

Chief Reader Report on Student Responses: 2019 AP[®] Chinese Language and Culture Free-Response Questions

• Number of Readers	142			
Total Group				
• Number of Students Scored	13,853			
• Score Distribution	Exam Score	N	%At	
	5	8,328	60.1	
	4	2,071	14.9	
	3	2,048	14.8	
	2	554	4.0	
	1	852	6.2	
• Global Mean	4.19			
Standard Group*				
• Number of Students Scored	3,698			
• Score Distribution	Exam Score	N	%At	
	5	604	16.3	
	4	600	16.2	
	3	1,267	34.3	
	2	464	12.5	
	1	763	20.6	
• Global Mean	2.95			

The following comments on the 2019 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**Total Group Mean Score:** 4.16**Max. Points:** 6**Standard Group Mean Score:** 3.12**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, depicted in a series of four pictures, as if writing to a friend. Students needed to demonstrate their ability to produce paragraph-level discourse with linguistic accuracy using appropriate transitional elements and cohesive devices, and their 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 required for story-telling, with errors that obscure meaning. Some students did not evenly allocate their 15 minutes and did not have sufficient time to write about the last picture. Students can be helped to improve “test strategies”.

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

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Example for #1 and #2 above (Simplified characters): 你好小明! 你还好吗? 我的哥哥和朋友下个性稀奇自行车在一起.我的哥哥要去公园因为这个地方很美也方便.然后来我们再一起倒公园天气不好.来了我要站起来公园周.我用我的手机我的爸爸因为他用开车来下雨.最后我的爸爸去公园.美食我去公园我需要带手机. 你的下个星系什么? ... 	<ul style="list-style-type: none"> • (Simplified characters) 这周末的时候, 我跟我的朋友打算在公园一起骑自行车.可是那天的天气报说下午的时候可能下雨.下午的时候还没下雨, 而且太阳也去来来了.所以我先跟我的父母说我会跟朋友骑自行车, 然后就走了.我们骑了十分钟后, 突然下大雨了和刮风.前面有一个小休息站, 所以我们在那儿停了.还好有着休息站, 要不然我们被雨领事了.她们在那里喝了一些水也检查了她们的自行车, 我在给我的父母打电话.我跟他们说, 我们不可以骑自行车了因为天气太不好了.他们说好注意.他们马上离开家去接我们.我说谢谢, 然后跟朋友说我的父母会接我们.五分钟后, 我的爸爸来接我们了。
<ul style="list-style-type: none"> • Example for #1 and #2 above (traditional characters): 你好小明! 你還好嗎? 我的哥哥和朋友下個性稀奇自行車在一起. 我的哥哥要去公園因為這個地方很美也方便. 然後來我們再一起倒公園天氣不好. 來了我要站起來公園周. 我用我的手機我的爸爸因為他用開車來下雨. 最後我的爸爸去公園. 美 	<ul style="list-style-type: none"> • (traditional characters) 這週末的時候,我跟我的朋友打算在公園一起騎自行車.可是那天的天氣報說下午的時候可能下雨.下午的時候還沒下雨,而且太陽也去來來了.所以我先跟我的父母說我還會跟朋友騎自行車,然後就走了.我們騎了十分鐘後,突然下大雨了和颶風.前面有一個小休息站,所以我們在那兒停了.還好有著休息站,要不然我們被雨領事了.她們在那裡喝了一些水也檢查了她們的自行車,我在給我的父母打電話.我跟他們說,我們不可以騎自行車了因為天氣太不好了.他們說好注意.他們馬上離開家去接

食我去公園我需要帶手機。你的下個星期什麼？ ...

我們。我說謝謝,然後跟朋友說我的父母會接我們。五分鐘後,我的爸爸來接我們了。

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, required for narration. Teachers need to help students practice more of the presentational mode of communication by learning activities like storytelling, both orally and in writing.
- 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?

