



## Chief Reader Report on Student Responses: 2025 AP<sup>®</sup> Chinese Language and Culture Free-Response Questions

• Number of Readers	126		
<b>Total Group</b>			
• Number of Students Scored	18,312		
• Score Distribution	Exam Score	N	%At
	5	10,062	54.9
	4	3,335	18.2
	3	2,945	16.1
	2	843	4.6
	1	1,127	6.2
• Global Mean	4.11		
<b>Standard Group</b>			
• Number of Students Scored	4,712		
• Score Distribution	Exam Score	N	%At
	5	1,084	23.0
	4	811	17.2
	3	1,356	28.8
	2	596	12.6
	1	865	18.4
• Global Mean	3.14		

The following comments on the 2025 free-response questions for AP<sup>®</sup> Chinese Language and Culture were written by the Chief Reader, Professor Xinda Lian of 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:** Yard sale

**Max Score:** 6

**Total Group Mean Score:** 4.68

**Standard Group Mean Score:** 4.05

### ***What were the responses to this question expected to demonstrate?***

This question assesses writing skills in the presentational mode of communication. It aligns with the AP Chinese Language and Culture course unit “Global Challenges.” To respond successfully, students must demonstrate a level of Chinese language proficiency that enables them to address topics about challenges people are facing, as well as the ability to describe and narrate using paragraph-level discourse.

In this task, students are asked to compose a written narrative—using keyboard input—based on a series of four images depicting a girl organizing her closet in preparation for a yard sale. Students have 15 minutes to produce a complete and coherent story that reflects a clear progression of ideas, including a beginning, a middle, and an end.

### ***How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?***

In general, students demonstrate competence in the presentational mode of communication. Because the story’s setting (at home, in a room) and theme (cleaning and recycling) fall squarely within the scope of the AP course content, students generally found the task accessible. They were able to apply relevant vocabulary and grammar structures they had learned. Content from various themes and units were used to complete the task.

Most responses demonstrate a control of basic transitional elements and cohesive devices 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?***

1. Some responses failed to tell a complete story by addressing all stimuli provided by each and every one of the four pictures.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>The following responses lack an end, missing information provided in picture 4:</p> <p><b>Example 1</b> 有一天星期六，李红正在家准备下周一历史演讲，而在一旁她的妈妈正在帮李红收拾衣柜。李红妈妈在收拾李红的衣柜的时候，发现了有许许多多的衣服挂在衣柜上，而衣柜的下面则是一只小熊玩具和颜色各异的鞋子。</p>	<p>The following response, despite some minor errors, presents a complete and cohesive narration, with a beginning, a middle, and an end:</p> <p>星期五的时候，丽丽在她的电脑上做作业。丽的妈妈告诉丽丽她有太多衣服，而且必须回收还是卖她没有穿的衣服。</p>

<p>李红妈妈看到这堆衣服和鞋子，就转过身去对着正在写历史演讲的李红说：“囡囡啊，你过来看看这个柜子里有那些不合适穿的衣服还有不合穿的鞋子，我打算趁这个周末把家里和你衣柜里用不了的东西拿出去售卖。我看你有很几件衣服好像是你初中时候穿的了，应该不”李红听到妈妈的话，一边说一边放下手中的电脑走到衣柜那里：“拿着一件粉色的小睡衣对着自己的上半身量了一下，发现衣服比自己想象中的要小了很多。</p> <p><b>Example 2</b> 今天早上在爱琳的房间。爱琳看电视机，可是她的妈妈说带衣服。爱琳去到看衣服。她穿的衬衫，可是衬衫太小所以从孩子时候</p> <p><b>The following response only has a beginning, missing information provided in picture 2, picture 3 &amp; picture 4:</b></p> <p>小明在她的家，看看电影。小明的妈妈说“你有太多了的裤子”。小明。</p>	<p>妈妈离开的时候，丽丽拿出她的衣服，发现很多都是太小！她觉得她应该回收还是卖这些衣服。她也看到有些玩具她不喜欢，所以他也要卖这些玩具。</p> <p>星期六来的时候，丽丽在房子里的前面把她没有穿的衣服和没有玩的玩具放在外面。然后，有一个妈妈和她的儿子来看丽丽在卖什么东西。因为小儿子希望买丽丽的小玩具，所以他的妈妈给丽丽三块钱，然后还载有玩具，最后他们离开了。</p> <p>五个小时过后，丽丽在睡觉的地方听音乐，然后妈妈来告诉丽丽她做的非常好。丽丽很开行，因为她不但卖很多的衣服和玩具，而且现在有钱买新的衣服。</p>
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2. A considerable number of responses did not effectively use transitional elements and cohesive devices to create a well-organized narrative.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p><b>The three responses below do not effectively use transitional elements or cohesive devices to create a well-organized narrative:</b></p> <p><b>Example 1</b> 我看我的电鸟。我的妈妈看我的衣服。她说我的衣服很小的。我所好啊。我看到。还有我看我的一年的衣服。这不行！所以我的衣服不好。所以我的朋友的妈妈来了我的衣服。她该我五千。我的奶奶买一个衣服。她该我五尘我该她的我的衣服。她说谢谢。 我的妈妈所太好了！我很太好我。我听我的音乐。我唱歌小苹果！我很喜欢这个音乐</p> <p><b>Example 2</b> 王明用电脑做作业的时候，她的妈妈告诉她，“你不常穿这条裤子，或者这个夹克。从小你常常穿这个衣，但是现在她太小！”王明做完作业。他看又根红色又小衣。他认为怎么他应该用它。她记得，她可以卖旧的衣。他能也卖别从来不穿的衣服。王明找更东西，比如一个周末的时候，她卖很多旧东西。她现在很多钱。她可以买新东西。他想听得舒服音乐。她的妈妈很开兴。她妈妈告诉她减少浪费。</p>	<p><b>The following response effectively uses transitional elements and cohesive devices:</b></p> <p>在一个周末下午，小美在忙着写作业。小美的妈妈突然进入了小美的房间，看到小美在写作业所以准备离开。小美的妈妈转生后发现小美的衣柜乱得都没眼看了。小美的妈妈让小美把衣服给整理好，让她一会儿把旧的衣服拿去卖。小美也觉得这个办法不错，所以就答应了。</p> <p>在写完作业以后，小美把自己的衣服都整理了，放在外面卖。本来没报什么希望，但过几分钟后，就有一个年轻的阿姨带着小男孩看衣服。这位小男孩叫小明。小明马上就看中了挂着的熊娃娃。小明的妈妈也是非常宠小明，所以二话不说就把五十块钱的熊娃娃给买了下来。小美非常兴奋，而在这个下午也把不少的衣服都给卖了，赚了不少零花钱。</p> <p>到晚上时，小美把剩下没卖完的服装在袋子里，让妈妈有空的时候把剩下的衣服去权给有需要的人。小美和她妈妈都非常开心，不仅把衣柜给收拾好了，还赚到了钱。她们母女俩开开心心的唱起了歌，度过了愉快的一天。</p>

