

CHINESE LANGUAGE AND CULTURE

Course Description

Effective Fall 2015

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The College Board

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The College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

AP Course and Exam Descriptions

AP Course and Exam Descriptions are updated regularly. Please visit AP Central® (<http://apcentral.collegeboard.org>) to determine whether a more recent Course and Exam Description PDF is available.

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About AP[®]

The College Board's Advanced Placement Program[®] (AP[®]) enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit, advanced placement, or both. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty, as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Most four-year colleges and universities in the United States and universities in more than 60 countries recognize AP in the admissions process and grant students credit, placement, or both on the basis of successful AP Exam scores. Visit www.collegeboard.org/ap/creditpolicy to view AP credit and placement policies at more than 1,000 colleges and universities.

Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who receive a score of 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than their non-AP peers¹. Additional AP studies are available at www.collegeboard.org/research.

¹See the following research studies for more details:

Linda Hargrove, Donn Godin, and Barbara Dodd, *College Outcomes Comparisons by AP and Non-AP High School Experiences* (New York: The College Board, 2008).

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (Austin, Texas: National Center for Educational Accountability, 2006).

Offering AP Courses and Enrolling Students

This *AP Course Description* details the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content knowledge and skills described here.

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit www.collegeboard.org/apcourseaudit.

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How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. To find a list of each subject's current AP Development Committee members, please visit <http://press.collegeboard.org/ap/committees>. AP Development Committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP coursework reflects current scholarship and advances in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam — work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A–, B+, and B. AP Exam scores of 3 are equivalent to college grades of B–, C+, and C.

Using and Interpreting AP Scores

College faculty are involved in every aspect of AP, from course and exam development to scoring and standards alignment. These faculty members ensure that the courses and exams meet colleges' expectations for content taught in comparable college courses. Based on outcomes research and program evaluation, the American Council on Education (ACE) and the Advanced Placement Program recommend that colleges grant credit and/or placement to students with AP Exam scores of 3 and higher. The AP score of 3 is equivalent to grades of B2, C1, and C in the equivalent college course. However, colleges and universities set their own AP credit, advanced standing, and course placement policies based on their unique needs and objectives.

AP Score	Recommendation
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit <http://apcentral.collegeboard.org> for more information about the AP Program.

AP Chinese Language and Culture

INTRODUCTION

The AP Chinese Language and Culture course and exam are an important step in a commitment by the College Board to further multiculturalism and multilingualism in secondary school education.

“Through the world language programs, the College Board hopes to make a significant contribution to secondary school curricula,” former College Board President Gaston Caperton said. “World events make it ever more obvious that a broad knowledge and understanding of other languages and cultures is essential for our young people.”

THE COURSE

The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese. These college courses, which deepen students’ immersion into the language and culture of the Chinese-speaking world, typically represent the point at which students complete approximately 250 hours of college-level classroom instruction. Course work provides students with opportunities to perform Intermediate- to Advanced-level tasks, and students are expected to achieve proficiencies throughout, and sometimes beyond, the Intermediate range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) *Proficiency Guidelines*.¹

The AP course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) as outlined in the *Standards for Foreign Language Learning in the 21st Century*.² Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. AP Chinese Language and Culture teachers plan and implement a course that focuses on language proficiency while interweaving level- and age-appropriate cultural content throughout the course and providing for frequent formative assessment of students’ developing proficiencies within the context of their learning. Instructional materials and activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course.

1. American Council on the Teaching of Foreign Languages, *ACTFL Proficiency Guidelines—Speaking* (rev. 1999) and *ACTFL Proficiency Guidelines—Writing* (rev. 2001). Order at www.actfl.org.

2. National Standards in Foreign Language Education Project, *Standards for Foreign Language Learning in the 21st Century* (Lawrence, Kan.: Allen Press, 1999).

Content and Skills

Developing students' awareness and appreciation of the elements of the culture of Chinese-speaking people is a pervasive theme throughout the AP Chinese Language and Culture course. The course engages students in an exploration of both contemporary and historical Chinese culture. Because the course interweaves language and culture learning, this exploration occurs in Chinese.

Students learn about various aspects of contemporary Chinese society, including geography and population, ethnic and regional diversity, travel and transportation, climate and weather, holidays and food, sports and games, and current affairs. They also explore the realm of Chinese societal relationships, examining how individuals interact with family members, elders, and peers, and integrate this knowledge into their interpersonal communications.

The course introduces students to significant persons, products, and themes in Chinese history. This introduction may touch on such topics as Chinese contributions to philosophical thought, government institutions, and artistic pursuits (e.g., calligraphy, painting, literature, and music, as well as folk arts and culture).

The course also views Chinese culture in an international context. Students learn that Chinese culture has spread to many parts of the world, influencing and being influenced by the global community. For example, they develop an awareness of China's role in issues of global importance, concerning areas such as energy and the environment, economics, and politics.

The course helps students broaden their world view by comparing Chinese cultural products, practices, and perspectives with those of their own society. With this background, students can ultimately move beyond a basic knowledge of the products and practices of Chinese culture to an understanding of how these products and practices reflect a Chinese way of viewing the world.

Students apply their growing cultural knowledge to communicative tasks: cultural knowledge informs communicative ability and vice versa. Because language and culture are inseparable, knowledge of Chinese culture is an integral part of the AP Chinese Language and Culture course.

Throughout the course, students hone their language skills across the three communicative modes: Interpersonal, Interpretive, and Presentational. In so doing, they develop necessary knowledge of the Chinese language, including pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written characters.

