



Chief Reader Report on Student Responses: 2023 AP[®] Chinese Language and Culture Free-Response Questions

• Number of Readers	122			
Total Group				
• Number of Students Scored	16,495			
• Score Distribution	Exam Score	N	%At	
	5	8,933	54.16	
	4	3,100	18.79	
	3	2,548	15.45	
	2	832	5.04	
	1	1,082	6.56	
• Global Mean	4.09			
Standard Group*				
• Number of Students Scored	1,818			
• Score Distribution	Exam Score	N	%At	
	5	426	23.43	
	4	325	17.88	
	3	501	27.56	
	2	226	12.43	
	1	340	18.70	
• Global Mean	3.15			

The following comments on the 2023 free-response questions for AP[®] Chinese Language and Culture were written by the Chief Reader, 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: 4.76

Standard Group Mean Score: 4.11

What were the responses to this question expected to demonstrate?

This question assessed the 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 and communities. To respond to the question successfully, students need 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 young man encountering an incident during a picnic and then meeting a group of new friends. 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.

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. To tell a story in accordance with the scenes depicted in the pictures, students used appropriate vocabulary (准备食物 [吃的东西]; 听音乐; 去公园; 小狗; 跑; 吃食物; 道歉 [说对不起], etc.) and varied grammatical structures (such as directional complements [狗跑去他那里], and the complicated *ba*-structure [狗把他的食物吃了]). Most responses demonstrated a good control of basic transitional elements and cohesive devices (因为...所以; 可是; 一开始; 然后; 突然; 结果, etc.) needed for a well-organized narrative that includes a beginning, a middle and an end.

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 students failed to tell a complete story by addressing all stimuli provided by each and every of the four pictures.

<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 pictures #3 and #4:	<ul style="list-style-type: none">• The following response, despite some minor typos, presents a complete and cohesive narration, with a beginning, a middle, and an end:

<p>马克想这个星期六去公园野餐。他准备了一些水果，比如苹果和香蕉。他然后报了一些饺子。他一边准备饭一边听音乐，因为他觉得听音乐让他做东西做的更快。准备完饭了之后，他打算继续听音乐，所以他也带上了他的耳机。上次马可去公园的时候，有人在弹吉他，所以马克也打算带上他的吉他，因为他想跟那个人一起弹吉他。到他道到公园的时候，公园有好多的人。马克打算在树旁睡一下。设想</p> <ul style="list-style-type: none"> • The following response lacks an end, missing information depicted in picture #4: <p>周末，小明中午想去公园野餐，于是小明就开始做野餐的食物，小明喜欢听音乐，因此音乐他边听着音乐边做午餐。到了公园，空气清新，鸟语花香，小明靠在大树上，听着愉悦的音乐，多么惬意。“嘿，不要跑！”一位女士的狗闻到了小明午餐发出的香味，便跑了过来，</p>	<p>有一天，有一个男孩叫张天明再包饺子。他一边唱歌一边包饺子。今天天气很好，所以天明就想到了一个好主意：去他房子附近的公园里玩。于是，他拿了一张毯子，把他包好的饺子和一些别的茶点放在包里。并且也带上了他的吉他。过了不久，天明突然听到声音。他抬头一看，发现他的包子正在被一条狗吃呢！“对不起”，狗的主人道歉。张天明笑着回答，“没关系，吃掉了就吃掉了。”主人突然地提到，“我的名字是小红，我的朋友就在那边”，她指着一只手指说。“我可以请他们过来玩一下吗？”张天明真好感觉一点儿孤独，所以点了头。因此，小红带来他的朋友过来，跟天明一起开开心心的聊天和唱歌。</p>
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2. A considerable number of students did not effectively use proper transitional elements or cohesive devices to create a well-organized narrative.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • The responses below do not effectively use proper transitional elements or cohesive devices to create a well-organized narrative: <p>你好，我的朋友！昨天，我看了一个年轻人。他包餃子和听音乐了。今天，他听音乐和吃他的教子。他在公园，因为这个地方很轻松。啊？！一个狗跑步在他。。这狗吃他的教子。努尔是这狗的朋友。她们说“对不起！！”现在，他们（两个年轻人）在公园活动。在活动，大家说“你好！”就大家听音乐。</p> <p>1. 他在听音乐和保持的东西。他也唱歌。2. 他在公园坐地上。另外个人的狗跑掉了。3. 狗吃他的东西。他不喜欢狗吃他的东西。4. 他去跟他的朋友玩。他的朋友也吃东西。</p>	<ul style="list-style-type: none"> • The following response, despite some minor inconsistencies with the stimulus, uses a series of transitional elements and cohesive devices to make the narrative an organized text of paragraph length. <p>有一天，天气很好，所以大卫打算去公园吃午饭。他在他的家里准备好了一些食物。.....大卫一边准备食物一边听他手机放的音乐。大卫觉得音乐太好听了，就跟着一起唱。.....接着，大卫走到了一个离他的家很近的公园。到了以后，大卫.....，然后在毯子上放好了他的吃的东西和一瓶水，还有他带的钢琴。准备好了以后，大卫决定休息一会儿在吃饭，所以带上耳机开始听音乐。突然，一个狗跑过来，下了大卫一跳。狗把大卫放在毯子上的吃的吃得一干二净。大卫很生气，因为他..... 狗的主人跟大卫抱歉，..... 大卫告诉女生他现在没有吃的了，只能回家了。女生说她有一个办法.....，她告诉大卫他可以和他们一起吃，因为女生的狗把大卫的吃的吃掉了。女生的</p>