<p><b>Example 3</b> 今天我在学习因为我有 AP 西班牙口说。我的妈妈请我比赛我的穿飞。我有很多穿，我不知这道谁买我的船。我的朋友卖每穿我有，因为她的姐姐想它。我说我的妈妈，她非常开心，我也非常开心因为我有许多钱和我可买很历史书 for 我的 AP 课。</p>	<p>Some examples of effective use of transitional expressions and cohesive devices:</p> <p><b>Example 1</b> 不仅把衣柜给收拾好了，还赚到了钱。</p> <p><b>Example 2</b> 本来没报什么希望，但过几分钟后，就...</p> <p><b>Example 3</b> 小丽感到疲劳，因为整理衣服整理了一整个早上。</p> <p><b>Example 4</b> 这样小美能同时做到保护环境和帮助别人</p>
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3. The lack of appropriate vocabulary and grammatical structures prevented some students from narrating the story effectively. The issue could be due to typos or interference from another language.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>In the following responses, the lack of appropriate vocabulary and grammatical structures seriously obscures meaning:</p> <p><b>Example 1</b> 小美的媽媽在他的臥室問題，「你能不能sell你的衣服？你有很多的衣服。」就小美sorted他的衣服所以她會sell他的。明天，小美sold他的衣服所以他會買了「聽說電影」。小美覺得很好因為小美有「聽說電影」和她的媽媽覺得很好因為小美organized他的closet。</p> <p><b>Example 2</b> 上个星期五我妈妈来到我的卧室的时候，她发生我有太多衣服了。因她告诉我我一定要把我不是要的衣服晕掉，而我把很多对我很小的衣服拿。虽然我不可以用一些太小的衣服了，但我不想要晕掉。所以我把我的衣服卖给别人。最后我不但把我的卧室变成更安静，而且我和我的妈妈非常开心。</p>	<p>The following response uses simple but appropriate vocabulary to present a complete and cohesive narration:</p> <p>上个星期二，小妹在电脑上做功课的时候，妈妈来小妹的房间看看她在做什么。妈妈也看看这个房间里有太多衣服。妈妈觉得小妹不会穿这个衣服，所以她告诉小妹她要把所有的衣服要给别的孩子穿。小妹看看她以前穿的衣服都和玩具都没有适合她。所以她想要卖他所有的东西给别人会用。他把衣服和玩具都放在外面。有些人来小明的家想买些东西，妈妈的朋友的孩子希望要买小妹的自行车。人买完小妹的东西以后，小妹的妈妈给他一个大拇指，妈妈很高兴小妹回收了他的衣服和玩具。</p>

<p><b>Example 3</b> 一天早上，小利在她的屋里学习准备考考试。然后，妈妈进她的屋里。她说，“小利！你的传呼很乱！你要青青你的传呼！”</p> <p>小利开始了青青她的传呼里。她找到了很多很多的太小的衣服。小利觉得，“人们还可以用这东西！我可以把这东西卖出去啊！”所以，小利做好了一个garage sale卖出去她久的东西。一个小孩子买了她的久的刺进车。</p> <p>最后，小利卖出去了全太久的东西。妈妈很高兴。小利也很高兴。</p>	
<p><b>Common mistakes in the use of vocabulary due to the lack of control of pinyin:</b></p> <p>近来 (进来); 奴儿, 努尔 (女儿); 久衣服, 老姨夫, 老衣服 (旧衣服); 干警, 赶紧, 钢筋 (干净); 班 (搬); 真理, 正理, 镇里 (整理); 周某 (周末); 卖 (买); 买 (卖); 认证 (认真); 另据 (邻居); 順兒 (孙儿); 小兄 (小熊); 胸毛 (熊猫); 开行 (开心); 大母子 (大拇指); 所致 (手指); 二级, 二机 (耳机); 影月, 映月 (音乐)</p>	<p><b>Some good examples demonstrating students' ability to express the rather difficult idea of “recycling” in the story:</b></p> <p><b>Example 1</b> 李梅也很开心因为她保护环境。她没把衣服放在垃圾桶里。</p> <p><b>Example 2</b> 她明白了妈妈的劝导，并且心想着以后也要和妈妈学习保护环境，顺便把自己以前的笔记本都整理出来放到环保袋里。</p> <p><b>Example 3</b> 女孩卖完了那些旧东西，妈妈过来看到了整洁的卧室，夸奖了女孩是一个爱环保的好孩子。</p> <p><b>Example 3</b> 小花的妈妈看到了，于是夸小花是一个好孩子，知道怎么循环利用。</p> <p><b>Example 4</b> 她说，与其扔掉浪费，为什么不把它整理好卖掉呢，废物利用，即可以挣钱，又环保。</p> <p><b>Example 5</b> 小妹还打算把一些剩下的东西拿去回收。</p> <p><b>Example 6</b> 她不仅为自己挣得了零花钱，也践行了她自己的环保节约资源理念</p> <p><b>Example 7</b> 她们俩看着小红整齐挂着的衣服，还有回收的袋子，觉得自己很能干，保护环境了。</p>

<p>Wrong usage of 干净 as a verb rather than as an adjective:</p> <p>因为她们要干净她们的柜子，所以李友说了她有一个很好的主意。</p>	
<p>Other common grammatical mistakes:</p> <p>Word order:</p> <p>毕业了高中 (高中毕业了)</p> <p>做工課在電腦上 (在電腦上做功課)</p> <p>把-structure:</p> <p>我就把那些衣服卖去 (我就把那些衣服卖了)</p> <p>Use of 了:</p> <p>过三个小时 (过了三个小时)</p> <p>她说我棒了 (她说我很棒)</p> <p>Resultative complements:</p> <p>我买不到我全部的旧东西 (我卖不掉我全部的旧东西)</p> <p>我的衣服都太小，穿不起了 (我的衣服都太小，穿不下了)</p> <p>Influence from English word order/word choice:</p> <p>妈妈问她收衣柜 (妈妈请/叫/让她收拾衣柜)</p> <p>妈妈买小丽新的耳机 (妈妈给小丽买新的耳机)</p>	

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

1. Share the AP scoring rubrics with students and review authentic sample responses from AP Central to illustrate a range of performance levels. Emphasize the importance of fully addressing all components of the task.
2. Assign regular typing practice to improve students’ speed and accuracy. Set clear expectations for both typed homework and in-class writing activities.
3. Systematically teach a variety of connectives and transitional phrases, and encourage students to use them consistently in both speaking and writing tasks to enhance coherence and flow.

4. Familiarize students with the AP exam format, particularly the four-image presentational writing task. Provide structured practice in story sequencing, including timed writing sessions, to help students build fluency and avoid rushing through the final image.
5. Teach effective time management strategies specific to the exam. Students should learn to pace themselves in order to address all four images thoroughly and meaningfully within the time limit.
6. Incorporate peer-based story comprehension activities. For example, have students write a story and then ask a classmate to illustrate it using four pictures. If the illustrations do not accurately reflect the original story, students should work together to identify and discuss unclear or missing elements.
7. Remind students to elaborate on details in their narratives. They should incorporate and expand on the important elements shown in all four images to create a cohesive and fully developed story.

***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>
- 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>
- Teachers should access one or more of the Story Narration tasks from previous years 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.
- Teachers should use Story Narration tasks from previous years to provide practice over the course of the year.

## Task 2

**Task:** Interpersonal Writing—E-mail Response

**Topic:** School fashion

**Max Score:** 6

**Total Group Mean Score:** 5.11

**Standard Group Mean Score:** 4.41

### ***What were the responses to this question expected to demonstrate?***

This question evaluates students' writing proficiency in the interpersonal mode of communication by requiring them to respond to an email from a friend. The task is based on content from the AP Chinese Language and Culture course unit "Beauty and Aesthetics." Students have 15 minutes to read and comprehend the email and to write a response that addresses all the questions asked.

To complete this task successfully, students must demonstrate the ability to analyze, synthesize, compare, and evaluate information presented in the text. They are also expected to consider the specific context of the communication and adhere to appropriate interpersonal etiquette when crafting their response.

The question for E-mail Response this year is as follows:

發件人：李美

郵件主題：上學穿的衣服

你好。我明年要出國留學，到你的學校去學習一年，太高興了。聽說你們學校的學生不用穿校服，穿什麼樣的衣服都可以。你認為我到你那兒上學，穿什麼樣的衣服合適？除了衣服以外，我還應該做些什麼準備，來適應留學生活？等你的回信！

发件人：李美

邮件主题：上学穿的衣服

你好。我明年要出国留学，到你的学校去学习一年，太高兴了。听说你们学校的学生不用穿校服，穿什么样的衣服都可以。你认为我到你那儿上学，穿什么样的衣服合适？除了衣服以外，我还应该做些什么准备，来适应留学生活？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 skill(s) required on this question?***

Demonstrating competency in interpersonal writing, which requires both reading comprehension and writing skills, most responses directly address the prompt by answering both questions posed in the email. These responses typically explain ideas and opinions clearly, often by providing specific reasons or relevant examples. High-quality responses also feature a variety of sophisticated transitional elements and cohesive devices, which contribute to well-organized, paragraph-length discourse.



