



## Chief Reader Report on Student Responses: 2024 AP<sup>®</sup> Chinese Language and Culture Free-Response Questions

• Number of Readers	125			
<b>Total Group</b>				
• Number of Students Scored	17,905			
• Score Distribution	Exam Score	N	%At	
	5	9,546	53.3	
	4	3,466	19.4	
	3	2,838	15.9	
	2	885	4.9	
	1	1,170	6.5	
• Global Mean	4.08			
<b>Standard Group*</b>				
• Number of Students Scored	4,543			
• Score Distribution	Exam Score	N	%At	
	5	918	20.2	
	4	784	17.3	
	3	1,376	30.3	
	2	603	13.3	
	1	862	19.0	
• Global Mean	3.06			

The following comments on the 2024 free-response questions for AP<sup>®</sup> 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—Story Narration

**Topic:** Returning a wrong order

**Max Score:** 6

**Total Group Mean Score:** 4.71

**Standard Group Mean Score:** 3.93

### ***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 Contemporary Life. To respond to the question successfully, students had to demonstrate a level of proficiency in Chinese language that would allow them to deal with topics relating to art and aesthetics in everyday life and the skills required to describe and narrate in paragraph-level discourse. The format of this question required students to—by keyboard input writing—narrate a story depicted in a series of four pictures about a girl buying a dress for a party. 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?***

Based on student performance and comments from AP readers, the prompt is generally straightforward, closely related to student life (issues relating to beauty and art, personal life, and interpersonal relationships, etc.), and unlikely to be misinterpreted. Meanwhile, there is room for students to elaborate upon the topic and make their narration richer and more vivid. The prompt also provides students with opportunities to use appropriate vocabulary and grammatical structures to create a story with a beginning, a middle, and an end. In a word, the prompt is generally clear and content- and level-appropriate.

In general, students demonstrate competence in the presentational mode of communication.

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

1. Some responses do not address each one of the four pictures in the prompt, hence, fail to tell a complete story.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Some responses spend too much time and effort on the first picture, dwelling on things that are not crucial to the narrative of the story, and fail to pay enough attention to more important details provided in other pictures. Here are three typical examples:</p> <p>在一個平淡無奇的星期六裏，小美坐在自己的房間裡在網上看裙子以準備下個星期的舞會，在比較完分別不同顏色和價錢之後，她在網上買了一件紅色的裙子。一天後，裙子便送到家裏了，小美開開心心地打開包裹，然後試穿，但她意外地發現買大，不合身。所以她只可以親自去門店退貨，買小一個碼。時間過得很快，就來到舞會的一天了，小美穿著新買的裙子 ...</p> <p>你好朋友，我今天开心的。上个星期我在 <b>Macy's</b> 网站买了一个红色的裙子穿去一个解冻。挺便宜的。可是昨天它到了，看的是好看，但是我穿上去我看起来好贵啊。所以我就去 <b>Macy's</b> 的商店去换到一个小一点儿的。这样我去就看得很漂亮 ...</p>	<p>The following example narrates a complete story with details and elaboration:</p> <p>今天晚上，小美要参加一个晚会，可是她的衣柜里没有一个合适的裙子。所以，她要上网选一个新的。小美看到了一个她喜欢的独一无二的红裙子，然后赶紧就买了，连看大小都没看。两个小时后，这个裙子就送到了她的家。她把盒子放到了床上，迫不及待的把裙子穿上了。可是，她再看镜子的时候她发现这个裙子是大号的，穿起来有一点长。她赶紧跑去店里找一个工作人员帮她换一个小号的裙子。她从商店直接就去了晚会。在跳舞时，小美碰到了她的一个好朋友。她们一边跳舞一边聊天。后面有各种各样的人，热闹极了。</p>

2. Without transitional elements and cohesive devices, some responses consist of loosely connected discrete sentences only and do not form logical and coherent narratives:

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>The two examples below do not use proper transitional elements and cohesive devices and are not coherent narratives:</p> <p>我的女朋友在她的家。她想买一个红的衬衫。她能买很多衣服因为她不吃土和有很多钱。</p> <p>她上网用电脑。她穿一个白色的衬衫，蓝色的裤子，和白色的鞋子。她又漂亮又聪明。</p>	<p>The following example uses transitional and cohesive devices to form a well-organized narrative:</p> <p>一看才知道买错码了，她不小心买成了大码。她非常的难过因为她真的很喜欢这条裙子所以她决定去实体店换一条小码的裙子。她来到了实体店和店员述说了自己的情况后店员很热情的帮她换了裙子。</p>

3. There is a new concern on the part of the readers that some students did not use punctuation properly or at all.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>In the following examples, the lack of punctuation leads to confusion of meaning:</p> <p>小白學校下星期六晚上有一個跳舞活動她計畫從網上買他想穿的衣服</p> <p>这个红色的衣服跟别的颜色更便宜所以她也觉得正好要买这个红色的衣服</p> <p>在下个天他去了一个朋友的排队还有穿了他新的纯子每个人都喜欢了他很高兴了还有跟朋友玩和说话所有晚上</p>	<p>The example below demonstrates good use of punctuation:</p> <p>小美的朋友邀请她周末去参加一个派对。小美看了看衣柜里没有合适的裙子可以穿。她到网上去寻找新裙子。找了很久，终于找到了她喜欢的风格。</p>