	朋友对大卫很欢迎，说肯定可以和他们一起吃。最后，大家都高高兴兴地吃午饭。
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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 following example contains frequent errors that obscure meaning: <p>有一天一个男生叫马克做饺子和包子。他在做这个她缠哥哥也拿苹果，水，他也拿别的东西所以他可以吃外面。他走路求一个数的旁边。他跟他的乐器，物探，耳机，也跟他的映月很舒服。可是一个狗跑了很快吃它的无痰！有一个女生他是很难过应为他的狗吃他的物探。她说“对不起！！对不起！！你是要跟我跟我的朋友吃”所以马克求他们呢的排队吃，他们有很多的不一样的午饭，也有很多人！。他们也有很多的应约跟果汁！马克妊娠很多的姓朋友那一天。</p> There are frequent errors in word order and in the use of prepositional phrases in the following response: <p>有一天，马克想要吃食物在外面.....放肉在饺子里。他那水平，香蕉，和苹果。这是他的午餐。他唱音乐各。其次，马克带他的午餐和吉他去公园，吃午餐在树下面。.....一只狗跑到马克，狗的妈妈让她不跑到马克的午餐。然后，他睡觉在公园。这只狗，叫丽丽，跑到马克的午餐，和吃马克的饺子！除了一个饺子，丽丽吃都的交子。.....最后，一些朋友听到丽丽吃这些饺子，听到马克说是好，和听到丽丽妈妈的对不起。这些朋友们问狗和马克做什么。马克跟丽丽的妈妈说道斗的故事，和这些朋友们想射很幽默。</p> 	<ul style="list-style-type: none"> The following example narrates the story with appropriate vocabulary and idioms: <p>有一天中中準備去公園吃午飯。他在廚房裡包餃子。除了餃子以外，桌子上還有水，香蕉，蘋果，和一個包子。桌子上還有中中的手機。中中跟從收集來的音樂唱歌。過了幾個小時，中中在公園裡的一個樹旁邊坐。他一邊吃飯一邊聽音樂。當這時，有個女人的狗聞到中中包的餃子，就跑去中中坐的地方吃那些餃子。那個女人說對不起對不起。告訴中中她跟他的朋友也在公園吃午飯。她請中中跟他們吃。中中就跟那個女人去跟她的朋友吃午飯。朋友們都高興的歡迎中中。他們都很快樂的一邊吃飯一邊聽音樂。</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 with student responses at the AP[®] Reading, what advice would you offer to teachers to help them improve their students' performance on the exam?

1. Share the rubrics in the scoring guidelines with students and use the past exam questions on AP Central to show responses of different score points. Always tell students that task completion is more important than anything else.
2. Devise classroom activities that help students write stories addressing all four pictures. For example, have students write a story and work in pairs to draw a visualization of their partner's story. If the student cannot "visualize" the story in drawing with sufficient details, discuss what information is missing or does not match.
3. Remind students that it is of utmost importance to provide sufficient information, elaboration, and details when answering this question.
4. Teach students how 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 stimulus provided in the fourth picture).
5. Teach students how to create a well-organized text of paragraph length, with effective use of transitional elements and cohesive devices. Tell students to guard against common mistakes in the use of connectives (such as the use of 和 to connect sentences, or the misuse of 首先...其次..., etc.).
6. Provide opportunities for students to practice the use of some basic grammatical and syntactic structures (such as the use of 把) that are indispensable for telling any everyday life story. Tell students to do their best to avoid the very avoidable common mistakes such as 吃午饭在公园 (for 在公园吃午饭), or the use of 如果 as the equivalent for "whether/if," etc.
7. Besides helping students expand their vocabulary, also help them develop the skill of making the best of what they have already known to express more complicated ideas. For example, instead of saying 准备食物, they can say, 做吃的东西; and instead of 道歉, they can use 说对不起.
8. Emphasize with students the importance of typing accuracy, and warn them of the mistakes due to mistyping that often obscures meaning: 出公园 (for 去公园); 影月/映月 (for 音乐); 做了交际 (for 饺子); 应为 (for 因为); 因该 (for 应该); 大书 (for 大树); 尊卑 (准备); 高新 (高兴); 吧 (把); 手 (说); 盆友 (朋友), etc.

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>

Task 2

Task: Interpersonal Writing

Topic: Email Response

Max Score: 6

Total Group Mean Score: 4.62

Standard Group Mean Score: 3.86

What were the responses to this question expected to demonstrate?

This question assessed writing ability in the interpersonal mode of communication by requiring students to write a response to an e-mail received from a friend. The AP Chinese Language and Culture Course content related to this question is the Unit on Contemporary Life. 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 it took skills of analyzing, synthesizing, comparing, and evaluating information provided in the given text. Students were also expected to make cultural connections and pay attention to the specific communicative situation the email creates, as well as the etiquette in interpersonal communication.