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

1. Some responses fail to address all aspects of the stimulus.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>The following response fails to address the first aspect of the stimulus:</p> <p>你好李美，</p> <p>我高兴你问我，关于，你明年要出国留学。我觉得你可以来话应留学生。因为，给你很多新经验，你可以学习新文化。这是很难选择因为很多学校，所以你可以选择好。</p> <p>谢谢</p> <p>The following responses fail to address the second aspect of stimulus:</p> <p><b>Example 1</b></p> <p>我忒别期待你来到我的学校，我也高兴得不得了。你在这边上学，得穿薄的衣服应为这边特备的冷。集聚带你的毛衣哦！没哟校服穿，但是你也别穿的太少了。我喜欢穿裤子应为裤子忒别的束缚。这边的女生多穿裤子。但是，说神的，蛇也不管你传社么。你就穿你喜欢穿的衣服就行了！好启动看见你！</p> <p><b>Example 2</b></p> <p>你好李美。我很高兴你去我的学校一年。发财你去了出国帮学。你是对，我的学校没有穿校服。每天我常常穿舒服的衣服因为我的学校没有穿校服。我们的老师常常穿的衣服，可是你不要。别没穿衣服到我的学校，但是只穿衣服你想穿因为你可以。如果你也喜欢穿舒服的衣服和不在乎你看什么样，穿。我希望我帮了你带穿什么样在我的家。</p>	<p>The following responses successfully address all aspects of the stimulus:</p> <p><b>Example 1</b></p> <p>你好李美，</p> <p>我太高兴你可以来到我们学校留学！这样我们可以每一天一起复习了。你说的对我们学校不要求穿校服，我觉得你穿什么衣服都可以最重要的是自己要舒服，比如说简单的卫衣或者简单的短袖，应为我们这里有时候又热有时候又冷。关于需要准备的东西，你可以带一些自己喜欢用的笔和自己的电脑也可以带自己喜欢的公仔然自己感觉想在家什么都可以你也不用带很多应为没带的我们这里都有。很期待你的到来！</p> <p><b>Example 2</b></p> <p>你好我的亲爱的好朋友，</p> <p>在我的学校很多人穿舒服的衣服。在冬天时候，很多人会穿长衣服，帽子，雪鞋，长裤，和大的外套。在夏天，我们会穿短裤，跑步鞋，短衣服。应为这里的夏天很热，就穿短衣就可以。在秋天，有一点人，风很多，你要穿长衣服和一个好的外套。在春天的时候，这里会下雨很多所以你要穿一个雨外套，和雨鞋。穿肠的衣服，你也可以带一个雨伞去学校。谢谢亲爱的朋友，我们要去吃东西你来的时候。你在学校要找我，我会等你。</p>

<p>The following responses fail to provide suggestions, ideas, and/or opinions with supporting details and/or examples in written exchanges:</p> <p><b>Example 1</b> 你好。穿短的服裝來上課。</p> <p><b>Example 2</b> 你好，李美</p> <p>好久不見!我应该飞去你。我觉得你应该穿很漂亮的衣服。他的衣服应该有很多花。我认为红色和白色很依恋。</p> <p>再见谢谢，</p>	
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2. Some responses do not use proper transitional elements and cohesive devices, and therefore fail to create paragraph length discourse.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Both of the following two responses address all aspects of the stimulus, but use no transitional elements and cohesive devices:</p> <p><b>Example 1</b> 亲爱的，李美</p> <p>你好。你好吗朋友？对我学校有校服。我的学校穿校服哭了。你喜欢我的穿学校校服。你应该买深粉红色 T 恤衫和黑色牛仔裤。对穿校服因为我上你学校在地铁。你应该有手电，钱，食物，和零食。我的妈妈有零食。比如说：薯片，巧克力，等等。</p> <p>谢谢</p> <p><b>Example 2</b> 你好李美！</p> <p>好久不見了！很高興收到你信！我很期待你來我們學校。你可以隨便帶你喜歡穿的衣服。有很多人都穿一件上衣加一件裙子，還是一件外套跟短褲。你可以準備你喜歡用的筆，擦布，還有器察，我們的老師都會給你你沒有的東西。</p> <p>謝謝，</p>	<p>The following responses use a variety of grammatical structures with proper use of transitional elements and cohesive devices:</p> <p><b>Example 1</b> 你好，李美！听说你明年要出国留学，我真为你开心！你在信中提到应该穿什么样的衣服和怎么准备适应留学生活的问题，我就来讲讲我的意见吧。</p> <p>首先来说，我们学校确实不用穿校服。但是学校还是对学生穿的衣服有规定的。学生穿的衣服不能太暴露，也不能穿上面有不好的话的衣服。所以我建议你穿你喜欢的衣服因为每个人的审美观念都不一样；只要不犯学校订的规矩，什么样的衣服都可以穿。</p> <p>对于怎么准备适应留学生活问题，我觉得最好的解决方法就是多看美国的电影和书。这样你既可以练习你的英文，同时还可以了解美国的文化。</p> <p>以上只是我个人的想法，希望能对你有帮助。</p>

	<p><b>Example 2</b> 亲爱的李美，</p> <p>你好！</p> <p>很高兴收到你的来信！关于你应该穿什么样的衣服的问题，我觉得你应该穿你喜欢的衣服。在我的学校，我的同学平时会穿各种各样的衣服。所以，你如果穿你喜欢的衣服，别人不会觉得你很奇怪。但是，你如果还不知道应该穿什么衣服，我建议你穿普通的汗衫和牛仔裤。另外，除了衣服，你也应该了解一下美国的文化。比如说，你如果跟朋友到餐馆去吃饭，你必须准备付小费。最后，不要忘记好好学习英文，因为你一定会在美国说很多英文！</p> <p>希望我对你的建议有所帮助。你还有问题的话可以给我打电话！</p> <p>祝你一切顺利！</p> <p>你的朋友，</p>
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3. The lack of appropriate vocabulary and grammatical structures prevented some students from completing the task effectively.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>The lack of appropriate vocabulary and grammatical structures prevented the following two responses from completing the task effectively:</p> <p><b>Example 1</b> 你好，我很高心用你说什么</p> <p>在我学校我们没有用一样的衣服。同学们可以穿没一个衣服他们要，我很喜欢我们可以穿我们要的衣服因为我们不要用一样的衣服。我很喜欢我学校有很好的东西可以做，也我们有很好的课在学校。我跟朋友很喜欢去营业课和别的课。</p> <p>再见我觉得这可以帮你。</p>	<p>Using appropriate vocabulary and a variety of grammatical structures, the following response gets its message across in a lucid and smooth manner:</p> <p>你好李美！</p> <p>我很高兴能收到你的邮件！</p> <p>你说的对，在我的学校的学生不用穿校服，穿什么样的衣服都可以。你来到我的学校的时候，可以穿各种各样的衣服。我推荐你买对你来说很舒服的衣服。你不但在学校会觉得很舒服，而且可以帮你更努力的学习。另外，你还应该买运动的衣服，因为上体育课的时候需要穿。</p> <p>除了买衣服以外，我还推荐你买新的本子和铅笔。因为我们会做很多功课，所以你一定要买这些东西。</p> <p>很期待你来到美国跟我学习！</p> <p>祝好！</p>