4. Mistakes due to incorrect keyboard inputting continued to be a troubling issue. For example, 裙子 (dress) is the key word for the completion of this writing task, and yet many students failed to type out these two characters. Close to 100 different versions of 裙子 (dress)—such as 君子, 长转, 蠢字, 妻子, 肠子—are found in student responses.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Mistakes due to incorrect keyboard inputting and poor character choice:</p> <p>性[新]的衣服; 她快把鬼[柜]子打开; 一件可以穿到排队的纯子[裙子]; 卖衣服的王章[网站]; 美丽去她的派对是[时]; 小明要传[穿]好看的衣服; 同学们都夸小红的兴[新]裙子; 她不经[仅]玩得很开心, 还有很多人夸她的裙子很好看; 但是還是有在烤爐[考虑?]黄色或咖啡色的</p>	<p>The passage below demonstrates good skills on keyboard/inputting and sufficient knowledge of characters:</p> <p>今天是阳光明媚的一天, 小美在家里网购, 因为明天晚上她有一场派对要参加。小美想在淘宝网上买一条红色的裙子。</p>

5. Grammatical mistakes of various kinds continued to prevent some students from completing this writing task in a more satisfactory manner.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p><b>Wrong word order resulting from interference from the English language:</b></p> <p>买衣服在店 你想去我们一个好玩的东西在星期五吗”? 李友穿新的衣服跟他朋友跳舞在朋友生日</p> <p><b>Erroneous or no use of verb complements:</b></p> <p>她终于选一个红色的衣服 她穿他的衣服 她不可以找了一个纯子</p> <p><b>Wrong word order in time expression:</b></p> <p>以后买东西 时候买东西</p> <p><b>Using 下一天, 下星期, 明天, etc., when talking about something that has happened already:</b></p> <p>下星期, 我忘了我的朋友在周末有她的生日机会</p> <p><b>Incorrect or no use of measure words:</b></p> <p>一个/张裙子; 一幅红裙子; 这裤子; 一裙子</p>	<p><b>Correct word order:</b></p> <p>她在派对上与好朋友开心的跳着舞。</p> <p><b>Good use of verb complements:</b></p> <p>她看中了一条九十块钱的红色连衣裙, 她心想她穿在身上肯定会很好看便下单了。</p> <p><b>Correct word order in time expression:</b></p> <p>小美隔天收到货的时候发现太大了。</p> <p><b>Correct use of measure words:</b></p> <p>那条红色的裙子 ...</p>

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

1. Always remind students that, in terms of both story narration skills and testing strategies, task completion is more important than anything else.
2. Devise classroom activities that help students write stories that address all four pictures.
3. In practice, teachers may implement a multi-step writing strategy. In the first step students take all four pictures into consideration and create an overall framework for the story; in the second step they try to highlight the logical development of the story by using proper transitional elements and cohesive devices; and finally, in the third step, they can take time to elaborate on necessary details.

4. Teach students how to budget test time. For example, timed practice sessions during class can effectively help students hone their time management skills for test-taking situations. Make sure that students do not spend too much time on the noncrucial details at the beginning (usually when dealing with the first picture) and leave enough time to complete the story with a logical end (when addressing the stimulus provided in the fourth picture).
5. Teach students how to create a well-organized paragraph-length text 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. Give students opportunities 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. Intensive “target” practices can significantly reduce common mistakes resulting from interferences from other languages, such as 买衣服在店 (for 在商店买衣服), 时候她朋友生日 (她朋友过生日的时候), or the use of 如果 as the equivalent for “whether/if,” etc.
7. Emphasize with students the importance of typing accuracy and warn them of the mistakes due to the misspelling of pinyin that often obscures meaning.

***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.  
<https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/classroom-resources?course=ap-chinese-language-and-culture>
- 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 2007–2024 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 2007–2024 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—Email Response

**Topic:** A future world

**Max Score:** 6

**Total Group Mean Score:** 4.60

**Standard Group Mean Score:** 3.62

### ***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 email received from a friend. The AP Chinese Language and Culture course content related to this question is the Unit on Science and Technology. 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 takes skills of analyzing, synthesizing, comparing, and evaluating information provided in the given 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 Email Response this year is as follows:

收件箱

發件人: 南南

郵件主題: 十年後的世界

昨天上中文課的時候，同學們談起了十年以後的生活。大家都覺得大量使用電腦機器人，會讓我們的工作機會越來越少。有人說以後在飛機場、學校、醫院都會看到越來越多的機器人工作。你覺得十年後的世界會是什麼樣子？為了以後能找到合適的工作，你覺得我現在應該做些什麼準備呢？

南南

收件箱

发件人: 南南

邮件主题: 十年后的世界

昨天上中文课的时候，同学们谈起了十年以后的生活。大家都觉得大量使用计算机机器人，会让我们的工作机会越来越少。有人说以后在飞机场、学校、医院都会看到越来越多的机器人工作。你觉得十年后的世界会是什么样子？为了以后能找到合适的工作，你觉得我现在应该做些什么准备呢？

南南

### ***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?***

Demonstrating competency in interpersonal writing, which involves both skill in reading comprehension and skill in writing, most responses directly address the prompt by providing answers to both questions raised in the email. Most responses can explain ideas and opinions by listing examples or providing specific

reasons. A variety of more sophisticated uses of transitional elements and cohesive devices, which help create paragraph-length discourse, are found in the good and excellent responses.