The question for Email Response this year is as follows:

收件箱

發件人: 小青
郵件主題: 城市介紹

中文課老師讓我們做個口語報告，介紹一個中國城市。我剛剛開始準備，想來想去，不知道介紹哪個城市好。我可以介紹像北京、上海這樣的大城市，也可以介紹比較小的城市，你有什麼建議？另外，為了把這個口語報告做好，我應該怎麼準備呢？等你的回信。

收件箱

发件人: 小青
邮件主题: 城市介绍

中文课老师让我们做个口语报告，介绍一个中国城市。我刚刚开始准备，想来想去，不知道介绍哪个城市好。我可以介绍像北京、上海这样的大城市，也可以介绍比较小的城市，你有什么建议？另外，为了把这个口语报告做好，我应该怎么准备呢？等你的回信。

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 Chinese cities and were able to address the prompt with some detail. 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, year after year, was the failure to respond to all questions raised in the email.

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. Some students didn't address all aspects of the stimulus. They only answered the first question, “介绍一个中国城市,” but didn't write about how to prepare for the oral presentation, “怎么准备口语报告.”

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • The following examples do not address the question, “怎么准备口语报告.” <p>小青，你好！很高興收到你的電子郵件！我建議我們介紹中國的北京城市。中國的北京城市有很多好吃的東西，而且也很好玩。我們可以首先，介紹萬里長城，接著，再介紹八達嶺長城，然後，在介紹十三陵，最後，在介紹司馬台長城。你覺得我的建議可以嗎？這是我的建議，如果你還有跟好的建議，親你再寫電子郵件給我！期待你的回覆！ — 祐瑜上</p> <p>我觉得你要介绍北京，因为它有很多好处。比如说故宫在北京里。这是最重要，因为故宫是一个重要的传统的東西，我希望这帮你。</p>	<ul style="list-style-type: none"> • The following example addresses all aspects of stimulus: <p>很高兴收到你的来信。我觉得你应该挑一个比较大的城市，因为大城市可能会有跟多有趣的地方。比如，你可以用北京里的故宫或长城。另外，如果你要把这个口语报告做好，你应该先想好你要说什么，然后把你要说的东西练习几遍。我觉得这是一个很好的准备方法。这就是我的意见。希望这对你有帮助！</p> <ul style="list-style-type: none"> • The following example gives direct and proper answers to the second question in the prompt. <p>.....我建議你去圖書館或者是網上找資料。圖書館有各種各樣的書，而網上有很多不一樣的網站可以參考。而且，上網又方便又快。因為這是一個口語報告，你應該把報告寫完，在練習說至少三次。這樣，你可以拿到好的成績，也不會那麼緊張。</p>

2. Some students misinterpreted the prompt. Instead of “doing an oral presentation about a city 介绍一个中国城市” the students wrote about “doing an oral presentation about choosing a city to visit.”

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Instead of directly 介绍一个中国城市, the following examples try to make suggestions for travel: <p>我想你应该去北京。我的建议是你去一个大个城市。因为你可以做太多事情。</p> <p>亲爱的朋友，你好！谢谢你的问题。我们想一样去北京。我是要去北京在中国，因为有很大的地方和北京是很漂亮。谢谢， 欧凯莉</p>	<ul style="list-style-type: none"> • The following example directly and clearly addresses the task of “介绍一个中国城市.” <p>我要是选一个城市，一定会选广州啊！因为广州是跟别的城市完全不一样，有自己的特色。比如说，.....</p>

3. A considerable number of students failed to provide the city name in their response to the first prompt, even though they did well in the introduction of the city and in the comparison between choosing a big city and a small city.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> The following examples do not give the name of the city when trying to address the question, “介绍一个中国城市.” <p>很高兴收到你的邮件。关于你的问题，我觉得你因该介绍一个比较小的城市。我之所以这么认为是因为大部分的人都对大城市比较有所了解。介绍小城市不仅可以让人了解到中国小城市的独特之处，还可以展现出和大城市的对比，会让很多人学到很多难以预料东西.....</p> <p>我認為你一定介紹大城市因為比較容易。你可以找很多大城市的資料因為在網上大城市有更多資料。.....</p>	<ul style="list-style-type: none"> The following example provides the name of the city under discussion clearly. <p>我觉得你应该选的城市是北京。北京真有趣，而且对中国文化有很多的影响。你一定要讲北京的历史，而且城市著名的地点.....</p>

4. Some students did not have the basic vocabulary to understand and/or to answer the email.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> The following responses consist of irrelevant information and words copied from the text provided. It reveals a lack of vocabulary necessary for a basic understanding of and a proper response to the email text. <p>我想我们要跟一起说我们要做什么在这个的报告在我的家。是比电话说话快和我们可能问问题比快和可能做东西所有人事好做。然后我们可能让这个的报告做完比快。我们的队星期六在我的家学习和昨晚我们的报告。你喜欢这个的想法吗？如果你不回来了，我们可能想一个比好的时点。</p> <p>小青，我刚刚看了你的邮局。我今天很忙，可能没时间帮你。我要去参加一个钢琴比赛。你说的这个 project 可不可以问老师让他帮我体长一点？谢谢：）。</p>	<ul style="list-style-type: none"> Both the following two examples demonstrate a good command of vocabulary needed to respond to stimulus: <p>你好，小青。这个作业听上去非常有趣，可以从中得到很多知识。我觉得你因该选择一个文化背景很深的城市，比如西安。这样的话，不但你查资料的时候不那么枯燥，而且能说得东西很多。为了把这个口语报告做好，首先要写地能抓住观众的注意力。其次，我建议你表演之前把稿子读的非常熟悉，这样不容易说错。另外，表演的时候要口齿清晰，声音明亮。我祝你报告做得顺利！</p> <p>.....我認為妳介紹大城市才會比較有意思，因為妳的同學應該已經聽說過了，所以他們會比較容易了解妳報告的內容。我自己是對北京感得最多興趣，因為北京很有名，而且能講到污染的事情。關於把這個口語報告做好的問題，我認為妳寫完報告的時候，要多練習講，這樣子才能對內容比較熟，而且</p>

講話會比較順。我也建議妳在報告的時候，要跟觀眾對眼，因為這樣就表示妳在跟他們講話，所以他們會比較仔細的聽。.....