<p><b>Example 2</b> 李美，谢谢为你的电子邮件！我很高兴你来学习在我的学校。我觉得你会穿很多的样的衣服。每个学生的衣服不一样。这些学生穿长的外条和长的裤子。但是这些学生穿短的外条和短的裤子。我觉得你可以穿了衣服你最喜欢（我最喜欢方便 / 便宜的衣服 xD）。我觉得在美国每个人很开心，所以你不需要害怕！我觉得你需要准备你的英文因为下个人懂中文。我希望你等我的回信！</p>	
<p><b>Examples of typical errors:</b></p> <p><b>Example 1</b> 我认为你穿很多厚的衣服如果那一天是很冷</p> <p><b>Example 2</b> 没人在我的学校不穿衣服</p> <p><b>Example 3</b> ... 也，你可以跑步</p> <p><b>Example 4</b> 那么我可以发给你他的回答在短信</p> <p><b>Example 5</b> 如果你想不可以穿在高中，那不对。</p> <p><b>Example 6</b> 我觉得你应该看你衣服，选择什么衣服你喜欢穿，什么你觉得漂亮，好看社么的</p> <p><b>Example 7</b> 和你可以跟谁有朋友</p> <p><b>Example 8</b> 在我看你要给别人看你的文化是很重要</p> <p><b>Example 9</b> 你听得对，我们学校没有特别要穿的服装</p> <p><b>Example 10</b> 我也想你可以买很大的书包</p> <p><b>Example 11</b> 你可以穿裤子，还是裙子</p> <p><b>Example 12</b> 我们的学校是非常冷，所以如果你有热衣服，你不会冷在学校</p> <p><b>Example 13</b> 所以你可以有他们的朋友，和我觉得他们会爱你</p>	<p><b>Examples of good command of rich vocabulary and idioms and appropriate grammatical structures:</b></p> <p><b>Example 1</b> 你好。见字如面，希望你一切都好</p> <p><b>Example 2</b> 好久不见，甚是想念</p> <p><b>Example 3</b> 毕竟古话说得好：‘人是铁饭是钢！’适应饮食也是留学生活中很重要的一环哦！</p> <p><b>Example 4</b> 一方水土养一方人，刚离开家乡，你肯定吃不惯国外的食物</p> <p><b>Example 5</b> 但我认为能在异国他乡吃到家乡小吃就是一种最好的心灵慰藉</p> <p><b>Example 6</b> 还是需要得体，整洁不能穿奇装异服来学校</p> <p><b>Example 7</b> 我在中国的时候，假期就会四处游山玩水，看看各地的名胜古迹。我去过泰山，长城，乐山大佛，紫禁城等等地方。真的是神奇开阔眼界</p> <p><b>Example 8</b> 我認為你到我的學校穿什麼樣的衣服都可以，不需要很時髦，但是也不要看起來很土里土氣</p> <p><b>Example 9</b> 但我也常常看到有同學穿的花裡胡哨的樣子來學校，非常有趣呢！</p>

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

1. Emphasize to students the importance of reading the prompt carefully. Remind students to take time to fully understand the main idea of the email and identify all the questions being asked before they begin writing their responses.
2. Reinforce that the AP exam is performance-based. Task completion is the top priority. Students must respond to all parts of the prompt thoroughly and appropriately.
3. Remind students that responses do not need to be factual. This is a simulated communicative task, similar to a role play. Encourage students to use their imagination to craft complete and plausible responses, even if the content is not based on their real-life experience.
4. Teach students to write cohesive and well-structured paragraphs. Focus on organizing ideas clearly and using appropriate transitional elements and cohesive devices to create fluent, connected discourse.
5. Provide regular practice with key grammatical structures and idiomatic expressions commonly used in interpersonal writing. This builds confidence and fluency in crafting natural, context-appropriate responses.
6. Prioritize typing accuracy. Students should receive ample practice in typing in pinyin and selecting the correct characters. Frequent misspellings or incorrect character choices can obscure meaning and negatively impact scores.

***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>
- 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>
- Teachers should access one or more of the E-Mail Response tasks from previous years 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.
- Teachers should use E-Mail Response tasks from previous years to provide practice over the course of the year.

### Task 3

**Task:** Interpersonal Speaking—Conversation

**Topic:** Cell phones

**Max Score:** 36

**Total Group Mean Score:** 28.09

**Standard Group Mean Score:** 22.69

***What were the responses to this question expected to demonstrate?***

This question assesses students' speaking proficiency in the interpersonal mode of communication by requiring them to respond to a series of prompts in a simulated conversation. It is based on content from the AP Chinese Language and Culture course unit "Science and Technology."

Students are invited to engage in the conversation by responding to six questions, presented one at a time. Each question is played once, and students have 20 seconds to respond after hearing it. Successfully completing this task requires the ability to interact in a spontaneous, unrehearsed manner, engaging in real-time meaning negotiation. This involves a range of critical thinking skills, such as analyzing, synthesizing, and evaluating information, as well as a solid understanding of the cultural context in which the conversation takes place.

The questions for Conversation this year are as follows:

**Traditional Chinese Characters:**

1. 你好！那個關於手機的中文作業，你準備得怎麼樣了？
2. 對你來說，手機最大的好處是什麼？
3. 學中文的時候，手機對你有什麼幫助？
4. 現在很多學校不讓學生在上課的時候使用手機，你對這有什麼看法？
5. 你每天花多長時間用手機？會不會影響你的學習？
6. 除了學習以外，你還用手機做什麼？介紹一個你喜歡的吧。

**Simplified Chinese Characters:**

1. 你好！那个关于手机的中文作业，你准备得怎么样了？
2. 对你来说，手机最大的好处是什么？
3. 学中文的时候，手机对你有什么帮助？
4. 现在很多学校不让学生在上课的时候使用手机，你对这有什么看法？
5. 你每天花多长时间用手机？会不会影响你的学习？
6. 除了学习以外，你还用手机做什么？介绍一个你喜欢的吧。

***How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?***

Most responses address the prompt directly, providing explanations to sustain the answers, demonstrating students' understanding of the course content related to this question and their ability to integrate the skills required for interpersonal communication.

## Conversation Q1

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

- As the English prompt for the dialogue topic says: “You will have a conversation with Li Yan, your friend from China, to discuss the use of cell phones in preparation for a class assignment in Chinese,” many students seized on the phrase “the use of cell phones” but missed or ignored the specific question asked in Question 1.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>As the English prompt for the dialogue topic says: “You will have a conversation with Li Yan, your friend from China, to discuss the use of cell phones in preparation for a class assignment in Chinese,” some students seized on the phrase “the use of cell phones” and talked about how they used cell phones to do homework:</p> <p><b>Example 1</b> 我用手机做很多事情，打电话给父母、玩游戏、学习、练习。</p> <p><b>Example 2</b> 我手机查了我不知道的生词，我也用手机可以看视频，关于我学习的事。</p>	<p>The following responses understand the word “准备” correctly in the context of the whole question, and therefore address the prompt appropriately:</p> <p><b>Example 1</b> Kuai 我准备得挺好。我准备了.. 那个.. 关手机的历史，还有我们用的，为什么我们用的手机的</p> <p><b>Example 2</b> 你好，我准备手机的作业，做新[shing]的东西在我的 zhongye.. 作业。这是因为我可以学习不同的东西。</p>
<p>Some students talked about the usefulness of cell phones in their responses:</p> <p><b>Example 1</b> 我[wol]觉得手机.. 很用因为.. 我的手机帮我.. 在我的作业.. 要是我帮..</p> <p><b>Example 2</b> 我可以用手机做我的作业，因为我可以用 Google Translate 帮我做我的作业。</p> <p><b>Example 3</b> 我觉得用手机可以很好地帮我们做这个中文作业，因为我们遇到不认识的词的时候，可以打开手机，查看英语相对应的中文意思</p>	

<p>Some students caught the words “作业”, “准备”, and “怎么 (样)” in the prompt, and seemed to interpret the question as “你准备怎么做这个作业”:</p> <p><b>Example 1</b> 我准备去网上看怎么用, 我也问别人怎么用, 所以我会去网上和问别人怎么用。</p> <p><b>Example 2</b> 我会准备各种各样的东西, 像铅笔和纸, 因为作业是很重要的东西。</p> <p><b>Example 3</b> 我准备做作业在手机上, 我们可以在手机上做很多作业, 我们也可以用微信给人们我们的作业。</p>	
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2. Some students do not have the vocabulary and grammatical structures needed for an appropriate response to the question.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>The student understood the question, but did not have the vocabulary and grammatical structures to answer the question:</p> <p>我准备了是好, 我觉得是一个很好的 ..uh, 讨论的 ..uh ..</p>	<p>The following responses use proper vocabulary and grammatical structures to address the prompt:</p> <p><b>Example 1</b> 为这个用手机的中文作业, 我用我的手机做照片, 还有上网找不同的信息。</p> <p><b>Example 2</b> 关于用手机准备我的功课, 我觉得很好, 我用手机会去很多不同的网站上帮助我学不同的中国文化, 可以写在我们的报告上面。</p>



