呃，写字和他们也用笔墨纸和砚，写书法。其次，呃，笔是，你要用笔写书法。呃，笔的，笔是用动物的毛做的。和狼是最好的动物，因为是 ... 呃 ...。呃，墨是黑黑的，和砚是用石头做的。你要用，你要拿你的墨和拿你的砚，你要磨你的墨，你要磨起来，你要用黑色的水，你可以，呃，你要写。然后，我知道一个故事是，墨汁。呃，很久以前，有一个孩子，他每天写书法，和他每天写书法完的时候，洗他的墨和笔在他的河，河变成黑色，所以这个河的名字叫 hai ... 黑池。最后，我要买这个笔墨纸和砚给我的老师，因为他教我这个笔墨纸和砚。最后，我觉得学习文房四宝的笔墨纸和砚，真是有趣。这是我的分享，谢谢大家。</p>	<ul style="list-style-type: none"> The following response does not only describe the souvenir but also explains its cultural significance, using several concrete examples. <p>大家好，我今天想给你们演讲的话，就是中国的去旅行要买的一个工艺品，就是筷子。要是我旅行去中国的话，我要买一双。首先，筷子是中国文化和工艺品的很重要的地方，因为它们在中国的吃法，很长时间。筷子比世界的别的国家的吃法很好。我觉得，我自己觉得很奇怪，所以买筷子，学习怎么用筷子，就会像旅客更懂中国的文化，呃，我觉得我们可以看在亚洲，这个筷子，这个中国的工艺品的筷子，就是一个很用，很常用的工艺品。很常用的吃法，比如说，在日本，在呃，韩国，呃，在 cheng2 nan4，筷子都是一样的。为什么筷子，我觉得... 其次，呃，筷子，呃，会给我们，呃，看一下中国的文化，和中国的吃饭的时候的文化，因为我觉得吃饭就是一个社会和一个国家的文化的很重要的地方，所以，最重要的就是，呃，用，学怎么用筷子就会给我们，呃，教一下中国的文化。</p>
<ul style="list-style-type: none"> Except for the mention that 全世界的熊猫都住在中国, the response does not explain the significance of the souvenir. <p>大家好，我今天会跟你讲我想买的中国纪念品。我想买的纪念品是熊猫娃娃。因为全世界的熊猫都住在中国。所以是很，很有中国..., 有有关的。呃 ... 熊猫的娃娃会很便宜，所以不贵，我可以买，因为我没有很多钱。熊猫的娃娃也是很可爱，我可以买它给我的弟弟和妹妹，送给他们礼物。</p>	<ul style="list-style-type: none"> Below are some examples of an appropriate explanation of the cultural significance of various Chinese souvenirs. <p>“中国的影响很大，而中国茶的影响很大。中国人给世界的人茶。美国人知道茶是一个中国去的东西。如果人们要学习中国的文化，所以写中国茶的故事是很重要的。”</p> <p>“喝茶不仅是品茶的味道，而且还有家的味道。”</p> <p>“茶对身体健康有帮助，不但可以提神、排毒，还可以去口臭。”</p> <p>“大人给小孩红包就是给他们爱。”</p>

- The following response picks an appropriate topic. It also tries to discuss the significance of the object in some detail. However, the lack of appropriate grammatical structures and appropriate vocabulary prevents it from presenting the topic effectively.

你好，我会介绍我的最喜欢中国礼物，我爱中国茶，中国茶有很多重要，呃，很久很久以前，没人喝茶，因为你可以用茶，呃，药，很多人觉得茶有很多身体好处。我喜欢茶因为中国茶有很多东西。比如，红茶，绿茶等等。我的家爱中国茶。中国茶也是传统中国礼物。它有很健康。和它很好喝，中国茶可以当冰茶和热茶。我最喜欢热绿茶和冰红茶。我的父母说中国茶有很多身体健常。他们说你可以用中国茶休息，和喝一千岁喝茶，因为中国茶帮助你睡觉，和中国茶帮助你越来越打工。我的妈妈说，中国茶有很多文化重要。在中国因为传统礼物，呃，这个是中国茶。

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?

- Always emphasize the importance of reading the question carefully. Every word in the question counts.
- Remind students that it is important to address the question fully—not just to describe a topic, but also to explain the cultural significance of the topic.
- Provide opportunities for students to develop their ability to construct coherent discourse using appropriate transitional elements and cohesive devices.
- Help students understand the differences between description and explanation, between facts and evaluation.
- Teach students how to reorganize or edit what they have learned/prepared to better target the question asked.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teachers can utilize flexible resources in AP Classroom to provide students with daily instruction, practice, and feedback to help cover and connect content and skills. [AP Chinese Language and Culture: Classroom Resources | AP Central – The College Board](#)
- Teachers should access the scoring guidelines and share them so that students will have realistic expectations for performance on this task. <https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/exam?course=ap-chinese-language-and-culture>
- Teachers should access one or more of the Cultural Presentation tasks from 2007–2022 and their associated student samples of high-, mid- and low-performance and share them so that students can gain insight into performance vis-à-vis the scoring guidelines. <https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/exam?course=ap-chinese-language-and-culture>

- Teachers should use the remaining Cultural Presentation tasks from 2007–2022 to provide practice over the course of the year. <https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/exam?course=ap-chinese-language-and-culture>
- Teachers should score students’ responses using the scoring guidelines and provide feedback that focuses on what students need to do to improve their scores.
- Teachers should view the AP World Languages and Cultures Online Module: *Presentation Communication: A Focus on Speaking*, by Angelika Becker, to learn some strategies for building their students’ performance in Presentational Speaking. <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>
- Teachers can present cultural information in Chinese in each unit and ask students to compare the cultural information with their own culture. Students can also provide a written or spoken reflection about the cultural information.
- Teachers should present information on cultural products and practices related to each unit over the course of the year and explain their significance and the cultural perspectives they represent in Chinese supported by text and visuals.