5. Influence of native language was seen in some of the weaker responses.

Common Misconceptions/Knowledge Gaps

我很开心你给我说话今天！

介绍北京是最好，因为是很大。

你应该练习做你的口语报告对着镜子

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

1. 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.
2. 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.
3. Students should look at the task as role-play and use the opportunity to demonstrate their comprehension and ability to reply comprehensively.
4. 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.
5. Give students ample opportunities to practice typing Chinese to reduce errors in character selection (“练习” for “联系”; “背景” for “北京”; “绑你” for “帮你”; “孙俪” for “顺利,” etc.).

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.

Task 3

Task: Interpersonal Speaking

Topic: Conversation

Max Score: 36

Total Group Mean Score: 27.81

Standard Group Mean Score: 23.43

What were the responses to this question expected to demonstrate?

This question assessed speaking ability in interpersonal mode of communication by having students respond to a series of questions in a simulated conversation. The AP Chinese Language and Culture Course content related to this question is the Unit on Families and Communities. 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. To interact appropriately in this process of communication in an unrehearsed, spontaneous fashion, it took a variety of 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 Conversation this year are as follows:

Traditional Chinese characters:

1. 你好！歡迎你來我們中文學校，我是王校長。請你介紹一下你自己吧！
2. 我們學校是週末上課。你平常週末都做些什麼？
3. 我們有書法、唱歌、中國功夫，你想去哪一門課幫忙？為什麼？
4. 你好像很了解中國文化，你為什麼對中國文化這麼感興趣呢？
5. 下個月，我們會帶學生去中國城看看，你跟我們一起去，怎麼樣？
6. 謝謝你來，很高興認識你。那你今天下午還打算做些什麼？

Simplified Chinese characters:

1. 你好！欢迎你来我们中文学校，我是王校长。请你介绍一下你自己吧！
2. 我们学校是周末上课。你平常周末都做些什么？
3. 我们有书法、唱歌、中国功夫，你想去哪一门课帮忙？为什么？
4. 你好像很了解中国文化，你为什么对中国文化这么感兴趣呢？
5. 下个月，我们会带学生去中国城看看，你跟我们一起去，怎么样？
6. 谢谢你来，很高兴认识你。那你今天下午还打算做些什么？

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 Families and Communities. In a simulated real-life conversation, students addressed the prompt with appropriate interactions in response to six questions about Chinese school, the study of Chinese culture, daily activities of a student, etc., demonstrating their skills of interpretive listening and interpersonal speaking.

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. Some students did not understand the prompts correctly, or did not address all aspects of the prompts, or only provided brief answers without any detail and elaboration.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> The following responses misunderstand the prompt: <p>(In answer to the question 你好！欢迎你来我们中文学校，我是王校长。请你介绍一下你自己吧？)</p> <p>[long silence] 你好，王..老師，我去學校 en 星期六星期天，謝謝 [long silence]。</p> <p>你好，我是...，我要去你的学校玩，觉得我可以肯定很多文化的东西和我要...</p> <ul style="list-style-type: none"> The following answer focuses on the first part of the prompt 歡迎你來我們中文學校 but does not address the second part 請你介紹一下你自己吧: <p>谢谢你给我这个机会，很高兴来到这里，很期待在这儿工作。</p>	<ul style="list-style-type: none"> The following responses address all aspects of the prompt: <p>(In answer to the question 你好！欢迎你来我们中文学校，我是王校长。请你介绍一下你自己吧？)</p> <p>Uh 你(ni2)好, uh, 我 (wo2) 叫 (jiao 3) uh.. Antonio, uh, 我是一.. 我是 uh..uh 十(shi4)二(er1)年級, 我 uh 是一個中..文 uh 學學生。</p> <p>你好，我的名字是 Mei Zhen。我很开心..可以..跟你说话。我是十八岁。我很...很开心，um, 我也是个美国人。</p>
<ul style="list-style-type: none"> The following responses show inability to fully understand the question: <p>(In answer to the question 我們學校是週末上課。你平常週末都做些什麼？)</p> <p>這個週末, 我要/我會.....</p> <p>我要教學生書法.....</p> <ul style="list-style-type: none"> Some students focused on responding to the statement 我們學校是週末上課 and missed the main question. 	<ul style="list-style-type: none"> The following responses, though not perfect, manage to address all aspects of the prompt: <p>(In answer to the question 我們學校是週末上課。你平常週末都做些什麼？)</p> <p>Uh我平常 uh看書, 我也喜歡 uh畫畫 um 還有uh我覺得uh我喜歡我喜歡um騎自行車 um謝謝。</p> <p>我週末喜歡看書, 聽音樂, 幫我媽媽做家務。</p>