## Conversation Q2

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

1. Some responses do not address the prompt directly or effectively.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>The following meagre responses only provide marginal answers without directly responding to the prompt:</p> <p><b>Example 1</b> 手机不好</p> <p><b>Example 2</b> 我有很大的手机</p> <p><b>Example 3</b> 沉迷玩手机有坏处</p>	<p>The following responses, though not perfect, are thorough and appropriate:</p> <p><b>Example 1</b> 对我来说，手机最大的好处就是你可以跟别人交通，还有如果你没有在家里，还有你的父母他们需要知道你在哪里，他们就可以跟你讲话。</p> <p><b>Example 2</b> 我觉得手机最好的大[da3]处是.. 很多人会用它学习和很多人会用它.. 做很多的不同的事情，还会跟别人聊天，和跟他的朋友分享视频和..</p> <p><b>Example 3</b> 我非常喜欢用我的手机，用 um 谷歌翻译，谷歌翻译帮我，如果我不知道一些词，我可能用谷歌翻译发现词的意思，和怎么说在中文。</p>
<p>Though trying to participate in the conversation, the following responses do not address the prompt:</p> <p><b>Example 1</b> 好的问题</p> <p><b>Example 2</b> 你觉得有什么好处？</p> <p><b>Example 3</b> 你呢？</p>	<p>The following response wastes no time in addressing the prompt:</p> <p>手机最大的好处是手机可以给学生很多的资源 [zi3yuan1]，也可以帮助学生学习。</p>
<p>In the following response, the unnecessary repetition of the prompt takes up precious time:</p> <p>对我来说，手机最大的好处 uh 手机最好的好处 uh 就是跟很多人，像是家人，一起说话，一起发短信，非常好处。</p>	

<p>There are still students who chose not to participate in the “role play” required in the simulated conversation:</p> <p><b>Example 1</b> 我不用手机。</p> <p><b>Example 2</b> 老师不让我们用手机。</p> <p><b>Example 3</b> 我不喜欢打[da4]手机。</p>	
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2. Limited vocabulary and grammatical structures prevented some students from completing the task effectively.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Some students do not have the proper vocabulary to answer the question:</p> <p><b>Example 1</b> 手机是个有用的“东西”</p> <p><b>Example 2</b> 可以做别的“东西”</p> <p><b>Example 3</b> 我可以跟在台湾的阿公阿嬷 send email 非常 nice.</p> <p><b>Example 4</b> 可以看 app</p> <p><b>Example 5</b> 我[wol]用我的手机..多每天..我喜欢手机因为..你在用手机..很多用。</p>	<p>Many students could use in their responses appropriate vocabulary such as:</p> <p>帮助, 学习, 用, 方便, 快, 找资料, 查资料, 打电话, 聊天, 发信息, 网上购物, 拍照, 视频, 环保, 打发时间, etc.</p> <p><b>Examples of good language use in student responses:</b></p> <p><b>Example 2</b> 对我来说, 手机的最好的好处就是你可以随时很方便地查资料, 你可以上网..还有打电话给你的家人。</p> <p><b>Example 3</b> 手机最大的好处是手机可以给学生很多的资源 [zi3yuan1], 也可以帮助学生学习。</p>
<p>The lack of appropriate grammatical structures prevents the following responses from addressing the prompt effectively:</p> <p><b>Example 1</b> 手机..没有课[ke3]..手机..电脑..课..手机..很好</p> <p><b>Example 2</b> Um 我觉得新..的手[shou2]机[ji2]是很 um 好, 好处因为 um ..手机是很 um .. x- 新[xin2] [laughter]</p>	<p>Despite some errors, the following response demonstrates an adequate command of proper grammatical structures needed to answer the question:</p> <p>我觉得手机上最大的好处就是可以上网查资料, 不用去图书馆读很厚的书, 就可以直接在网上查需要的资料, 让做作业的时候可以很方便, 更快。</p>

Many students relied on a limited number of rudimentary sentence structures in their responses:

**Example 1**

手机比较方便，可以更好地做跟家人聊天，跟朋友聊天，跟很多父母们聊天，跟他们聊天。

**Example 2**

Uh 电话最好有有很多最好的，有很多的好处，我认为电话最大的好处是可能可以拍照 um .. 拍照，谢谢。

### Conversation Q3

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

1. Some responses do not address all aspects of the prompt, some do not address the prompt directly, and some fail to provide specific answers.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Some students missed the keyword “中文” in the question, and therefore their responses went off topic:</p> <p><b>Example 1</b> 手机对我帮助很多，比如，手机帮助我写完我的英文文章，除了写完英文文章以外，手机可以帮助我数学功课。</p> <p><b>Example 2</b> 在重要的时候，如果我和家人，我找不到我的家人了，我可以给我的家人发消息或者给警察发消息。</p> <p><b>Example 3</b> 你可以买东西和聊天和跟你的家人和你的朋友聊天，我觉得手机很有 ..</p> <p><b>Example 4</b> 手机帮你找你的地方，因为你可以看地图在你的手机。</p> <p><b>Example 5</b> 我喜欢的，喝可乐和咖啡。</p>	<p>The following responses address the prompt directly by pinpointing “学中文的时候”:</p> <p><b>Example 1</b> 学[xue1]中文的时候，手机对我帮[bang3]助很多，因为如果我不知道一个中文的字[zi]，我会用我的手机拍照这个字[zi]，然后我的手机会给我说这个字在英文是什么，所以我会学到这个字。</p> <p><b>Example 2</b> 学中文的时候，手机对我有很多帮助，比如说，如果我想学中文，我可以在网上查字典，可以学一些字。或者说如果我想看一些中文电视剧，也可以帮我学中文，因为我喜欢看电视剧上的单词。</p> <p><b>Example 3</b> 我用一些中国的社交媒体，可以跟一些中国的朋友交流。在跟他们交流的过程中可以学到一些更地道的表达方式。我还可以学到一些很传统的中文词汇，我还可以上网搜索一些中文的知识。</p>
<p>The following responses only provide “tangential” answers, without responding to the question directly:</p> <p><b>Example 1</b> 手机帮助我做作业，玩游戏。</p> <p><b>Example 2</b> 在学习的时候，我能在手机上查答案，这样我能知道我学的东西对不对。</p>	
<p>The student understood the question, but did not provide a substantive answer:</p> <p>有的时候，因为 .. 我不想用太多了 .. 做功课的时候，因为我觉得这是不好。</p>	

<p>Some students refused to participate in the “role play”:</p> <p><b>Example 1</b> 我没有手机。</p> <p><b>Example 2</b> 中文的时候，我的手机不帮助我，因为我常常打游戏，如果我不有我的 ..</p>	
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2. Some students still find it difficult to use transitional elements and cohesive devices.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>The following responses do not use transitional elements and cohesive devices:</p> <p><b>Example 1</b> 手机很帮助我，跟我的家人说话，还是我要看一个影片，还是我要问一个问题，我可以用手机。</p> <p><b>Example 2</b> 学中文用手机对我的帮助是我可以看到我们的作业是什么，还我可以玩老师做的东西。</p>	<p>The following responses benefit from effective use of cohesive devices:</p> <p><b>Example 1</b> 对我来说，用手机有很多帮助，一来，用手机可以帮助我知道我不明白的东西；二来，我可以在手机上读东西。</p> <p><b>Example 2</b> 学中文的时候，手机对我的帮助很多。首先，手机可以让我无时无刻地在网上搜索我想要的词汇的意思；其次，手机可以让我跟我的中国朋友学习聊天，练习我的口语。</p>

3. Some students lack the proper vocabulary and grammatical structures needed to answer the question appropriately.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Some students do not have the appropriate vocabulary to address the prompt:</p> <p><b>Example 1</b> 我用我的手机帮助我中文，有时候我不喜欢用手机，因为 translate 是不 accurate.</p> <p><b>Example 2</b> 我想用 pleco 拿拼音，还有一点点用在看 Google Translate，我想一点点好，一点点不好</p> <p><b>Example 3</b> 我有问题的时候也可以问 AI</p>	<p>Many responses use rich and appropriate vocabulary (搜索, 软件, 下载, 资料, 词典, 翻译, 交流, 人工智能, etc.) in their responses, and demonstrate a solid command of grammatical structures. Here are two good examples:</p> <p><b>Example 1</b> 我可以手机上的翻译软件来帮助我学中文，并且辅助我说更加地道的中文。</p>