- FRQ practice questions for teachers to use as formative assessment pieces are now available as part of the collection of new resources for teachers for the 2019 school year. These items begin with scaffolded questions that represent what students are ready for at the beginning of the school year and that continue on to present an increased challenge as teachers progress through the course. These resources are available on AP Classroom with the ability to search for specific question types and topics so that teachers are able to find the new collection of FRQ practice questions and the fully developed scoring guidelines that accompany each question.
- Teachers should view the AP World Languages and Cultures Online Module: *Presentation Communication: A Focus on Writing*, by Federica Santini, to learn some strategies for building their students' performance in Presentational Writing. <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>
- 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 2007-2019 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 2007-2019 to provide practice over the course of the year. <https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/exam?course=ap-chinese-language-and-culture>
- Teachers should score students' responses using the scoring guidelines and provide feedback that focuses on what students need to do to improve their scores.
- Teachers can provide examples of stories in class outlining the beginning, middle, and end of the story, ask students to brainstorm vocabulary and describe the events in each picture, and then suggest some traditional expressions that will link their ideas.
- Teachers can assign daily practice in typing Chinese characters and identifying the desired characters. With this practice, word(s) typed with the selected input method will display multiple Chinese character options on the screen. Students must identify and then select the correct character(s), instead of choosing the one that is displayed first in the sequence.

Question #2**Task:** Interpersonal Writing—E-Mail Response**Total Group Mean Score:** 5.06**Max. Points:** 6**Standard Group Mean Score:** 4.12***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.

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?

Students were able to demonstrate their familiarity with the topic and their ability to address the prompt with appropriate advice about whether or not the e-mail writer, a student, should take a gap year. Among those responses that received lower scores, common errors included failure to respond to one or more of the questions in the e-mail. Most of the responses were successful, however, and integrated the skills required by this question; they demonstrated comprehension of the e-mail and the writing skills needed to respond to the questions.

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

- There are adequate details explaining what the student could do while in China, but some responses (see example below) lack elaboration on the first two aspects of the stimulus (你觉得晚一年再上大学好不好?为什么?)(你覺得晚一年再上大學好不好?為什麼?) .
- Some responses showed a lack of adequate vocabulary and structures to achieve coherent and cohesive discourse with well-connected sentences.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">• Example for #1 and #2 above (simplified characters): 你好, 我很高兴你决定去大学。很多人晚一年在上大学所以我觉得这是不错。我的大学要学生去中国学习它的发展经济所以我有许多机会所以我有许多机会到中国去看你。在中国我也能用我的中文和找工作在跨国公司。我也要自己看看中国文化和吃地道的饺子。再见。	<ul style="list-style-type: none">• (Simplified characters): 朋友 你好。谢谢你的来信, 你好吗? 好久不见。关于你的问题, 我觉得你应该首先, 我觉得晚一年再上大学好。我觉得它给学生机会找工作还是实习。你可以有时候, 去志愿者在附近老人家。你可以给精神为去打学。如果你胡来上大学, 我觉得中国文化有意思, 我在大学, 学历史。你想在这个一年旅行。中国有很多名胜古迹所以我可以学中国文化。我可以还看很多电影, 听古典音乐, 和吃名的食物。我花很多时间练习我的中文和其他中国东西。 如果你还有问题, 请告诉我 祝好!
<ul style="list-style-type: none">• Example for #1 and #2 above (traditional characters): 你好, 我很高興你決定去大學。很多人晚一年在上大學所以我覺得這是不錯。我的大學要學生去中國學習它的發展經濟所以我有許多機會所以我有許多機會到中國去看你。在中國我也能用我的中文和找工作在跨國公司。我也要自己看看中國文化和吃地道的餃子。再見。	<ul style="list-style-type: none">• (Traditional characters): 朋友 你好。謝謝你的來信, 你好嗎? 好久不見。關於你的問題, 我覺得你應該首先, 我覺得晚一年再上大學好。我覺得它給學生機會找工作還是實習。你可以有時候, 去志願者在附近老人家。你可以給精神為去打學。如果你胡來上大學, 我覺得中國文化有意思, 我在大學, 學歷史。你想在這個一年旅行。中國有很多名勝古跡所以我可以學中國文化。我可以還看很多電

	影,聽古典音樂,和吃名的食物。我花很多時間練習我的中文和其他中國東西。 如果你還有問題,請告訴我 祝好!
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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 their students' performance on the exam?