	<p>Uh 我學校給我很多功課，所以 uh 通常學校 uh 週末的時候 uh 我做功課，可是我還有一些時間，我很喜歡跟朋友去看電影或者 uh 聽音樂。</p>
<ul style="list-style-type: none"> The following responses show a failure to understand the prompt. <p>(In answer to the question 我们有书法、唱歌、中国功夫，你想去哪一门课帮忙？为什么？)</p> <p>我想上唱歌课，唱歌是对人很好，很多人都喜欢唱歌。</p> <p>我喜欢帮忙，因为我喜欢你的学校。</p>	<ul style="list-style-type: none"> The following response understands the prompt and tries to complete the task (though without elaboration or detail): <p>(In answer to the question 我们有书法、唱歌、中国功夫，你想去哪一门课帮忙？为什么？)</p> <p>我想去 uh 功，功夫[fu2]，因為我[wal]以前沒有做功夫，和如果我 uh 去幫助功夫，我會練習和 .. uh 跟 uh 做得 bie2 好。</p>
<ul style="list-style-type: none"> In response to the question 你好像很了解中国文化，你为什么对中国文化这么感兴趣呢，many responses only answer the question 你为什么对中国文化这么感兴趣, and totally ignore the comment 你好像很了解中国文化, as can be seen in the following example: <p>我很爱看中国的电影，看电影的时候我也学到了很多中国文化，我觉得它们很酷.....</p> <ul style="list-style-type: none"> The following responses miss the meaning of “对 ... 感兴趣.” <p>觉得感兴趣中国.....</p> <p>感兴趣是很好.....</p> <p>是的，中国文化很有趣，很好玩.....</p>	<ul style="list-style-type: none"> In answer to the question 你好像很了解中国文化，你为什么对中国文化这么感兴趣呢, the following expressions are some of the proper responses to the comment 你好像很了解中国文化 in the prompt: <p>“哪里哪里”</p> <p>“是的，我很了解中国文化”</p> <p>“谢谢夸奖”</p> <ul style="list-style-type: none"> The following response demonstrates a clear understanding of 为什么对中国文化这么感兴趣 in the prompt: <p>我从小学中文，在中文课上我学到了很多中国文化，我觉得中国文化很古老，所以我对中国文化很感兴趣。</p>
<ul style="list-style-type: none"> In response to the question 下个月，我们会带学生去中国城看看，你跟我们一起去，怎么样, a considerable number of responses take 中国城 for 中国, 中国城市, 长城: <p>我喜欢中国城市，最喜欢的是北京。</p> <p>我喜欢去中国城，中国城是长城..名胜古迹.....</p> <p>很想回中国的城市看看.....</p>	<ul style="list-style-type: none"> The following responses show a clear understanding of “带学生去中国城看看” in the question: <p>(In answer to the question 下个月，我们会带学生去中国城看看，你跟我们一起去，怎么样？)</p> <p>可以。下个月我有时间可以去中国城。我也更[for 很]愿意去认识同学们，并且在旅途中教授同学们中国知识，给他们讲解中国城和中国历史。</p>

中国城里有很多好吃的东西、好看的东西，博物馆、北京烤鸭、珍珠奶茶；吃火锅、点心.....
<ul style="list-style-type: none"> In response to the question 谢谢你来，很高兴认识你。那你今天下午还打算做些什么，a lot of responses simply provide brief answers without any detail and elaboration, such as: <p>我有很多事情做。</p> <p>我要去打球、做功课。</p> <p>我要回家、做功课、睡觉。</p>	<ul style="list-style-type: none"> The following two responses try to address the prompt in every detail, with elaboration: <p>(In answer to the question 谢谢你来，很高兴认识你。那你今天下午还打算做些什么?) 谢谢。我也很高兴认识你。呃，我今天有很多功课，所以我今天下午做我的功课。我有英文，数学，物理功课。.....</p>

2. Many students had problems using proper transitional elements and cohesive devices to connect sentences in their responses.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Many responses of score 3 or 4 use nothing but 和 to connect sentences: <p>(In answer to the question 下个月，我们会带学生去中国城看看，你跟我们一起去，怎么样?)</p> <p>我觉得我想跟你们一起去，和我会在一个公共汽车里面带够东西。</p> <p>哦，对[dui2]对[dui2]对[dui2]，我要去，和你们一起去。因为我觉得要看这个东西，和我觉得是很好玩[wan3]，和我觉得是很好，和我可以有很高兴，对[dui2]，对[dui2]，对。</p>	<ul style="list-style-type: none"> The following two responses use proper transitional elements and cohesive devices: <p>(In answer to the question 下个月，我们会带学生去中国城看看，你跟我们一起去，怎么样?)</p> <p>我很兴奋跟你们去中国城，因为我很喜欢 uh 中国文化，所以我也可以去中国文化的方，很有意思的地方。</p> <p>.....不但可以学习到中国知识，而且可以交到很多朋友。</p>