	<p><b>Example 2</b> 当我不知道一个东西，然后我不了解老师教我的东西的时候，我可以在网上查，让人工智能解释我不知道的概念...</p>
<p>Some students found it difficult to use “帮” and “帮助”, and the related phrase “对..... (没) 有帮助”, which are necessary in their response to the prompt “手机对你有什么帮助”:</p> <p><b>Example 1</b> 说中文我的手机很帮忙</p> <p><b>Example 2</b> 我的手机不帮我</p> <p><b>Example 3</b> 手机很帮助，因为可以给老师一个发短信</p> <p><b>Example 4</b> 我的手机很好帮助我中文</p>	<p>The following examples show proper uses of “帮助”:</p> <p><b>Example 1</b> 在我学中文时，手机对我有很大的帮助</p> <p><b>Example 2</b> 手机上有一些游戏，可以帮助我们 uh... 练习我们的中文。</p>
<p>Not knowing how to use the 把-structure leads to awkward expressions, which sometimes obscure meaning:</p> <p><b>Example 1</b> 存词典在我的手机上</p> <p><b>Example 2</b> 你可以写很多的字在你的手机</p> <p><b>Example 3</b> 拿我的手机出来</p> <p><b>Example 4</b> 手机帮忙我写对那个字</p>	<p>Proper use of the 把-structure allows effective expression in the following responses:</p> <p><b>Example 1</b> 手机可以帮助我把英文翻译成中文</p> <p><b>Example 2</b> 我就会悄悄地把手机拿出来，把它的麦克风打开，让翻译告诉我他们是什么意思</p> <p><b>Example 3</b> 学中文的时候，我可以用手机上的翻译软件把英文翻译成中文</p>
<p>Other high-frequency ungrammatical expressions:</p> <p><b>Incorrect use of “还是” and “或者”:</b></p> <p>学习中文的时候，手机可以帮你，如果你忘记一个字，还是你要写中文。</p> <p><b>Incorrect use of “给” or missing the 给-structure:</b></p> <p><b>Example 1</b> 我的手机有帮我电话我的朋友</p>	

**Example 2**

我经常用我的手机打我的中国朋友打电话

**Example 3**

我会用手机拍照这个字

**Example 4**

可以用手机给一个中国人聊天

**The perennial word-order problem due to the influence of English:**

**Example 1**

你可以看地图在你的手机上

**Example 2**

我觉得手机帮我很多在中文

**Example 3**

我可以说话中文和别人

**Incorrect use of “和” as a conjunction:**

你可以买东西和聊天和跟你的家人和你的朋友聊天

**Incorrect use of potential complements:**

每个汉字我不能记得

## Conversation Q4

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

1. Some students did not complete the task either because they did not fully understand the question or did not address all aspects of the prompt.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>The following responses missed “在上课的时候” specified in the prompt, and therefore fail to address the prompt properly:</p> <p><b>Example 1</b> 我觉得学校不让学生用手机是不对的，我们要用手机跟家人打电话。</p> <p><b>Example 2</b> 手机有很多好处，我们可以上网。</p> <p><b>Example 3</b> 我们用手机每天，可以给你的朋友打一个电话。</p> <p><b>Example 4</b> 我用手机打电话给我爸爸妈妈。</p>	<p>The following responses direct their answers at the situation of “在上课的时候”:</p> <p><b>Example 1</b> 我同意我们学校的做法，因为上课的时候，我们应该专心学习，而不是被手机的和电子产品打扰，不用手机可以让我们的成绩更好。</p> <p><b>Example 2</b> 我认为学校的这种对于手机的管理是正确的。因为有些同学会用手机去打游戏或者给别人发微信，上课的时候学生就会不专心，对学习成绩没有好处。</p>
<p>Some students missed the question because they did not understand the keyword “看法”:</p> <p><b>Example 1</b> 手机好看</p> <p><b>Example 2</b> 我可以看手机</p> <p><b>Example 3</b> 手机可以看书</p>	<p>The following examples show a correct understanding of “看法”:</p> <p><b>Example 1</b> 我的看法就是在上课的时候不能用手机是对。</p> <p><b>Example 2</b> 在这个问题上，我的看法和学校的不一样。</p> <p><b>Example 3</b> 是不是应该在课上用手机，大家的看法都不一样。</p>
<p>The following response wastes half of the response time repeating the lengthy prompt, leaving insufficient time to complete the task:</p> <p>我觉得学校不让学生在上课的时候用手机是对的，我同意这个办法，我觉得用手机让你不听老师，也</p>	<p>The following response answers the question right away:</p> <p>我认为上课的时候确实不能使用手机，学生的自控能力很差，如果让他们使用手机的话，他们可能会作弊，或者看网站，会影响他们的学习，所以我觉得学校的做法是对的。</p>



<p>Some students tried to talk about both pros and cons, but did not have enough time to finish the ambitious task:</p> <p>手机的好处很多，我们可以打字，看电视，所以我们应该用手机，手机也有很多坏处，打游戏</p>	<p>The following response manages to talk about both pros and cons:</p> <p>我觉得这有利有弊。因为有利是你可以在上课的时候查资料，弊就是有的学生没有自我控制的能力，所以就会被影响到，然后也能影响别的同学，所以用手机没那么好。</p>
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2. Limited vocabulary and grammatical structures prevented some students from addressing the prompt effectively.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Some students understood the prompt well, but did not have the proper vocabulary to elaborate on their answers:</p> <p><b>Example 1</b> 我的看法就是..真的 um 也是很好，你不能用手机 dui 在学校的时候，因为真的会 uh..会麻烦..真的会 tao3 ..真的会 uh 麻烦你 ke de 学习。</p> <p><b>Example 2</b> 我的看法是 uh 这是很好，因为我觉得手机 uh 不好在课，因为人们 um uh 看他们的手机，uh 还是他们..应该看老师[shi4]，所以他们不学[xie]习，uh 如果他们在..</p>	<p>Using appropriate vocabulary and a variety of grammatical structures, the following responses address the prompt effectively:</p> <p><b>Example 1</b> 我觉得这是一个正确的决定，因为在上课的时候用手机，会分散学生的注意力，导致学生们上课的时候不能很专心，学习的质量不好，所以这是一个非常好的决定。</p> <p><b>Example 2</b> 我觉[jue]得上课的时候一定不能用手机，因为上课的时候需要听老师[ji]说话，然后很多的学生，如果有手机的 hu- 话，会用手机玩游戏[you ju]，玩游戏，不再听老师的话，所以不再学习更，很多的事情。</p>
<p>The lack of grammatical structures makes it difficult for the following responses to address the prompt effectively:</p> <p><b>Example 1</b> 我对这..我觉得我不喜欢这个，我觉得手机很有意思，很有名</p> <p><b>Example 2</b> 我对这个看法是，学生的学习方法很大的</p> <p><b>Example 3</b> 我觉得这个看法不能用..我的朋友</p>	<p>The use of a variety of grammatical structures (不让.....; 控制不了; 在.....情况下; 被允许, etc.) contributes to the effectiveness of the following response:</p> <p>学校不让学生在课堂上用手机很合理。因为青少年很可能控制不了自己玩手机的时间，这是个合理的监管方式，但手机不应该完全禁止，在一些特定的情况下应该被允许使用。</p>

Common ungrammatical expressions seen in student responses:

**Example 1**

用手机在课上

**Example 2**

不听到老师什么说

**Example 3**

上课说话跟他们的朋友

**Example 4**

我觉得这个看法是很好

**Example 5**

我想手机是不好在教室

## Conversation Q5

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

1. Some students (including a considerable number of heritage students) failed to complete the task because they did not understand the question or did not address all aspects of the prompt.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Possibly because they did not understand the expression “花多长时间” and the keyword “影响”, some students did not know how to answer the question:</p> <p><b>Example 1</b> 我不知道</p> <p><b>Example 2</b> 我不知道你说什么</p> <p><b>Example 3</b> 只用手机做功课，不用手机打视频</p> <p><b>Example 4</b> 我会影响我的学习.. 我的手机.. 影响我的学</p>	<p>Based on the correct understanding of the question, the following responses address the prompt appropriately:</p> <p><b>Example 1</b> 我每天用手机很多，um.. 一个钟头或者两个钟头，所以用手机影响影响我的学习，但是.. 我 ya.. 我我觉得也可以帮我。</p> <p><b>Example 2</b> 我每天花一到两个小时在手机上，但这并不会影响我的学习，因为我在做完作业再玩我的手机</p>
<p>Some students only addressed one of the two aspects of the prompt:</p> <p><b>Example 1</b> 我花三、四个小时用手机，打电话，发视频，我知道我花太多时间</p> <p><b>Example 2</b> 我每天花七个小时的时间玩手机，但一半时间在学习别的语言，想通过语言提升我的语言能力。</p>	<p>Though brief, the following response addresses both aspects of the prompt:</p> <p><b>Uh</b> 我觉得每天没花太多的时间用我的手机，um.. 大概.. 一小时左右，所以我还有很多时间做我的作业。</p>
<p>The following response is possibly from a high-performing student, and yet it misses the first part of the question:</p> <p>我用我的手机在学习上，听音乐，对我的影响一点都没有</p>	<p>The following responses keep the balance between the two parts of the answer:</p> <p><b>Example 1</b> 我.. 用我的手機，一個小.. 時每一天，和不.. 有.. uh.. 不有影響在.. 我的.. 學習，因為我.. 不.. 有很多時間。</p> <p><b>Example 2</b> <b>Uh</b> 我觉得每天没花太多的时间用我的手机，um.. 大概.. 一小时左右，所以我还有很多时间做我的作业。</p>