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

1. A common error seen in responses to this question, year after year, is the failure to respond to all questions raised in the email.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>The following two examples do not answer the second question in the prompt:</p> <p>谢谢你给我发电子邮件，朋友 我觉得十年以后工作会多给人。你很聪明因为十年是很长的时间，我觉得在这世间的时候，很多人会有很多不一样的工作和他们会给多人多的工作因为人的办法是用多的人做多的东西。我最后说，我真觉得你是对，我们在十年前会有多工作。</p> <p>首先，我觉得按照现在科技的发展速度来看十年后肯定会有很多机器人之类的。然后，我觉得确实会有很多工作会被机器人替代掉。但，可能会有一些工作是机器人替代不了的。而且，我觉得十年后科技会比现在还要发达。要找工作肯定比现在要难很多。</p> <p>The following example does not respond to the first question:</p> <p>我觉得你应该告诉你的老师。我的老师帮我找一个工作。所以你的老师可以帮助你。现在你应该做你的作业，很好成绩，和找工作。我也建议，现在你需要做工作所以你可以有一点儿工作经验。很多的商人想人们有工作经验。可是你说你的同学们找到工作，所以我知道你会找到工作，因为你非常聪明。</p>	<p>The following example answers both questions:</p> <p>我覺得十年後隨著科技越來越進步，人工智能會成為大家日常生活的一部分，其實現在在某些地方已經能看到機器人工了，像是在餐廳當服務生或是在機場幫忙乘客們我覺得十年後隨著科技越來越進步，人工智能會成為大家日常生活的一部分，其實現在在某些地方已經能看到機器人工了，像是在餐廳當服務生或是在機場幫忙乘客們.我覺得為了以後能找到合適的工作，你可以嘗試跟電腦工程有關的課程，就算機器人再厲害，也需要有人幫忙定期維護和檢查。我建議你可以先上網了解一些基礎知識，看看你對這方面有沒有興趣 ...</p>



2. Some responses fail to provide specific and clear suggestions when responding to the second question:

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>The following examples provide only brief and general advice without details and elaboration:</p> <p>你可以准备,比如说写你的意见一点点</p> <p>我觉得你应该努力学习要做的好。</p>	<p>The example below responds to the second question:</p> <p>为了以后能找到合适的工作,你觉得我现在应该做些什么准备呢?</p> <p>... 我们去哪里都肯定会碰到机器人,我觉得跟着大家学机器人和编程会最有效。做机器人还可以赚很多的钱,因为现在的大公司,比如微软和亚马逊都做机器人和人工智能。现在的电脑产品用的非常多,生意肯定不错。如果你对机器人不感兴趣的话,那也不一定需要做,世界里还有很多的不同的工作,也可以赚很多的钱,比如做医生或律师,因为社会永远都需要这些工作。但是这就是我的推荐,你不需要同意。你对什么感兴趣就做什么工作</p>

3. Limited language usage/skills continue to be an obstacle to good communication:

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Wrong word order resulting from interference from the English language:</p> <p>我觉得会有很多的机器人十年以后 (我觉得十年以后会有很多的机器人)</p> <p>我觉得你应该要学习在大学 (我觉得你应该要在大学学习)</p> <p>Mistakes due to incorrect keyboard inputting continue to be a troubling issue:</p> <p>做公 (做工), 辛勤 (心情), 应为 (因为), 生体 (身体), 真钱 (挣钱), 单行 (担心), 路行 (旅行), 中要 (重要), 生化 (生活), 注意 (主意), 搜到 (收到), 要死 (要是), 颈部 (进步), 最精者摸樣 (最近怎么样), 鞋子的课程 (写字的课程), etc.</p>	<p>A variety of syntactical structures and idiomatic expressions are found in the good and excellent responses. For example:</p> <p>我建议你学一下关于人工智能的东西,它们非常地奥妙与有趣,会对你以后找工作有帮助 ...</p> <p>虽然是游戏但也满足了我这个青少年对未来的一种憧憬,他们里面不仅有机器人,就连人都需要插入芯片存活 ...</p> <p>A variety of more sophisticated use of transitional elements and cohesive devices, which help create paragraph-length discourse, are found in good and excellent responses:</p> <p>我们的工作机会也确实会减少,但是我认为我们不需要太消极的看待这件事,而且我认为机器人的发展其实不会对我们造成不利的影响 ...</p>

	<p>幸好科学家没有受伤，不然这要变成一件很严重的一件事情了 ...</p> <p><b>Appropriate use of register:</b></p> <p>你好南南，好久没聊了，你最近过得怎么样？</p> <p>你好，很久没联系了，希望你一切都好。</p> <p>你好，南南！我非常高兴收到你的电子邮件。</p>
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**Based on your experience with student responses at the AP® Reading, what advice would you offer to teachers to help them improve student performance on the exam?**

1. Always remind students the importance of reading the question carefully. Before starting to write, students should make sure they truly understand the main idea of the email message, and clearly identify all the questions the email asks.
2. Always remind students that AP exam is a performance-based test, and it is important to address the questions fully—task completion takes priority.
3. Tell students that their responses to the stimulus do not have to be “truthful.” Consider the task as a role play. Students should try their best to “create” answers to all aspects of the question in an imagined real-life communicative context.
4. Teach students how to construct a coherent and cohesive discourse of paragraph length, especially through proper use of transitional elements and cohesive devices.
5. Create opportunities for students to practice the use of some basic grammatical structures and idiomatic expressions commonly used in interpersonal communication.
6. Emphasize the importance of typing accuracy. Give students enough practices to avoid common mistakes due to the misspelling of pinyin that often obscures meaning.

**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.  
<https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/exam?course=ap-chinese-language-and-culture>
- 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 2007–2024 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 2007–2024 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—Conversation

**Topic:** Physical and wellness activities

**Max Score:** 36

**Total Group Mean Score:** 28.12

**Standard Group Mean Score:** 23.28

***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 Personal and Public Identities. 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 meaning negotiation in an unrehearsed, spontaneous fashion, it takes 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. 最近這幾天都沒看到你，你在忙些什麼呢？
2. 聽說這裏的學生都喜歡運動，也喜歡上體育課、心理健康課，你覺得多運動或者上這些課有什麼好處？
3. 在中國，我們學校每年都有體育比賽。你們學校都有些什麼體育比賽？
4. 我很喜歡打乒乓球，你喜歡什麼運動？為什麼？
5. 最近學校的功課很多，我都沒有時間運動了。怎麼辦呢？
6. 這樣吧，這個週末我們一起去運動吧。你有什麼建議？

**Simplified Chinese Characters:**

1. 最近这几天都没看到你，你在忙些什么呢？
2. 听说这里的学生都喜欢运动，也喜欢上体育课、心理健康课，你觉得多运动或者上这些课有什么好处？
3. 在中国，我们学校每年都有体育比赛。你们学校都有些什么体育比赛？
4. 我很喜欢打乒乓球，你喜欢什么运动？为什么？
5. 最近学校的功课很多，我都没有时间运动了。怎么办呢？
6. 这样吧，这个周末我们一起去运动吧。你有什么建议？

## Conversation Q1

**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 address the prompt directly, providing explanations to sustain the answers. In better answers, the details given are not just a list of items but a logical “unpacking” that further explains the reasons why the speakers have been busy with things they do.