3. The lack of appropriate grammatical structures prevented some students from addressing the prompts effectively.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> The lack of appropriate grammatical structures prevents the following responses from effectively addressing the prompt 你好！欢迎你来我们中文学校，我是王校长。请你介绍一下你自己吧！ <p>我是...，<u>我现在想帮你做一下你需要帮忙你的中文文化班</u>，我这个周末帮你做。</p> <p>我的名字是李大伟，<u>和我要住在你的学校因为我</u>想帮小孩子和我想看他们练习很好的。</p>	<ul style="list-style-type: none"> Despite some errors, the following response demonstrates an adequate command of proper grammatical structures needed to answer the question: <p>你好，我叫卡特，我现在上 Venice 高中，我是十年级学生，我从小到大很喜欢踢足球，uh 我的在我的.., 我的中文水平很高，还我喜欢跑步，谢谢, 我很喜欢 uh...</p>
<ul style="list-style-type: none"> The lack of appropriate grammatical structure prevents the following responses from effectively addressing the question: <p>(In answer to the question 我们有书法、唱歌、中国功夫，你想去哪一门课帮忙？为什么？)</p> <p>我要去功夫.....</p> <p>唱歌在学校四年.....</p> <p>帮忙在书法课里.....</p>	<ul style="list-style-type: none"> Despite some errors, the following response demonstrates an adequate command of proper grammatical structures needed to answer the question: <p>(In answer to the question 我们有书法、唱歌、中国功夫，你想去哪一门课帮忙？为什么？)</p> <p>我最想去在书法门帮助，因为我对中国书法有很大的兴趣，我小时候和我的中国老师和朋友们一起去学楷体字和不同的书法形式。</p>
<ul style="list-style-type: none"> In response to the prompt 谢谢你来，很高兴认识你。那你今天下午还打算做些什么，the following answers are not able to use some very basic grammatical structures correctly to convey ideas effectively: <p>谢谢我可以跟你说话。</p> <p>我去.....打球跟我的朋友.....</p> <p>我打算见面我朋友.....</p> <p>今天我不用东西做.....</p> <p>很多作业不写完.....</p>	<ul style="list-style-type: none"> The following responses use a variety of proper grammatical structures needed to answer the question: <p>(In answer to the question 谢谢你来，很高兴认识你。那你今天下午还打算做些什么?)</p> <p>我要给父母打电话，向他们报告我的行踪，免得他们担忧。</p> <p>我应该会继续做作业，复习考试.....</p>

4. The lack of necessary vocabulary prevented some students from understanding the prompts and responding to the prompts effectively.

<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 and proper vocabulary needed to address the question, 你好！欢迎你来我们中文学校，我是王校长。请你介绍一下你自己吧： <p>你好，我叫 Ma Zhangzhu, 我 <u>jie ba ji</u>。</p> <p>Uh 你(ni2)好, uh, 我 (wo2) 叫 (jiao 3) uh.. Antonio, uh, 我是一 .. 我是 uh..uh 十(shi4)二(er1)年級, 我 uh 是一個中..文 uh 學學生。</p> <p>uh....我是 wu tao. 我是<u>十二年级</u>。</p> <p>我是...，我现在想帮你做一下你需要帮忙你的<u>中文文化班</u>，我这个周末帮你做。</p>	<ul style="list-style-type: none"> The following responses use proper vocabulary to address the question: <p>(In answer to the question 你好！欢迎你来我们中文学校，我是王校长。请你介绍一下你自己吧!)</p> <p>Uh 你(ni2)好, uh, 我 (wo2) 叫 (jiao 3) uh.. Antonio, uh, 我是一 .. 我是 uh..uh 十(shi4)二(er1)年級, 我 uh 是一個中..文 uh 學學生</p> <p>你好，我的名字是 Mei Zhen。我很开心..可以..跟你说话。我是十八岁。我很...很开心，um, 我也是一个美国人。</p> <p>你好，我叫卡特，我现在上 Venice 高中，我是十年级学生，我从小到大很喜欢踢足球，uh 我的在我的.., 我的中文水平很高，还我喜欢跑步，谢谢, 我很喜欢 uh...</p>
<ul style="list-style-type: none"> The following response shows a lack of necessary vocabulary needed to answer the question 我们学校是周末上课。你平常周末都做些什么？ <p>Um 我覺得 um 是 .. 你 .. um .. 會做 bulyonglde [不一樣的?] um 東西你可以做，唱歌還是 tiul[丟?] 我不知道。</p>	<ul style="list-style-type: none"> The following response uses proper vocabulary to address the question: <p>(In answer to the question 我们学校是周末上课。你平常周末都做些什么)</p> <p>Uh 我學校給我很多功課，所以 uh 通常學校 uh 週末的時候 uh 我做功課，可是我還有一些時間，我很喜歡跟朋友去看電影或者 uh 聽音樂。</p>

<ul style="list-style-type: none"> In response to the question 我们有书法、唱歌、中国功夫，你想去哪一门课帮忙？为什么？, some responses only pick up the word 中国 in 中国功夫 but lack the vocabulary to understand the prompt. For example: 我想去中国，因为以前没有去中国，我想很酷 Some responses miss important words in the prompt: 数学 for 书法：我最喜欢的是书法课，因为我是很好的数学家，所以我可以帮忙别人做数学，因为我的数学做的很好；我选数学班..... 语法 for 书法：我喜欢语法..... 读书 for 书法：我读书，因为读书对人很聪明..... 嫦娥 for 唱歌：我喜欢嫦娥，因为中秋节..... 	<ul style="list-style-type: none"> The following answers demonstrate a good command of vocabulary needed to address the prompt: (In answer to the question 我们有书法、唱歌、中国功夫，你想去哪一门课帮忙？为什么?)我知道怎么用毛笔，用墨；我小时候和我的中国老师和朋友们一起去学楷体字和不同的书法形式；因为我会用文房四宝，还有不同字体，因此帮助人学习；英文是用字母，书法是用汉字.....我小的时候我的奶奶叫我太极拳；我喜欢看李小龙的电影，看真正的功夫.....
<ul style="list-style-type: none"> The following expressions found in student responses reveal a lack of proper vocabulary needed to address the prompt 你好像很了解中国文化，你为什么对中国文化这么感兴趣呢？ “中文文化” and “中国话,” instead of “中国文化” “我的中国文化不是太好” “我很喜欢说中国话” “我学中国文化五年了” 	<ul style="list-style-type: none"> The following responses demonstrate a good command of vocabulary needed to answer the question: (In answer to the question 你好像很了解中国文化，你为什么对中国文化这么感兴趣呢) 我的家人都是中国人，我们能每年都庆祝中国的节日，也常常回中国旅游，我爱自己的文化。 在上中文课的时候，老师也教我们书法，我很爱写书法，也爱中国的文化。 我从小就学功夫，所以我喜欢中国文化。