<p>Some students spent too much time on the first aspect of the prompt, leaving little time to fully address the second:</p> <p><b>Example 1</b> 我每天花七个小时的时间玩手机，但一半时间在学习别的语言，想通过语言提升我的语言能力</p> <p><b>Example 2</b> 我每天花两三个小时在手机上，[long pause] 因为手机可以帮我聊天和做作业</p>	
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2. Limited vocabulary prevented some students from addressing the prompt effectively.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Some students could not come up with correct expressions of time duration:</p> <p><b>Example 1</b> 三个时间</p> <p><b>Example 2</b> 三个时候</p> <p><b>Example 3</b> 二钟头</p> <p>Some did not know how to say 钟头 or 小时 and used other units instead, such as 十二秒, 500 分钟, or 左右时间.</p>	<p>Even without using expressions of specific time, some students still managed to address the first aspect of the prompt:</p> <p><b>Example 1</b> 我每天用手机的时间有点长</p> <p><b>Example 2</b> 我手机用得很多</p>
<p>The word “影响” proved to be difficult for quite a few students, which might explain why they only addressed the first question, leaving the “influence” part unanswered:</p> <p><b>Example 1</b> 我每天五六个钟头用手机，给父母打电话，玩游戏</p> <p><b>Example 2</b> 我每天花 1-2 个小时，因为我需要 .. 我休息的时候用着 .. 用着 .. 我觉得不会，我觉得我的学习不会被 .. 不会 ..</p>	<p>With the correct understanding of the word “影响”，the following responses address both aspects of the prompt even without using the word:</p> <p><b>Example 1</b> 没花太多的时间用我的手机，um .. 大概 .. 一小时左右，所以我还有很多时间做我的作业。</p> <p><b>Example 2</b> 我每天用手机十个小时，我觉得不 .. um .. 我觉得帮 .. 我的学习，因为我做 .. 我的作业在我的手机，和回家作业，所以帮我很多。</p>

## Conversation Q6

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

1. Some students did not understand the question “用手机做什么？” in the prompt. Therefore, they either did not answer the question at all or only addressed the prompt minimally or marginally.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>The following response does not address the prompt at all, even though it uses rich vocabulary and a variety of grammatical structures. The student clearly misunderstood the question:</p> <p>除了用手机以外，我还特别喜欢弹吉他，我在学校里面有一个自己的乐队，和同学在一起，我觉得弹吉他可以让我收获很多的快乐，因为我特别特别喜欢音乐，音乐可以给我带来很大的快乐。</p>	<p>The following responses directly address the prompt:</p> <p><b>Example 1</b> 我还会用手机购物。我很喜欢在淘宝或者拼多多上面看看有什么打折的商品。虽然这不是一个很好的习惯，但是这是我的爱好之一。</p> <p><b>Example 2</b> 我喜欢用手机和朋友聊天，现在的软件非常发达，可以在软件上发送自拍，打语音和看视频，这让我很开心。</p> <p><b>Example 3</b> 除了学习以外，我还用手机与同学交流，因为这非常方便快捷。</p> <p><b>Example 4</b> 不在学习的时候，我喜欢用手机看电影和刷视频。</p>
<p>The following responses mention the keyword “手机,” but do not directly address the prompt:</p> <p><b>Example 1</b> 我很喜欢我的手机，因为手机很好，.. 很可以 ..</p> <p><b>Example 2</b> 除了手机，我还喜欢健身、烹饪和读书，例如打太极拳。</p>	
<p>Missing the “用手机做什么” part, the following responses do not address the prompt:</p> <p><b>Example 1</b> Um .. 我喜欢英文 .. 和做作业。</p> <p><b>Example 2</b> 我很喜欢，因为我觉得这个计划可以帮他们的人在旅游。</p>	

2. Some students did not have the appropriate vocabulary and grammatical structures needed to answer the question.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Some students seemed to understand the question, but did not have the vocabulary and grammatical structures (such as “use something to do something,” etc.) to answer the question. Here is an example:</p> <p>介绍我的手机 .. 做很多东西 uh 我觉得 .. 这个手机 .. 也可以做很多。</p>	<p>The following response uses only basic and simple—yet proper—words and sentence patterns, but completes the task:</p> <p>除了学习以外，我还用手机 uh .. 玩儿游戏，我在 uh .. 手机上玩儿很多游戏，uh .. 可以让我过得时间很快，我也很喜欢玩儿。</p>

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

1. Many students say “I can’t hear anything” during the recording of the first dialogue question, but then have no problem with later recordings. This likely indicates that the issue is not with the recording equipment, but rather that they were not paying attention at the beginning. Teachers should remind students to pay close attention to the audio right from the start of the dialogue section, so they don’t miss the first question.
2. Many students take the exam in very noisy environments. Background noise in recordings often includes things like phone ringtones, ambulance sirens, classmates chatting or answering questions, and conversations between students and proctors. This makes it very difficult for scorers to determine which voice belongs to the actual test-taker. AP teachers should remind their school’s AP Coordinator to arrange for the Chinese exam to be held in a quiet room. Proctors must maintain order strictly and follow College Board guidelines—for example, seating students with an empty seat between them or using dividers—to prevent mutual interference and ensure good recording quality.
3. Some students don’t read or listen to the English instructions, resulting in off-topic answers or responses like “I don’t understand.” Teachers should train students to always read and listen to the English instructions in the dialogue task, so they understand the theme and can respond with relevant content.
4. Remind students that each question is graded individually, and encourage students to focus on each question at hand, responding as fully as possible without referring back to previous answers.
5. Some students with excellent Chinese proficiency only respond with technically correct yet very brief answers, then end up scoring only a basic 3 points. AP teachers must tell students that this is an exam, and they should try to say more—explain reasons, provide examples, and speak for the full 20 seconds to earn a higher score.
6. Teachers should regularly train students to understand key question words, such as “怎么样了” (how is it), “怎么做” (how to do it), and “为什么” (why), etc. This way, when students are nervous during the exam, they can quickly recognize the question type and respond appropriately.
7. Encourage students to respond directly and immediately to the question. Students should avoid unnecessary formalities, filler responses such as “很好的问题,” restating the question, or commenting on the prompt. Expressions of this type consume valuable time without contributing to the response.
8. Help students build topic-specific vocabulary and learn to discuss contrasts and comparisons between binary values such as advantages vs. disadvantages, old vs. new, past vs. present, the Chinese vs. the foreign, etc. in the context of specific content topics.
9. Incorporate daily speaking activities that require elaboration. Practice responses that include details such as who, what, when, where, why, and how. Remind students that elaboration and added detail typically signal higher proficiency, while short, simple answers often indicate limited ability.
10. Encourage students to use varied sentence structures. Teach them to use cohesive devices (such as 因为.....所以, 不但.....而且, 还有, and 另外) more effectively. The effective use of cohesive devices helps with reasoning, comparisons, elaboration, and providing examples.