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

1. Some responses fail to address the prompt directly:

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p><b>Totally off topic:</b></p> <p>我是王老师的学生，很高兴认识你。我想成为你的朋友，我是很开心说说 . . . 遇到你 . . . 我们有很多活动.</p> <p><b>Only “tangential” answers, without responding to the question (你在忙些什么呢?):</b></p> <p>我不忙. 我很忙.</p> <p><b>Relating to the English direction explaining the context of the conversation yet ignoring the question in Chinese:</b></p> <p>在我们的学校我们注意身体健康和锻炼身体.</p> <p>我在我们学校我们有很多活动，我们想打乒乓球，我们也想打篮球.</p> <p>我学校有很多课， 有图书馆有运动场.</p> <p>在学校你可以参加很多锻炼活动，打篮球打网球等等.</p>	<p>The following responses address the prompt directly and give basic answers:</p> <p>在忙些功课还有做工.</p> <p>最近在学校学习中文.</p> <p>我很忙，很多运动很多功课.</p> <p>The following responses address the prompt directly and give appropriate answers:</p> <p>我在忙些中文课考试和别的考试.</p> <p>我常常做运动，比如打球等等.</p> <p>对，我非常忙，我做非常多运动，比如说橄榄球和打篮球</p> <p>The following responses address the prompt directly and provide some details. They list specific things with which the speakers have been busy:</p> <p>我这几天在做三门 AP 考试，我要考化学中文和数学，所以我在准备那些东西。我也要计划我这个夏天要做什么，我也考试从妈妈那儿学做饭和开车了.</p>

<p>Talking about what the speakers like to do, without answering the question:</p> <p>在这里我喜欢做许多不同的运动, 比如说美式足球篮球, 我也喜欢跟我的弟弟一起玩游戏机.</p> <p>我最喜欢和我朋友在网上玩, 也喜欢看视频.</p>	<p>对不起, 我在忙很多不同的东西。今天我有一个数学考试和一个历史考试, 我在和我的朋友.. 复习这些考试, 对不起我没有看到你.</p>
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### Conversation Q2

**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 directly address the prompt, demonstrating skills required in interpersonal conversation.

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

1. Some responses seem to misunderstand the question.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Some responses take “what” (有什么好处) for “why” and thus provide answers such as:</p> <p>运动很好 ...</p> <p>运动很重要 ...</p> <p>Some responses spend a considerable amount of time responding to the statement (听说这里的学生都喜欢运动, 也喜欢上体育课、心理健康课) and miss the main question (你觉得多运动或者上这些课有什么好处?):</p> <p>我们学校有很多不一样的活动 ...</p> <p>我很喜欢学校的课外活动...</p> <p>我运动、打球、踢球 ...</p>	<p>The responses below directly and fully address the prompt:</p> <p>Uh 我觉得..我觉得参加运动有很多好处, uh 比方说, uh 踢足球 uh 有很多跑步, uh 对你的对你的身体好, uh 还有在 ...</p> <p>Uh 我想在[zai3]运动课我们可以有比较多的事情我们可以做[zuol], 也有很多不一样的运动我们可以做[zuol], 但是我很喜欢这个课因为我可以 uh 动我的身体, 和我的身体就是比较健康.</p>

2. Limited vocabulary and lack of appropriate grammatical structures can be found in a sizable number of student responses:

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Limited vocabulary and grammatical structures:</p> <p>我很喜欢做羽毛球...</p> <p>我也, 我有..很多动用[运?运动?], 在..我的高中有..动用[运?运动?]是..乒乓球还是..很多</p> <p>我觉得运动的课是很 um 好的做, 因为 um 你可以在你的身体健康, 和你做很多的身体的, 所以你做得很好 ...</p>	<p>The following examples demonstrate a sufficient level of vocabulary and grammar to answer this question:</p> <p>我喜欢运动, 我常常踢足球, 可以学习新的知识 ...</p> <p>打篮球对身体好, 让我们的脑子好用, 学习好, 睡得好 ...</p>

### Conversation Q3

**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 address the prompt directly and provide appropriate answers. Many of them also provide examples of various sport competitions to substantiate their answers.