- Remind students that AP is a performance-based exam and it is important to address the question fully. Task completion takes first priority! Students should practice reading the prompt carefully and thoroughly before answering all aspects of the question in a real-life communicative context. The answer does not have to be “truthful.” Consider this task as a role play.
- Give students ample opportunities to practice typing Chinese on a computer to reduce errors in character selection.
- Focus instruction on how to construct coherent and cohesive discourse with well-connected sentences. Give examples to illustrate this and have students practice writing at paragraph level.

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

- FRQ practice questions for teachers to use as formative assessment pieces are now available as part of the collection of new resources for teachers for the 2019 school year. These items begin with scaffolded questions that represent what students are ready for at the beginning of the school year and that continue on to present an increased challenge as teachers progress through the course. These resources are available on AP Classroom with the ability to search for specific question types and topics so that teachers are able to find the new collection of FRQ practice questions and the fully developed scoring guidelines that accompany each 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 2007-2019 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 2007-2019 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 e-mails 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

Question #3**Task:** Interpersonal Speaking—Conversation**Total Group Mean Score:** 25.22**Max. Points:** 36**Standard Group Mean Score:** 17.69***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, 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?

Students demonstrated 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. Most responses integrated the skills required very well; they demonstrated their listening comprehension and their speaking skills. Some of the responses can be improved if they address all the aspects of the prompt fully in order to demonstrate better command of cultural knowledge.

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

- For questions comprised of two parts, some responses only address one and therefore unable to complete the task fully, e.g. the response to Question 3 (see below) addresses the prompt directly, but does not answer the question 什么旅游景点 (什麼旅遊景點), e.g. a specific place to visit. Students need to read the instructions more carefully.
- Some responses show the need of students learning about the cultural products and practices, especially the cultural perspectives behind cultural practices, e.g. a response may directly address the prompt, but does not mention anything about 喜欢什么有中国特色的东西 (喜歡什麼有中國特色的東西).

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">Example for #1 above: (simplified characters, response to Q 3) Uh 我们近有有很多的 uh 很好的地方。我觉得 uh 我这里的 uh 地方是特别很好。你很喜欢。有很多的活动。	<ul style="list-style-type: none">(Simplified characters) Uh 我会带你去纽约, 因为纽约它 uh .. 是所有东西 uh 都聚在一起的地方。然后那里有比较出名的华尔街, 然后还有 uh 自由女神像。
<ul style="list-style-type: none">Example for #1 above: (traditional characters, response to Q 3) Uh 我們近有有很多的 uh 很好的地方。我覺得 uh 我這裏的 uh 地方是特別很好。你很喜欢。有很多的活动。	<ul style="list-style-type: none">(Traditional characters) Uh 我會帶你去紐約, 因為紐約它 uh .. 是所有東西 uh 都聚在一起的地方。然後那裏有比較出名的華爾街, 然後還有 uh 自由女神像。

<ul style="list-style-type: none"> Exmple for #2 above: (simplified characters, response to Q 5) 噢, 謝謝你給我爸[ba3]爸[ba2]和媽[ma3]媽[ma2]禮[li1]物[wu2]。和他[ta3]們[men]喜[xi1]歡[huan2].. 他們喜[xi1]歡[huan2]龍和這[zhe3]的東西和動[donf2]物[wu1]。 	<ul style="list-style-type: none"> (Simplified characters) 謝謝! 我和爸爸, 我的爸爸和媽媽特別喜歡中國茶。他們非常喜歡綠茶和烏龍茶,因為他們小時候就喝。他們覺得美國的茶葉子沒有中國的味兒好。所以你給他們帶點兒茶葉子他們會非常感謝你。
<ul style="list-style-type: none"> Exmple for #2 above: (traditional characters, response to Q 5) 噢, 謝謝你給我爸[ba3]爸[ba2]和媽[ma3]媽[ma2]禮[li1]物[wu2]。和他[ta3]們[men]喜[xi1]歡[huan2].. 他們喜[xi1]歡[huan2]龍和這[zhe3]的東西和動[donf2]物[wu1]。 	<ul style="list-style-type: none"> (Traditional characters) 謝謝! 我和爸爸, 我的爸爸和媽媽特別喜歡中國茶。他們非常喜歡綠茶和烏龍茶, 因為他們小時候就喝。他們覺得美國的茶葉子沒有中國的味兒好。所以你給他們帶點兒茶葉子他們會非常感謝你。