11. Warn against the practice of using the connector 和 as a conjunction to string together sentences. Emphasize that transitions improve fluency, coherence, and the natural flow of speech.
12. Emphasize the importance of role-play in the simulated conversation task. Inform students of the consequence of refusing to play a role and providing cooperative answers, even if they are not literally true.
13. Teach students how to respond even when they don't fully understand the question. Encourage them to try to say something based on whatever they can gather from the prompt. Train them to anticipate common question types so they can respond with something relevant, even with partial comprehension of the questions.
14. If students are required to share their opinions on a topic, avoid providing “dialectic” answers that involve “one the one hand, ... and on the other hand.” They may not have enough time to complete their responses thoroughly. We recommend that teachers encourage students to take a clear stance—either agreeing or disagreeing—to ensure they can adequately complete the task.
15. To improve performance on this question, we suggest that students use the full 20 seconds allowed for their responses and avoid leaving any silence at the end of the recording.

***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>
- 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>
- Teachers should access one or more of the Conversation tasks from previous years 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.
- Teachers should use Conversation tasks from previous years to provide practice over the course of the year.



## Task 4

**Task:** Presentational Speaking—Cultural Presentation

**Topic:** Cultural activity

**Max Score:** 6

**Total Group Mean Score:** 4.55

**Standard Group Mean Score:** 3.98

### ***What were the responses to this question expected to demonstrate?***

This question assessed students' speaking ability in the presentational mode of communication by requiring them to deliver an oral presentation on a specific Chinese cultural topic, as if speaking to their Chinese class. The task corresponds to the AP Chinese Language and Culture course unit "Contemporary Life."

The prompt identified the cultural topic and instructed students to choose an example, describe it, and explain its significance. After hearing and reading the prompt, students were given four minutes to prepare and two minutes to deliver their presentation. In addition to demonstrating linguistic accuracy and producing coherent, cohesive discourse, students were expected to show cultural understanding and appropriateness in describing and analyzing the cultural example they selected.

The question for Cultural Presentation this year is as follows:

Choose ONE cultural activity in which people commonly participate in China today (for example, performing a tea ceremony, singing Peking opera, practicing Tai Chi, etc.). In your presentation, describe this activity and explain its significance.

### ***How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?***

In general, student responses demonstrate proficiency in the presentational mode of communication. Using appropriate vocabulary and grammatical structures, students effectively describe an activity in which people commonly participate in China today and explain its cultural significance. Most responses reflect solid oral presentation skills in both description and explanation, as well as a good understanding of Chinese culture.

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

1. Some students' understanding of "activity" is not accurate enough.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Some responses describe a cultural product, instead of "a cultural activity in which people commonly participate in China today":</p> <p><b>Example 1</b> 茶是起源于中国，有不同的种类。</p> <p><b>Example 2</b> 针灸在所有的世界会用。</p>	

<p>The following response introduces special features of Tai Chi, but does not present it as an activity in which Chinese people commonly participate:</p> <p>今天我要说中国的体育。中国有很多体育，像太极。我今天要说的就是太极。太极有很多东西，太极你可以做很多东西，弄比赛给人们唱歌，这样，你就可以跟别人说你做的东西。武术是一个很重要的东西，因为很多人都弄他们的，因为很重要的部分在中国的历史，很长以前有人唱歌跳舞给皇上，皇上夸奖他们，或给他们很多东西。现在还有很多人也在做。</p>	<p>The following response discusses Tai Chi as a cultural activity in which people commonly participate in China today:</p> <p>太极是一种健身运动，非常适合养身。因为它并不属于剧烈运动，非常的慢速，适合老年人练习。第一，它对身心健康有好处。第二，通常太极通常是在公园里练习。练习的人可以呼吸到新鲜空气，对他们的心肺非常有好处。第三，现在很多老年人找不到什么事可做，练习太极拳可以帮他们打发时间，多跟朋友交流太极拳的一些动作。太极拳要求平衡的动作，非常适合他们练习。</p>
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2. As was the case with previous years, the “explanation of the cultural significance” proved to be difficult for a considerable number of students.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>The following response describes the activity, but does not explain its cultural significance:</p> <p>常常中国人庆祝什么样的节日，比如..春节..或者中国新年..在春节的时候..中国人..都穿..红色的衣服。[long pause] 他们..跟家人..有一个..团圆。[long pause] 有很多人..去一起吃饭..庆祝..春节..在..团圆..有很多..好吃的衣服..的好吃的吃饭..比如饺子、米饭、鱼、红烧牛肉。他们常常..包一起包饺子，教孩子怎么包。他们..还..uh 送给..送给别人红包，..红包的里..是钱..这是一个..很..玩儿..的..很好玩儿的..节..有很多人..庆祝。[long pause] 他们..常..还是..贴福字。</p>	<p>The following response provides sufficient explanation of the cultural significance of the activity described:</p> <p>大家好，今天我很高兴给你们介绍一下，一个重要..文化活动..中国有这个文化活动，就是祭[ji2]拜祖先。在中国，很多中国人觉得，祭拜祖先，是非常重要的活动，因为几个原因..中..第一，中国人觉得..祖先..很重要，祭拜祖先很重要。因为你的祖先会照[zhao3]顾你，而且，他们可以会保护你..所以，很多，很多中国人常常祭拜祖先。所以，他们会喜欢你。[sigh] 而且在中国有几个节日，为了纪念祖先..第一个节日就是，清明节。清明节是四月五号，那时候，中国人去祖先的坟墓，他们会..打扫坟墓，而且有..还有，而且中国还有一个节日叫，鬼[gui4]节[jie4]。鬼[gui4]节[jie4]的时候，中国人..会祖先，祭拜祖先..因为中国人常常祭拜祖先，所以你知道，祭拜祖先是非常重要的活动。我不是中国人，可是我觉得，这个活动是非常美丽，因为你可以纪念..你的祖先，而且..感谢他们。</p>

3. Limited vocabulary and grammatical structures prevented some students from completing the task effectively.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>The following response uses limited vocabulary and grammatical structures, with very few transitional elements and cohesive devices:</p> <p>大家好！大家好！中国有很多，中国有很多，有..运动，中国有很多，文化东西，比如说，功夫。去公园跑步，和它..一起，今天我要说，去公园跑步。很多中国人和他的朋友有一起去公园一个跑步。跑步很重要，因为我中国文化帮..他的..很好人，很好人去跑步，比如说，妈妈、爸爸、他们的孩子，等等。我喜欢，我喜欢去中国，所以，我要去跑步。中国，中国有很多，中国人喜欢，中国有，中国人喜欢一个东西，很好，因为很多，因为一个很多人一起去跑步，我现在喜欢。谢谢大家！</p>	<p>The following response uses a rich vocabulary and a variety of grammatical structures, with effective use of transitional elements and cohesive devices:</p> <p>我今天想来说抖音。在中国的文化活动中，抖音非常流行。我认为抖音是一个短视频平台，提供了许多创作者在抖音里面制作一些很有意思，有效的短视频来获取更多的流量。但是后来随着越来越多的人加入抖音，再基于中国庞大的人口基数，我认为后来中国的抖音慢慢地更加演化成了一个长视频，然后也慢慢随着使用人群增加，拥有了更多的用户。抖音也向外发展。直播还有很多新颖的商业模式。我认为抖音在中国的使用和中国文化关联性很强，因为中国是一个人情社会。我认为中国人很喜欢将所有东西结合到一起，这样之于他们非常便利，并且有一种每个人都在你身边的感觉。随着抖音的慢慢发展，越来越多的人开始使用它，甚至抖音已经火热到了国外甚至全球。这是一种从中国开始慢慢传播到全世界的一种象征。</p>

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

1. Always remind students of the importance of carefully reading the prompt. Every word in the question matters.
2. Emphasize to students that a complete cultural presentation requires two key components: a description of the subject and a discussion of its cultural significance.
3. Teach students how to manage their time effectively. Encourage them to get straight to the point and avoid lengthy introductions or unnecessary formalities.
4. Instruct students on how to structure their presentations. A well-organized body should balance both the description of the subject and an explanation of its cultural relevance.
5. The ability to explain cultural significance can never be overemphasized. Teachers should make it a routine to incorporate cultural insights into daily language instruction.
6. Provide students with opportunities to develop coherent discourse by using appropriate transitional phrases and cohesive devices.
7. Help students distinguish between description and explanation, as well as between factual information and personal evaluation.

***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>
- 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>
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- Teachers should use Cultural Presentation tasks from previous years to provide practice over the course of the year.