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

1. Some responses misunderstand the question 都有些什么体育比赛, which contains two words 体育 and 比赛 that might baffle many students.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>A considerable number of students who managed to score 1–3 with other conversation questions did not respond to this question at all (NR):</p> <p>在我的学校, 我们每个早上有..听写比赛, 因为..Um 我们都真的喜欢学中文, 我们真的喜欢听写.</p> <p>在我的学校, 我只上体育比赛..两年, 我去年..上体育课, 可是, 我今年没上.</p>	<p>The following responses address the prompt directly and give appropriate answers:</p> <p>在美国, 我有很多的体育比赛, 比如说 uh 打篮球和踢足球, 和乒乓球 ...</p> <p>在我的学校, 我们体育比赛有 Uh 棒球比赛, 我们也有乒乓球比赛, 我最喜欢的比赛是打棒球, 我的哥哥喜欢打篮球比赛 ...</p>

<p>在[zai2]我的学校[xiao1]有很[hen2]多比赛，um.. 在有.. um, ..qiao2 yu1[not clear]比赛，um, 足球比赛，和..um, Dian1 yin3 (电影?) 比赛[cai3].</p> <p>A significant number of students failed to answer the question appropriately, not because they lack language proficiency but because they did not listen to the question carefully enough:</p> <p>我觉得呢，运动嘛，是一个很 很美好的一件事情。你每天上一两课去跑跑步就会很舒服。</p> <p>我们学校的体育项目是我们这个州排名非常靠前的，比如说篮球比赛... 我们曾多次获得我们州的篮球比赛冠军，还有我们的田径队。</p>	<p>The response below not only addresses the prompt directly but also provides relevant details:</p> <p>在我的学校，我们有很多的体育比赛，我很喜[xi1]欢打[DA4]排球，篮球，和足[zu1]球比赛，我们也有啦啦..队比赛和板[ban2]球比赛。</p> <p>The following response directly addresses the prompt and provides a very thorough and appropriate answer:</p> <p>我们学校有许多的体育比赛，像是篮球、棒球，排球等。而且在这些比赛，学校许多学生都会出来帮参加比赛的学生还有朋友们..加油打气，希望他们...的跑友们可以拿到第一名。</p>
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2. Some responses do not use proper and varied cohesive devices to connect sentences:

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>The following responses do not use appropriate cohesive devices:</p> <p>我们有很多不一样的体育比赛，我们有做很多不一样的运动比赛，和我们有跑步的比赛，和打篮球，和很多不一样的体育比赛。</p> <p>在我的学校，我们有很多的体育比赛[sai3]，比如说，踢,踢足球..的比赛，和..打篮..打网球比赛，和打网球比赛，在我的学校。</p>	<p>Despite the limited vocabulary and grammatical structures used, the response below shows an effective use of cohesive devices:</p> <p>我们学校有很多体育比赛，um 这星期有跑步比赛，学校也有网球比赛、棒球比赛，还有排[pai1]球比赛。</p>

### Conversation Q4

**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 answer both the “what” and the “why” questions, telling what sports the speakers like and then explaining why they like those sports.



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

1. Some students didn't understand the prompt correctly:

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Misinterpretation of 运动 in the cue:</p> <p>我喜欢打游戏, 唱歌 ...</p> <p>我喜欢去吃中国饭 ...</p> <p>我喜欢画画 ...</p>	<p>The following answers demonstrate a correct understanding of the question:</p> <p>我喜欢打羽毛球, 我喜欢跟爸爸妈妈玩, 去中国的时候我们也玩 ...</p> <p>我喜欢打篮球, 有很多人打, 打篮球很好玩, 我也跟爸爸玩 ...</p>

2. Some answers are unsatisfactory due to inappropriate use of register or inaccurate understanding of the prompt:

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>你喜欢足球吗?</p> <p>你觉得运动有意思吗?</p> <p>我什么运动都不喜欢, 我很忙 ...</p> <p>我以前做过运动, 现在不做了 ...</p> <p>我不喜欢运动, 太累了 ...</p> <p>我不喜欢运动, 我喜欢画画 ...</p>	<p>The following responses are well organized, using transitional elements and cohesive devices effectively:</p> <p>我也喜欢打乒乓球, 第一, 乒乓球很有意思, 很快; 第二, 我可以跟朋友打, 很有意思, 第三, 打好乒乓球, 你也可以打别的球打得很好, 比如网球 ...</p> <p>打羽毛球很好玩, <u>不但</u>跟你的朋友打来打去很有意思。<u>也</u>可以让你放松, <u>还有</u>让你身体健康。<u>所以</u>我喜欢打羽毛球 ...</p>

3. Common mistakes in language use:

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p><b>Wrong verb + noun collocation:</b></p> <p>我喜欢做游泳</p> <p>做篮球</p> <p><b>Wrong word order due to interference from English:</b></p> <p>我喜欢打乒乓球跟我的朋友 ...</p> <p>踢足球在外面跟我的哥哥很好玩 ...</p> <p>游泳在水里很有意思 ...</p>	<p><b>Examples of good language use:</b></p> <p>我喜欢踢足球，因为我的很多朋友踢足球，我可以一边踢足球一边跟他们说话，这样，我们不但可以交流感情，也可以很开心...</p> <p>打羽毛球很好玩，不但跟你的朋友打来打去很有意思。也可以让你放松，还有让你身体健康。所以我很喜欢打羽毛球。，还可以锻炼身体 ...</p>

**Conversation Q5**

***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 provide specific suggestions in response to the prompt. Some responses can use different ways to show sympathy and hence establish common ground for the conversation.

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

1. Some students only responded to part of the prompt and did not provide suggestions to solve the speaker's problem:

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p><b>Examples below only catch individual words, such as 功课 and 运动, and miss the question asked:</b></p> <p>我喜欢运动，比如网球、篮球， ...</p> <p>我的学校有很多功课，可是最近没有功课。</p> <p><b>Some students had difficulty providing any suggestion, as they honestly did not know what to suggest. Students should remember that they are</b></p>	<p><b>The following responses give specific suggestions in response to the question:</b></p> <p>你可以快一点功课，做完功课以后运动。</p> <p>你来找我一块儿去运动，我很乐意。</p> <p>你平常可以偶尔运动。如果实在不行，可以在考试以后补回来。</p>

tested on their language, not on the quality of their recommendations, and that making poor or unrealistic suggestions will not have any impact on their scores.	
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2. Common mistakes in language use:

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Many students did not know which verb to use with 运动:</p> <p>玩运动, 打运动, 踢运动</p> <p>Some students could not distinguish 时间, 时候, 以后:</p> <p>没有时候做功课</p> <p>起床的时候去跑步</p> <p>Wrong word order due to interference from the English language:</p> <p>我可以跟你去运动周末。</p> <p>Some students confused the usage of 运动 and 活动; 功课 and 工作; 学校 and 上学.</p>	<p>Most good and excellent responses use rich and appropriate vocabulary, a variety of grammatical structures, and clear connectors to address the prompt effectively. The following are two typical examples:</p> <p>学习固然重要, 但是运动也必不可少。...劳逸结合 ...</p> <p>我认为你在学习之余, 可以腾出一点时间运动。比如写完作业后, 不是马上休息, 而是跳跳绳, 或者约朋友一起去健身房运动、跑跑步等等。</p> <p>The following responses use appropriate expressions to show sympathy and, hence, effectively establish common ground between the two interlocutors:</p> <p>我跟你有一样的问题 ...</p> <p>我的功课也很多, ... 加油!</p> <p>... 祝你学业顺利!</p> <p>我也有很多功课, 但是运动非常重要。我建议你...</p>

**Conversation Q6**

***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 demonstrate a good understanding of the prompt and use various expressions with appropriate register to respond properly and politely to the suggestion made by the question.

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

1. Some students misunderstood the question.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>When giving suggestions, some responses mention general activities, such as 看电影, 吃饭, 逛街, 上课, 聊天, etc., that have nothing to do with sports.</p> <p>Instead of making suggestions on what to do, some responses simply dwell on what speakers like to do:</p> <p>我喜欢打篮球, 我每天和朋友去公园打球.</p> <p>Some students missed the time phrase 这个周末 (this coming weekend) and talked about things they did last weekend, or they do every weekend.</p>	<p>Examples below not only make suggestions on what to do but also give supporting reasons:</p> <p>好主意, 我们学校附近就有一个运动中心, 我们在那儿能打乒乓球, 打篮球和游泳。我们两个人一起去运动, 很好玩 ...</p> <p>我们可以约几个朋友去打篮球, 这样不仅可以运动, 还可以带动身边的人一起运动, 只有这个样子, 我们的身体才会越来越好 ...</p>

2. Some students did not understand the prompt.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Totally irrelevant answers to the question:</p> <p>我喜欢跟朋友看电影, 学中文.</p> <p>我觉得你应该喝很多水, 然后呢---, 以后你应该吃很多食物, 让你的心理健康。加油!</p> <p>我的建议是穿好的衣服, 穿好的鞋。我觉得你穿的东西是很重要的, 因为会---帮助你---好.</p>	<p>This response demonstrates a good understanding of the prompt:</p> <p>如果我们这个周末一起去运动的话, 我们可以去羽毛球馆, 羽毛球馆里人很多, 我们可以跟他们打双打, 或者你也可以跟我打单打, 当然你不会我可以教你, 我们可以慢慢地练习, 羽毛球队新手来说非常的方便 ...</p>

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

1. Remind students to read the printed English task directions and listen to the prompt very carefully in order to address the prompt in a proper register and in a complete and satisfactory manner. Students need to keep in mind who they are talking to, in what context, what role they should be playing, and what information they are expected to provide in response.

2. Emphasize listening practice, especially exercises on how to identify the key words. Train students to identify different types of questions (e.g., 什么, 哪个, 哪些, 有些什么..., 怎么样, 为什么, 怎么办, etc.) and how to answer them effectively.
3. Tell students to immediately and directly respond to the questions, and not to waste time repeating or paraphrasing the questions.
4. 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.
5. Some responses showed that students had difficulty assuming appropriate roles in simulated conversations. Teachers are advised to provide students with role-playing exercises in a variety of contexts and scenarios.
6. 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. It will not help to play tricks with the questions. Answers like “我不知道” can be perfectly OK or reasonable in real-life situations but will never work in exams. It is not a good idea to create new problems or complicate the situation by saying “我不喜欢运动, 我们去逛街/吃饭/看电影吧” in response to the suggestion “这个周末我们一起去运动吧。你有什么建议?”. Even “我下个星期有考试, 所以这个周末没有时间跟你去运动” cannot be considered a satisfactory answer to such a question.
7. Train students to use transitional elements and cohesive devices to connect and organize their sentences. 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.
8. Provide plenty of opportunities for students to consolidate the use of basic everyday life vocabulary and idiomatic expressions, including time-reference words (平常, 上个周末, 昨天下午, 下个月, etc.), the misuse of which always leads to serious problems. Also focus on both spoken and written style (口语体/书面语体) vocabulary during language instruction. Students should not only learn colloquial terms (e.g., 运动, 画画, 跳舞, etc.) but also be familiar with their counterparts (e.g., 体育, 美术, 舞蹈, etc.) required in more formal situations.
9. Tell students to speak as much as possible. Take full advantage of the 20-second response time. Do not just provide a basic response and stop.
10. Speak clearly; do not murmur or whisper. Even if one really does not understand the question, at least try to respond by using some keywords from the question. When involving oneself in a conversation, one should be clear about the situation and be able to predict questions that might be asked in that scenario. This way, even if one does not understand a question, one can still say something related to the prompt.

11. Tell students to be serious about the exam. The onsite noise of 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.  
<https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/exam?course=ap-chinese-language-and-culture>
- 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 2007–2024 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 2007–2024 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—Cultural Presentation

**Topic:** Annual celebration

**Max Score:** 6

**Total Group Mean Score:** 4.41

**Standard Group Mean Score:** 3.87

***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 Families and Communities. The question 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 four minutes to prepare and two 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 Cultural Presentation this year is as follows:

Choose ONE annual Chinese celebration (for example, celebrations that mark the lunar calendar or seasonal changes, celebrations of important political and/or historical people or events, celebrations in honor of women or the elderly, etc.). In your presentation, describe this annual celebration 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 demonstrate competence in the presentational mode of communication. Using appropriate vocabulary and grammatical structures, the responses describe one annual Chinese celebration and explain its cultural significance. Most responses demonstrate competent oral presentational skills in describing and explaining and a good understanding of Chinese culture.