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 in order to interact with a native Chinese speaker. Students should listen to the questions carefully in order to address the prompt fully. Students' responses can also be improved if they improve their knowledge about common cultural practices in China.
- Provide learning opportunities for students to understand cultural practices, especially the cultural perspectives behind these practices.
- Provide ample opportunities for students to practice role-playing in a variety of contexts and scenarios. Some responses showed students had difficulty in assuming the appropriate role in the simulated conversation. The answer does not have to be "truthful." Consider this as a role play.

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

- FRQ practice questions for teachers to use as formative assessment pieces are now available as part of the collection of new resources for teachers for the 2019 school year. These items begin with scaffolded questions that represent what students are ready for at the beginning of the school year and that continue on to present an increased challenge as teachers progress through the course. These resources are available on AP Classroom with the ability to search for specific question types and topics so that teachers are able to find the new collection of FRQ practice questions and the fully developed scoring guidelines that accompany each 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 2007-2019 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 2007-2019 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 can provide conversations for students to listen to, pause the recording and formatively assess students' understanding during the conversations, and ask individual students to practice conversations in class and then ask others to provide more details after each response
- Teachers should work with students so they become familiar with how long 20 seconds is so they can become more comfortable about how long their responses can be

Question #4**Task:** Presentational Speaking—Cultural Presentation**Total Group Mean Score:** 4.20**Max. Points:** 6**Standard Group Mean Score:** 3.36***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 comprised a single prompt, which identified the cultural topic and asked students to select an example of that topic, describe it, and explain its significance. 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 traditional holiday, which is an important part of the course content. Students addressed the prompt with appropriate knowledge about Chinese culture and one traditional holiday. Most responses integrated the skills required to complete this presentational communication task. Students demonstrated their oral presentational skills to describe and to explain, and their understanding of Chinese culture. Some described what the holiday is and what people do to celebrate, but they failed to discuss the significance with elaboration (perspective).

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

- Similar to what we saw in previous years, some responses did not address all aspects of the prompt even though students demonstrated advanced language skills. The responses focused on the description of a holiday, 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 product/practice, which requires higher-level of thinking skills. For instance, the example below addresses the prompt 端午节 (端午節) directly by explaining the date (每年五月、六月份才庆祝) (每年五月、六月份才慶祝) and origin of the festival, but does not describe the significance of the holiday.
- 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>
<ul style="list-style-type: none">• Example for #1 and #2 above: . . . (simplified characters) 端午节是一个很有名的台湾节。这个节是每年五月、六月份才庆祝的。这个节的 um 这个节是很有,哦很久以前开始的。有一个 . . . 人,跳进河里面,因为 um 皇上一直不听他的,只是这个人是 um 很 um,所以 um 城市的人不想要他被鱼吃掉,所以,um 在这个节他们都会做粽子,还有把粽子丢在河里面,所以鱼会吃粽子,不会吃他。在这个节,他 um 我们也会 uh 骑船,还有我们会骑船是因为我们也不	<ul style="list-style-type: none">• (Simplified characters) 大家好,相信大家都有听说过外国的情人节,而我们中国呢,也有自己的,一个类似于情人节的节日,叫做七夕节。关于七夕节,它背后有一个非常感人的故事。就是在很久以前,有一个仙女下凡,她呢,在一个河边洗澡,然后一个,她的名字叫做织女。然后有一天,那个牛郎,他把她的衣服偷走了,然后织女找不到她的衣服,最后牛郎,把那个衣服还给了织女。织女后面就嫁给他。然后他们就成亲,然后,他们就过着一段,男耕女织的生活,并且他们非常幸福,但是有一天呢,天上发现了织女跟一个凡人结婚,他们就把织女给带走了。那,