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

- Remind students of the necessity to read and listen carefully to both English and Chinese prompts in order to address the prompt in a proper register as well as in a complete and satisfactory manner. They need to keep in mind who they are talking to, in what context, what role they should be playing, and what information is expected.
- Train students to immediately and directly respond to the questions, and not to repeat the questions unless necessary.

3. Teachers should guide students to study AP Chinese Scoring Guidelines provided in the College Board AP Central website. Use Scoring Guidelines when constructing daily formative assessments to help students develop their ability to speak naturally in a conversation. During classroom practices, teachers may let students score their own answers, or score each other's responses, and then discuss among themselves what they need to do in order to improve. Remind students to pay special attention to question words (such as 做些什么? 为什么? etc.) and time-related phrases (平常, 周末, 今天下午, 下个月, etc.). It is important for students to understand that they need to address both parts of the question directly and fully—task completion is the first priority!
4. Provide students role-playing opportunities in a variety of contexts and scenarios. Some responses showed that students had difficulty assuming appropriate roles in simulated conversations. Students can choose to make up a name if they are not willing to reveal their identities in responses to questions like 请你介绍一下你自己吧. Let students know that their answers do not have to be “truthful” and that it is always to a test taker's advantage to respond to questions directly, thoroughly, and positively.
5. Remind students that they should always use elaboration and detail to demonstrate what they know. Create daily activities for students to practice conversation involving elaborating and providing more details for questions like “为什么?” Explain to students that additional information or elaboration will potentially lead to higher scores because they usually suggest a higher proficiency level. On the other hand, responses with simple and “succinct” answers usually suggest low competence in interpersonal speaking.
6. Train students to use transitional elements and cohesive devices to connect and organize their sentences (因為, 所以, 而且, 還有, 另外, 比如说, 首先, 其次, 第一, 第二,, 最后, 还/也, etc.). Always warn students of the danger of putting discrete sentences together or using “和” as a conjunction to line up sentences. Explain to students how effective use of cohesive devices can improve the smoothness and add to the depth of their responses, making them sound more logical and natural.
7. Train students to use a variety of sentence structures instead of repetitively using certain familiar structures. Provide plenty of opportunities for students to consolidate basic sentence word order, so as to avoid very common yet totally avoidable errors, such as 我想帮忙在书法课里; 我唱歌在学校 4 年, etc.
8. Provide plenty of opportunities for students to consolidate the use of basic everyday life vocabulary and idiomatic expressions so as to avoid common errors such as: 做功夫、做书法、and 做东西(for 做事); or 我要去唱歌的帮忙; 我想去帮忙音乐课; etc.
9. Appropriate use of register should be an indivisible part of the AP Chinese curriculum. It should be integrated into our teaching practice as well as in our daily life.
10. Emphasize with students the importance of taking full advantage of the 20-second response time. Tell students to be serious with the exam. Laughing and joking can be heard by readers and will not impress them positively.

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>

Task 4

Task: Presentational Speaking

Topic: Cultural Presentation

Max Score: 6

Total Group Mean Score: 4.53

Standard Group Mean Score: 3.83

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 AP Chinese Language and Culture Course content related to this question is the Unit on Influences on Beauty and Aesthetics. The question 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. 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. Expressions of perspective and opinions should be presented, ideally with details and examples.

The question for Cultural Presentation this year is as follows:

Choose ONE type of Chinese art expression or style (for example, Yue Opera or regional dances, open courtyard homes or buildings, and pottery or sculpture, etc.). In your presentation, describe this type of Chinese art 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 specific “Chinese art expression or style” 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 the subject but did not explain its significance with elaboration.

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 included:

1. A considerable number of students did not interpret the prompt accurately and completely. Some took various cultural activities as “art”; some discussed cultural or art products without discussing their “artistic expressions and styles,” still some others talked about personal experiences with art or told stories about artists instead of addressing the prompt directly.
2. Some responses did not explain the significance of a “Chinese art expression or style.”
3. Some responses did not have adequate vocabulary and grammatical structures, and this rendered the presentation less effective.