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

1. The familiar perennial problem continues to call our attention: in general, students did a better job describing the subject than explaining its cultural significance.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>A sizable number of presentations describe annual celebrations but do not discuss the significance of those celebrations. For example:</p> <p>大家好，今天我来介绍传统的节日，三百六十五天的晚上，就是除夕的晚上，很多很多的大扫除，因为他得扫房间，在红纸上写着吉利的话，最后把鞭炮，因为他们觉得他们觉得放鞭炮对叫年的怪兽很害怕，这些，这些都是除夕的活动，如果我有机会，我去中国过除夕...</p> <p>... 新年，是农历1月1号，跟家人一起吃晚饭，吃鱼，饺子，桔子。有一个故事，以前有一个怪兽，“年”，他常来吃人，后来，人们发现年兽害怕红色和大的声响，所以人们在门上贴春联，和很多红色的东西，人们也穿红色的衣服，他们放鞭炮，年被吓跑了，不再回来吃人了。所以人们庆祝新年。</p> <p>Some presentations are all about the significance of certain annual celebrations but do not describe the celebrations themselves.</p> <p>A great number of responses are concrete and specific in their descriptions of the celebrations, but their explanations of significance are general and vague (for example, 很重要/很好玩儿/很有意义/很大影响, etc.), often “hidden” or being “buried” in the descriptions, and therefore very difficult for the raters to identify.</p> <p>The contents of some presentations do not match the topics announced at the beginning. For example, one presentation starts with 中秋节, but what follows is all about 春节. Another presentation declares itself to be on Spring Festival but ends up with a discussion of filial piety.</p>	<p>The following responses either describe an annual Chinese celebration and discuss its significance separately or combine the description and the discussion together:</p> <p>... 今天我给大家介绍中国的端午节。这个节日是为了纪念爱国诗人屈原。屈原是楚国的一个忧国忧民的诗人，但他的国家被秦国打败后，他很伤心，跳到江里自杀了。人们知道以后，划船去找他的尸体，但是没有找到。于是人们把米团用粽叶抱起来，扔到水里，希望鱼虾吃这个米团，不要吃屈原的身体。所以今天我们吃粽子，赛龙舟。今天，赛龙舟成了一个国际赛事，让外国人了解了中国的端午节 ...</p> <p>... 我介绍春节。春节在美国十二月。跟家人团圆。吃晚餐，有鱼、饺子、年糕。穿新衣服。发红包。很重要文化，跟家人一起，现在商业发展，没有跟家人一起的机会。影响很大，因为每个人做春节，美国的圣诞节不是每个人 ...</p> <p>The following are good examples of explanations of the significance of annual celebrations:</p> <p>... 中秋节吃月饼，月饼是圆的，象征生活美满，团圆圆。南方人把月饼切开吃，说明中国人爱分享。庆祝中秋促进了亲情之间的联系，增加了家庭氛围感，家庭观念；中秋节一直流传至今，弘扬各类中华美德，增加了民族认同感，也让更多外国人了解了中国文化 ...</p> <p>我今天介绍的中国节日是七夕节，这是个庆祝浪漫的爱的节日。七夕节有一个故事，讲的是牛郎、织女 (故事非常详细，有：仙女、拆散、银河、牛郎星、织女星、鹊桥，一年一度、相见)。所以现在很多人在这一天庆祝浪漫的爱，希望自己将来有一个浪漫的故事，像牛郎织女一样 ...</p>



Some presentations describe activities (such as 舞狮, 民族舞蹈, etc.) that might happen in celebrations but do not mention the celebrations at all.	
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2. Either misreading the question or not understanding the meaning of certain words in the question, or relying too much on the pre-prepared materials, some students went off-topic:

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>The following two responses might have misinterpreted the phrase “seasonal changes” in the prompt direction:</p> <p>... 中国地理环境的不同造成不同的季节对身体不同的影响 ...</p> <p>... 中国有春夏秋冬的季节，各季节有不同景色，冬天准备过年。大年三十在冬季。这就是春夏秋冬的季节 ...</p> <p>The response below misunderstands the meaning of “celebration” in the question:</p> <p>... 在马克龙访问中国期间，他与广学生交流。这个事件在中法网络上引起关注。此次事件投射出不同的重要性。在当今中美交恶中的社会背景下。法国总统来中国访问对中国释放出来自西方国家友好信号 ...</p> <p>Misinterpretation of the word “celebration” might have also led to presentations on the life stories of historical figures such as 秦始皇, 朱棣, and 鲁迅, or modern and contemporary national heroes like 雷锋 and 袁隆平爷爷, etc., or totally irrelevant topics, such as 中国书法, 中国的二十四节气, and 中国生日和美国生日的不同, etc.</p> <p>Some responses talk about 生日, which is not a national celebration, or 中国派对, which is too general to mean anything, or 母亲节 and 父亲节, which have nothing to do with Chinese tradition, or simply created annual celebrations that do not exist, such as 孙中山日.</p> <p>Some responses miss the word “ONE” in the question and talk about more than one celebration.</p>	<p>The following examples demonstrate good understanding of “celebration”:</p> <p>... 今天我来介绍中国一年一度的春节。首先我来说春节的习俗。吃团圆饭，给小孩儿发红包。团圆饭里有年糕，年年高升，有鱼，年年有余，有饺子，饺子像元宝，象征财富，来年发财。然后我再说中国春节的意义。家庭团圆，共享天伦之乐。祝愿新的一年有好的开始，对未来生活的向往、憧憬和希望。随着时间的发展，新年的庆祝活动每年都会有。这就成为了一个传统。文化的传承。让世界了解中国 ...</p> <p>... 大家都会聚在一起，吃团圆饭，挂灯笼，放鞭炮，驱赶年那个叫年的妖怪，迎接快乐的新年。晚辈对老人行礼，表示对老人的尊重，老人给晚辈红包，表示对晚辈的祝福；家人团圆，体现了中国人对合家欢乐的这种态度的保持，对亲情和温情的延续做出的努力；这些活动不仅代表了新年对我们的，重要性，更是一种增加感情、传递温情的方式 ...</p>

