

Chief Reader Report on Student Responses: 2018 AP[®] Chinese Language and Culture Free-Response Questions

• Number of Readers	141			
Total Group				
• Number of Students Scored	13,825			
• Score Distribution	Exam Score	N	%At	
	5	9,141	66.1	
	4	1,688	12.2	
	3	1,799	13.0	
	2	511	3.7	
	1	686	5.0	
• Global Mean	4.31			
Standard Group*				
• Number of Students Scored	3,375			
• Score Distribution	Exam Score	N	%At	
	5	690	20.4	
	4	519	15.4	
	3	1,106	32.8	
	2	432	12.8	
	1	628	18.6	
• Global Mean	3.06			

The following comments on the 2018 free-response questions for AP[®] Chinese Language and Culture were written by the Chief Reader, Jianhua Bai of Kenyon College. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Question #1

Task: Presentational Writing — Story Narration

Max. Points: 6

Total Group Mean Score: 4.53

Standard Group Mean Score: 3.63

What were the responses to this question expected to demonstrate?

This question assessed writing ability in the presentational mode of communication by requiring students to narrate a story, as depicted in a series of four pictures, as if writing to a friend. Students should demonstrate the ability to produce paragraph-level discourse with linguistic accuracy using appropriate transitional elements and cohesive devices, and the response's narration should reflect a clear progression of ideas, including a beginning, a middle, and an end. Students were allotted 15 minutes for this task, the successful completion of which requires the ability to use the language to narrate a complete and coherent story based on the four pictures provided.

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

The responses addressed the course content related to the development of presentational communication. To respond to this question, students needed to integrate knowledge of Chinese and the skills required to describe and narrate in paragraph-level discourse. However, some responses employed minimal appropriate vocabulary and limited grammatical structures, with errors that obscure meaning. Teachers need to help students practice more of the presentational mode of communication by learning activities like storytelling, both orally and in writing.

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

1. Lack of use of proper transitional elements or cohesive devices, resulting a list-like description of the pictures.
2. Lack of appropriate vocabulary and grammatical structures that are needed to narrate a complete and coherent story.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
Example for #1 above: 今天小紅下課一點早，所以她的媽媽帶小紅去運動商店。小紅在商店看到... 但是小紅最喜歡黑色和白色的足球。從三歲到七歲，小紅喜歡去朋友的家踢足球。但是，她沒有自己的足球。...	小紅是一個很熱愛運動的女生。這一天，她和媽媽去逛街，然後她被一家商店裡的櫥窗中的足球... 小紅很喜歡這顆足球，但是媽媽告訴她... 於是她就開始在家中幫忙來賺錢 ... 一個月後 ...
Example for #2 above: 小花跟她媽媽大花走路在外面。她們走路去一個很好玩的公園。小花走的看到一個足球在店裡面。這個足球看起來又大又白。	有一天下午，云云和她媽媽從學校回家的路上，路過了一個剛開的體育店。云云看上了一個特別好的足球。雖然云云很想要這個球，但是云云的媽媽說云云必須得自己賺錢 才可以買。...

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

- It is important for students to understand that they need to address the question *directly* and *fully* – task completion takes first priority.
- Demonstrate for the students that narrating a story sequence is different from describing the pictures. The task required by this question is to tell a story that is consistent with the pictures, not merely to describe each picture.
- Provide plenty of opportunities for the students to develop their ability to construct a logical and complete story with a clear progression of ideas, using appropriate transitional elements and cohesive devices.
- Use the Scoring Guidelines when constructing daily formative assessments to help students develop the ability to tell stories. Instead of describing the details in each picture, students should be guided to use appropriate vocabulary and grammatical structures to narrate a coherent story.

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

- Teachers should view the AP World Languages and Cultures Online Module: *Presentational Communication: A Focus on Writing*, by Federica Santini, to learn some strategies for building their students' performance in Presentational Writing. <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>
- 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 2007-2018 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 2007-2018 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.

Question #2

Task: Interpersonal Writing — E-Mail Response

Max. Points: 6

Total Group Mean Score: 4.81

Standard Group Mean Score: 3.73

What were the responses to this question expected to demonstrate?

This question assessed writing ability in the interpersonal mode of communication by requiring students to write a response to an e-mail received from a friend. In the 15 minutes allotted for this task, students must be able to comprehend the e-mail and then write a response that addresses all the questions posed in the e-mail. Students were expected to demonstrate skills such as analyzing, synthesizing, comparing, and evaluating in order to derive meaning and to respond based on the specified situation and cultural context. They should also demonstrate the ability to use language in a culturally appropriate manner.