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 not discuss a type of “Chinese art expression or style”: 中国人喝茶，茶文化很大，历史很长，节日的时候怎么做茶，也有奶茶在亚洲，日本，茶文化，喝茶没那么重要…… The following response is more about an activity than about a type of “Chinese art expression”: 我说龙跳舞。在中国新年派对生日有龙跳舞。现在也有。我在电脑上看，很漂亮，需要联系很多时间，不一样表演，穿不一样衣服。…… 	<ul style="list-style-type: none"> The following response describes a type of “Chinese art expression” and explains its significance: 大家好，我今天介绍一下剪纸，剪纸是中国传统的艺术，它对中国人非常好。因为第一，……第二，……还有第三，……
<ul style="list-style-type: none"> The following response is mainly about the speaker’s personal experience with and personal feelings about Chinese calligraphy and does not describe its artistic content: 我讲一讲中国的书法。书法用毛笔写书法。书法很漂亮。我从小时候练习写书法，非常好玩。你可以和朋友一起练习。书法看起来很难，但是我告诉你不太难。如果你练习很多，就不太难。…… 	<ul style="list-style-type: none"> The following response describes the specific artistic features of lion dance: 我来介绍舞狮。舞狮分南北两种。北狮中有两个人表演，一个人控制头，一个人控制尾巴，还有一个小狮子，一个人逗狮子。北狮在新加坡等国家也有。在中国文化里，狮子代表强壮，很多建筑前都有两个狮子。母狮子的脚下有一个小狮子。……

<ul style="list-style-type: none"> The following response shifts from the presentation of an art expression to the introduction of an artist and, hence, blurs the focus of the presentation. Similar examples are many, seen in the discussions of calligraphy or Chinese painting turning into the life stories of Wang Xizhi or Qi Baishi, or the introduction of Beijing opera being replaced by the biography of Mei Lanfang, etc.: <p>我说说中国的国画，国画用毛笔，水，颜色，层次，渐变的方式。丹顶鹤的头上的红色；徐悲鸿是艺术家，学过书法，画过国画；用宣纸，是白色的，比平常的纸厚一点，比较吸水，水用得 多，颜料少.....</p>	<ul style="list-style-type: none"> Even though the following response mentions a poet, it focuses on the description of Chinese poetry and the explanation of its significance: <p>.....我來說說詩。很久以前，一個人叫李白，寫一個詩叫“靜夜思”。在他的詩里，他說月亮象徵他的家。詩里有五個字在句子，還有一共有四個句子。在中國，每個小孩子還有人知道這個詩，是一個非常有名的詩.....詩非常重要，是中國文化的一部分。一提到中國的藝術，就想到詩。人們需要詩.....詩也有正面影響，詩讓我們更了解中國的文化。讀詩是一個非常好的文化驗。...</p>
<ul style="list-style-type: none"> The following response describes a Chinese art form but does not explain its significance: <p>在北京有一個是北京京劇，和它有，它有，人在京劇有不一樣的名字是旦、醜、生和淨。有不一樣的顏色有紅色，紅色是 uh 是很好的人，和有白色是不好了，還有不一樣的顏色，有 uh, 不一樣 uh 的東西，是不一樣的，不一樣的 meaning, 有很多不一樣的顏色和在京劇有唱歌和跳舞和功夫。有，有在跳舞功夫和這，有很多不一樣的東西，他們做... 在 uh 功夫他們可以，他們可以是唱歌，他們說一個故事，做一起的...和 Beijing Opera 是,北京京劇是很好的，我很喜歡的，是我覺得太好的東西，和有很多的，謝謝聽我的音樂 [yin1mian4]</p>	<ul style="list-style-type: none"> The following response does not only describe a Chinese art form but also explains its significance: <p>京剧是北京来的，它的角色有生旦净丑。女生是旦，生是男生。京剧人物都有脸谱，不同脸谱代表不同的性格。他们也用不同的动作代表把门打开，开心。京剧的道具也很有特色，只用桌子，椅子。上桌子可以代表爬山。京剧的重要性就是很多人喜欢看，因为有好看的脸谱，也讲传统的故事，还有唱歌、跳舞和打都。京剧对世界的文化也有影响。传到日本等国家。.....</p>

- A lack of proper vocabulary prevents the following response from addressing the prompt:

畫畫很[hen1]漂亮[liang2] . . , 因為他們喜歡畫畫, 你們可以畫畫, 因為很 wan2 [玩?] er1 [儿?] 畫畫有很多 . . 意思, 因為 . . 我 . . 很[hen4]喜歡畫畫, 我跟我的朋友畫畫, 我很開心。很多人們畫畫 . . zhuang1 [中?] 畫 [hua2] 還很漂亮。畫畫人 . . uh 畫畫人很漂亮, 畫畫 . . 很多 . . 人們 . . 喜歡畫畫 . . [sneeze] 因為他們喜歡畫畫他們畫畫。

- The following examples demonstrate a good command of vocabulary needed for addressing the prompt:

在写书法时, 你需要使用毛笔。毛笔呢, 你需要用你的食指、大拇指握住毛笔, 和我们平时写字不一样。

中国的国画和西方的油画不同, 国画更注意意境, 而油画强调线条美。

中国的国画也影响了亚洲国家的风格, 表现了传统的创造力。

国画代表中国文化, 让世界各地的人了解中国国的艺术。

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

1. Teach all six AP Chinese course themes. Talk with students about Chinese culture on a daily basis with all six themes in mind.
2. Always emphasize the importance of reading the prompt carefully. Every word in the question counts.
3. Remind students that it is important to address the question fully—not just to describe a subject but also to explain its significance. One way of training students to address all aspects of a prompt: describing at least three special features of the subject under discussion and then explain the significance of that subject from at least three different angles.
4. Teach students how to structure their presentation, which contains a brief introduction, a well-balanced main body that contains both the description of the subject and the explanation of its significance, and a brief conclusion/summary that ends with “Thank you.”
5. Provide opportunities for students to develop their ability to construct coherent discourse using appropriate transitional elements and cohesive devices.
6. Help students understand the difference between description and explanation, between facts and evaluation.
7. 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.