For example, a response includes in its presentation 春节, 中秋节, and 端午节, and, as a result, is not able to elaborate on one celebration.	
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### 3. Inaccurate cultural information:

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Some responses include incorrect cultural information:</p> <p>... 中秋的时候吃月饼, 元宵, 粽子, 饺子, 面条 ...</p> <p>... 端午节是农历正月十五, 阳历在九月份 ... 人们会吃月饼 ...</p> <p>... 新年的时候可以吃很多不一样的东西, 比如月饼和馄饨 ...</p> <p>... 国庆的重要意义是纪念屈原 ...</p> <p>... 中秋节是庆祝后羿和嫦娥一年一度的相见 ...</p> <p>... 中国很多历史, 新年对中国文化很重要, 中国人喜欢新年, 新年是中国文化, 很多中国人穿黑色衣服, 因为黑色很重要 ...</p> <p>... 屈原到河里去抓鱼被淹死 ...</p>	<p>This response demonstrates a good understanding of the Chinese New Year celebration:</p> <p>... 中国新年很热闹, 大家一起吃年夜饭, 有饺子、春卷和八宝饭等, 充满童年回忆。春节之所以对中国人很重要是因为春节展现了中国传统文化和观念的传承。过年的时候, 晚辈给老人拜年, 体现了尊老爱幼的传统; 老人给孩子们红包, 展示了父母对孩子的爱。家庭成员互相祝福, 岁岁平安, 年年有余。过年最重要的就是家庭团聚, 回想过去的一年, 期待新一年的到来和祈求来年财运 ...</p>

### 4. Limited language skills prevented some students from expressing themselves effectively:

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>The following responses lack language competency:</p> <p>... 我讲一下中华节, 它的重要性和影响。中华节一块儿家人。大家吃饭食, 饺子、米饭、月饼。每年参加 ...</p> <p>... 我介绍春节。古代人发明了故事: 年兽吃孩子, 坏到房子。后来一个老人说年兽怕大声音和红色的东西, 所以人们放鞭炮、烟花, 和红灯笼 ...</p>	<p>Many responses demonstrate a good use of language when explaining the cultural significance of different annual Chinese celebrations. Here are some examples:</p> <p>... 年夜饭有很多讲究, 鱼意思是说年年有余; 年糕是年年高升; 饺子像元宝, 代表财 ...</p> <p>... 家对中国人是非常重要的。全家聚在一起, 吃团圆饭, 意味着家和万事兴 ...</p>

<p>As to what the following fragmented utterances meant to express, we can barely guess:</p> <p>... 年有十二 ..., 特别是狗和猫, 很好玩 ...</p> <p>... 新年传中国文化到不同地方 ...</p> <p>... 屈原丢他的身体在河里 ...</p> <p>... 怪兽下山找人吃 ...</p> <p>... 很久以前有一个很酷的人, 他死九个太阳 ...</p>	<p>... 庆祝一年一度的春节, 代表新的一年开始。红色代表幸福圆满、红红火火 ...</p> <p>... 因着春节的返家团圆, 不但促进家人的感情交流, 还因为交通的繁忙, 跟着刺激交通经济的成长 ...</p> <p>... 屈原是历史长河中的榜样, 纪念他也是提升自己 ...</p> <p>... 春节家人齐聚一堂; ... 压岁钱给与一个寓意是平安喜乐 开心..., 红衣服代表了喜庆, 福倒贴, 意味着福到了的祝福, etc. ...</p> <p>... 春节是中国宝贵遗产, 人民智慧的结晶, 世界的组成部分 ...</p>
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**Based on your experience with student responses at the AP<sup>®</sup> Reading, what advice would you offer to teachers to help them improve student performance on the exam?**

1. Teachers should emphasize to students the necessity of finishing two tasks for cultural presentation: to describe a subject and to discuss its cultural significance.
2. Share with students the rubrics of the scoring guidelines for cultural presentation so that students can use the established standard to measure their progress.
3. Always remind students of the importance of reading the prompt carefully. Every word in the question counts.
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. In line with the above, teach students how to use their time effectively. Do not waste time on introduction. Distribute time methodically and proportionally to different parts of the presentation.
6. To explain the significance of a subject is always a difficult task. It might be a good idea to teach students a set of expressions and vocabulary that are commonly used in the discussion of the cultural significance of events and activities. Some typical examples are: 表达, 象征, 代表, ... 的重要性表现在 ..., 让 ... 了解到/体验到, 为了..., 教人们, 提醒我们 ..., 寓意着, 传承了..., 意义是 ..., and so on.
7. Provide opportunities for students to develop their ability to construct coherent discourse using appropriate transitional elements and cohesive devices.
8. Help students understand the difference between description and explanation, between facts and evaluation.

9. Teach students how to reorganize or edit what they have learned/prepared so that their answers would fit 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.  
<https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/exam?course=ap-chinese-language-and-culture>
- 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 2007–2024 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 2007–2024 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.