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?

Responses demonstrated the students' familiarity with the topic and their ability to address the prompt with appropriate advice about what kind of coach to select and what should be done in order to play tennis well. Among those responses that received a score of 3 or lower, common errors included failing to respond to one of the questions in the e-mail (for example, why should the recommended coach be selected?). Most of the responses integrated the skills required by this question very well; they demonstrated comprehension of the e-mail and the writing skills needed to respond to the questions raised in the e-mail.

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

1. Failure to address all aspects of the question (for example, why should the recommended coach be selected?). This could be due to the lack of full attention to the prompt and instructions or lack of training in higher-level thinking skills.
2. Lack of adequate vocabulary and grammatical structures to: (1) describe sports-related activities and types of coaches, such as the specific qualities and personality of the desired coach; and (2) offer more-detailed elaboration.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
Example for #1 above: 你好张平! ... 我没看到你摘学校阿! 我真的打网球不太好, 我想你是逼我比较好。我想我自己可以帮助你打网球。我想你每一天要去学校练习打网球。...	张平, 你好。我觉得你应该找一个教练在你的城市第一名的教练因为有经验打网球的教练可以教你怎么打网球是最好的。他可以教你很多方式打网球普通的网球教练不会的 ...
Example for #2 above: 张革, 你好。听说你也打网球。其实我也刚学不 <i>jiou</i> 。我觉得你应该找个有经验的教练。他会知道怎么教你基本的技巧。除了找教练以外, 你还要花很多的时间去练习。只要你连西多了, 就会有进步的。...	哪里哪里, 我网球打的不怎么样。我觉得你应该找专门教网球的教练。这是因为他们会有很多经验, 所以会知道怎么帮助你。我也建议 ... 这是因为如果有更多的人, 那老师就不会全部的时间在帮忙你。老师可能会不专心 ...

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

- Remind students that AP is a performance-based test and it is important to address the question *fully* – task completion takes first priority! Students should practice reading the prompt carefully and thoroughly and answering all aspects of the question in a real-life communicative context.
- Give students ample opportunities to practice typing Chinese on a computer to reduce errors in character selection.
- Focus instruction on how to construct coherent discourse with well-connected sentences to give instructions and advice and to justify this advice with reasons.

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

- Teachers should view the AP World Languages and Cultures Online Module: *Interpersonal Communication: Developing Writing Abilities*, by Nyan-Ping Bi, to learn some strategies for building their students' performance in Interpersonal Writing. <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>
- 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 E-mail Response tasks from 2007-2018 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 E-mail Response tasks from 2007-2018 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.

Question #3

Task: Interpersonal Speaking — Conversation

Max. Points: 36

Total Group Mean Score: 24.58

Standard Group Mean Score: 17.36

What were the responses to this question expected to demonstrate?

This question assessed speaking ability in the interpersonal mode of communication by having students respond to a series of questions in a simulated conversation. The task comprised a statement identifying an interlocutor and conversation topic followed by six questions. Students were allotted 20 seconds to speak at each turn in the conversation. Students should demonstrate the ability to interact appropriately, given the specified cultural context, in an unrehearsed, spontaneous fashion, and the responses should reflect the integration of a variety of critical thinking skills — such as analyzing, synthesizing, comparing, and evaluating — in the process of meaning negotiation.

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?

Responses demonstrated the students' familiarity with the course content and addressed the prompt with appropriate interactions in response to the six questions that constitute a simulated real-life conversation with Wang Nainai. Most responses integrated the skills required to respond to the six questions very well; they demonstrated listening comprehension of the questions and speaking skills to respond to the questions. Register used in responses was in general appropriate to the situation, but some responses showed lack of command of cultural appropriateness about what to say to an elder in a birthday-celebration context.

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

1. For questions comprised of two parts, some responses only addressed one and were therefore unable to fully complete the task. Students need to read the instructions more carefully.
2. Some responses did not correctly assume the role required by the scenario and did not maintain the appropriate register for a young student addressing an elder.
3. Some responses showed a lack of understanding of the question 在你們國家參加朋友的生日晚會，應該注意些什麼？, most likely due to the difficulty level of the word 注意.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
Example for #1 above: (response to Q 3) 買了，買了給她一些 (pause) 有一個 (pause) 健康的水果，啊蘋果，桃子啊、梨啊、這些	我買了一束花送給她，還有一個蛋糕。買花的原因是因為送給她花寓意著她接下來的一年她都能花開富貴，而送她蛋糕是為了慶祝她的生日。
Example for #2 above: (response to Q1): 對了，我去了星期六。我說我很開心，你有晚會，我覺得很好玩兒。	我參加她的生日會的時候，一進去我就先祝了王奶奶生日快樂，然後祝她身體健康，萬事如意，以後希望她可以天天開心，然後非常快樂度過每一天。