<p>想那个鱼吃 um 吃他。所以 um 端午节这个节是吃粽子的跟划船的。</p>	<p>在分开的那段时间,他们两个非常的思念对方。但是突然有一天,呃,有一群喜鹊,为他们搭一座桥,然后织女跟牛郎,就可以相见了。然后在这一天呢,就是七夕,也就是所谓的中国的情人节。在这一天呢,是为了庆祝男女之间的爱情而有的节日,所以每年的这个时候,他们都会相见。</p>
<ul style="list-style-type: none"> • Example for #1 and #2 above: . . . (traditional characters) 端午節是一個很有名的臺灣節。這個節是每年五月、六月份才慶祝的。這個節的 um 這個節是很有,哦很久以前開始的。有一個 . . 人,跳進河裏面,因為 um 皇上一直不聽他的,祇是這個人是 um 很 um, 所所以 um 城市的人不想要他被魚吃掉,所以, um 在這個節他們都會做粽子,還有把粽子丟在河裏面,所以魚會吃粽子,不會吃他。在這個節,他 um 我們也會 uh 騎船,還有我們會騎船是因為我們也不想那個魚吃 um 吃他。所以 um 端午節這個節是吃粽子的跟划船的。 	<ul style="list-style-type: none"> • (Traditional characters) 大家好,相信大家都有聽說過外國的情人節,而我們中國呢,也有自己的,一個類似於情人節的節日,叫做七夕節。關於七夕節,它背後有一個非常感人的故事。就是在很久以前,有一個仙女下凡,她呢,在一個河邊洗澡,然後一個,她的名字叫做織女。然後有一天,那個牛郎,他把她的衣服偷走了,然後織女找不到她的衣服,最後牛郎,把那個衣服還給了織女。織女後面就嫁給他。然後他們就成親,然後,他們就過著一段,男耕女織的生活,並且他們非常幸福,但是有一天呢,天上發現了織女跟一個凡人結婚,他們就把織女給帶走了。那,在分開的那段時間,他們兩個非常的思念對方。但是突然有一天,呃,有一群喜鵲,為他們搭一座橋,然後織女跟牛郎,就可以相見了。然後在這一天呢,就是七夕,也就是所謂的中國的情人節。在這一天呢,是為了慶祝男女之間的愛情而有的節日,所以每年的這個時候,他們都會相見。

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 holiday without addressing its significance. Teachers should direct students to understand Chinese cultural elements in more depth, dealing with not only the “product and practice” but also the “perspectives.”
- 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 to 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?

- FRQ practice questions for teachers to use as formative assessment pieces are now available as part of the collection of new resources for teachers for the 2019 school year. These items begin with scaffolded questions that represent what students are ready for at the beginning of the school year and that continue on to present an increased challenge as teachers progress through the course. These resources are available on AP Classroom with the ability to search for specific question types and topics so that teachers are able to find the new collection of FRQ practice questions and the fully developed scoring guidelines that accompany each question.
- Teachers should view the AP World Languages and Cultures Online Module: *Presentational 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 2007-2019 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 2007-2019 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 present cultural information in Chinese in each unit and ask students to compare the cultural information with their own culture. Students can also provide a written or spoken reflection about the cultural information.
- Teachers should present information on cultural products and practices related to each unit over the course of the year and explain their significance and the cultural perspectives they represent in Chinese supported by text and visuals.
- Teachers can ask students to give a short cultural presentation in Chinese, either as individuals or in a group, after each unit to demonstrate what they have learned.