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

- Help students develop both linguistic and pragmatic competencies to be able to interact with a native Chinese speaker in a culturally appropriate manner. Students need to demonstrate their knowledge of what to say to whom in a culturally appropriate manner.
- Provide learning opportunities for students to understand cultural products and practices, especially the cultural perspectives behind cultural practices.
- Provide ample opportunities for students to practice role-playing in a variety of contexts and scenarios. Some responses showed evidence of difficulty in assuming the appropriate role in the simulated conversation.

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

- Teachers should view the AP World Languages and Cultures Online Module: *Interpersonal Communication: Developing Speaking Abilities*, by Clarissa Adams-Fletcher, to learn some strategies for building their students' performance in Interpersonal Speaking. <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>
- Teachers 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 Conversation tasks from 2007-2018 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 2007-2018 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.

Question #4**Task:** Presentational Speaking — Cultural Presentation**Max. Points:** 6**Total Group Mean Score:** 4.36**Standard Group Mean Score:** 3.47***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. It 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. Students were allotted 4 minutes to prepare and 2 minutes to deliver their presentation. In addition to linguistic accuracy in forming coherent and cohesive discourse, students should demonstrate cultural appropriateness in describing and analyzing the specified cultural practice, product, or perspective. Responses to this question should demonstrate accurate cultural knowledge.

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?

Responses demonstrated the students' familiarity with a specific Chinese cultural topic, which is an important part of the course content. They addressed the prompt with appropriate knowledge about Chinese culture in response to the question on one modern change to a traditional Chinese cultural practice. Most responses integrated the skills required to complete this presentational communication task. They demonstrated their oral presentational skills to describe and to explain, and their understanding of Chinese cultural change.

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

1. Some responses did not address all aspects of the prompt even though they demonstrated very advanced language skills. Such responses talked about various changes instead of focusing on one specific change, as required by the question. Some responses focused on the description of a change to a cultural practice but did not discuss its significance. This may be due to a lack of careful reading of the prompt or lack of training in explaining the significance of a cultural change, which requires higher-level of thinking skills than describing a new cultural practice.
2. Some responses demonstrated a need to develop well-structured, discourse-level language through the effective use of transitional elements and cohesive devices.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<p>Example for #1 above: . . . 在之前, 1990 年代或者更晚一點, 人們都是騎自行車或者走路到一個指定地點, 比如說, 什麼上學啊, 上班、下班人們都是騎自行車或者走路去, 但是現在科技發達, 人們都是開車到一個指定地點, 像我剛才說的, 上班、上學之類的 . . .</p>	<p>大家好! 今天我要介紹北京住的地方和變化。古時候, 北京特別有很多四合院 . . . 一家幾代都住在一起, 有爸爸媽媽, 也有他們的孩子, 也有這些爺爺奶奶 . . . 但是現在的人, 北京有很多人, 因為北京有很多工作, 這些四合院不夠了 . . . 很多人住在公寓 . . . 這些公寓裡只住一個家庭 . . . 比四合院獨立 . . . 但是很多人覺得現在的房子不好, 因為不會和爺爺奶奶一起住 . . .</p>

Example for #2 above: 在上海，人們開車以後，路上很快，有太多車。今天我 (pause) 今天我會介紹一下 (pause) 中國開車以後，在上海開車以後路上很快有很多車，在大的中國城市，空氣越來越不好，因為有那麼多車。很多人騎自行車...

... 在舊社會的中國汽車還沒有流行起來，大部分的人都是騎自行車或者坐電車出門。但是隨著中國的科技越來越發達，人們的生活水準也越來越高，汽車和其它的一些交通工具... 人們的出行方便了很多。...

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

- Remind students that it is important to address the question fully; some responses spent too much time describing the cultural change and without addressing the significance of the change.
- Provide plenty of opportunities for students to develop their ability to construct coherent discourse using appropriate transitional elements and cohesive devices. Construct similar task-based learning activities for students to describe a social or cultural phenomenon and explain its significance.
- Balance the instructional content by including both traditional Chinese culture and contemporary issues in modern Chinese society.

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

- Teachers should view the AP World Languages and Cultures Online Module: *Presentation Communication: A Focus on Speaking*, by Angelika Becker, to learn some strategies for building their students' performance in Presentational Speaking. <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>
- Teachers 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 2007-2018 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 2007-2018 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.