Interpersonal Mode

The Interpersonal mode involves spontaneous two-way interaction, such as conversing face-to-face or exchanging written correspondence. Teachers conduct class primarily in Chinese to facilitate students' development of communicative strategies for initiating and sustaining conversation. Students are provided with significant opportunities to engage in class activities in which an active negotiation of meaning is required. Students also develop the capacity to respond in culturally appropriate ways to questions on familiar topics, to understand conversations among native Chinese speakers, and to comprehend and compose

email or personal letters as part of back-and-forth communication with other Chinese speakers. They frequently express their personal views or exchange opinions on topics of personal, school, and community interest.

Interpretive Mode

Students interpret a broad range of written and oral texts. Students develop their aural proficiency through exposure to contextualized language excerpted or adapted from a wide variety of oral texts, ranging from the formal language heard in news broadcasts and announcements made in public places to colloquial language found in movies and television dramas. Similarly, they develop the reading proficiency to be able to identify and summarize main points and important details, and make appropriate inferences and predictions through exposure to highly contextualized written materials like advertisements, signs, and posters. They then progress through careful readings of more densely written texts excerpted or adapted from newspapers, magazine articles, contemporary literature, letters, and essays.

Presentational Mode

Students develop the speaking proficiency to be able to create a level-appropriate speech or report, produce a newscast or video, and narrate personal experiences and current events in a coherent fashion with comprehensible pronunciation and intonation. They also develop the ability to write and speak in a variety of settings, types of discourse, styles, and registers. Students express themselves in writing on topics they have researched. They use a variety of written discourse styles, including descriptive, narrative, expository, and persuasive. Employing the organization, vocabulary, and structures appropriate to the purpose of their writing, students make themselves understood to an audience of readers with whom they will not have the opportunity to exchange further information and ideas. While handwriting skill is essential in composing written work, students are provided with extensive training in computer keyboarding to meet the needs of the current technological society.

During their engagement with language produced by others in the Interpersonal and Interpretive modes, students develop strategic and metacognitive competencies, such as inferring the meaning of words from context, using grammatical knowledge to aid comprehension, and applying their cultural knowledge in comprehending written texts and spoken messages. In so doing, they strengthen their ability to learn effectively and independently.

Throughout their language production in the Interpersonal and Presentational modes, students increasingly employ linguistically accurate Chinese. They continue to develop sociocultural competencies and practical strategies that strengthen their ability to communicate effectively and appropriately in a variety of social and cultural contexts encountered in daily life.

Assessment

Throughout the AP Chinese Language and Culture course, assessments are frequent, varied, and explicitly linked to the content and skills that comprise the learning goals of each unit of study. Teachers use the AP Chinese Language and Culture Exam as a model, assessing both cultural knowledge and language skills within the context of complex tasks. They identify formative and summative assessment tasks at the beginning of each unit of study, scaffolding the learning activities throughout the unit as a means of enabling students to achieve success on each successive assessment. Before they begin each assessment task, teachers share with their students the criteria against which students' work will be judged, which generally take the form of rubrics. Within each unit of study, all three modes of communication — Interpersonal, Interpretive, and Presentational — are normally assessed within the context of integrated performance tasks. Teachers use assessments formatively to gain an understanding of which concepts need to be reinforced in future lessons. Students' performance informs future instruction. Specifically for written language, students' samples taken from the various stages of the writing process provide teachers with a means of assessing students' character-handwriting skill, vocabulary usage, and expressive abilities.

In addition to the formative assessments completed within each unit of study, timed assessments typical of the AP Exam can be employed within each unit's context as well. AP Chinese teachers use the Instructional Planning Report (IPR) to inform their instruction. The IPR is sent to schools each fall and details how the school's group of students performed on the prior year's AP Exam. Because one of the goals of the AP course is to prepare students for the AP Exam, teachers consult the materials published following each year's exam. These materials, many of which are posted on AP Central, include free-response questions from the exam, sample student responses accompanied by scoring commentary, and the annual Student Performance Q & A, which provides feedback about how AP students performed on the exam and how they can prepare to do better. Sample reading assessments include timed reading tests with selected-response questions that assess students' ability to understand the main points of lengthy texts adapted from authentic sources. Listening comprehension can be tested through similar tasks. Writing on topics related to a unit's theme within limited time frames (e.g., 30–50 minutes for compositions of 200–400 characters) also can be effective. Students can practice for the AP Exam by taking these types of writing tests on a computer. Previously unannounced but thematically related speaking tasks can be similarly designed and administered.

Instructional Resources

Materials

AP Chinese Language and Culture teachers select their instructional resources to meet their pedagogical goals and the needs of their students. As the goals of the AP Chinese Language and Culture course are comprehensive, and as each class of students presents a diverse set of learning needs, teachers avail themselves of a wide array of instructional materials. In addition to textbooks, teachers make frequent and

purposeful use of Web-based texts, animated computer software, and audio and video products specifically designed for Chinese language learning programs. They also make use of level-appropriate authentic materials designed for native speakers, including newspapers, fiction and nonfiction books, plays, poetry, films, and Chinese educational system textbooks. Teachers should ensure that each unit of instruction includes an array of instructional materials that are selected for their applicability to the unit's learning goals.

Strategies and Activities

As with instructional materials, teachers select strategies and activities for their potential to support students in meeting the course objectives. Teachers plan and implement instructional activities that provide students with opportunities to achieve these objectives, ensuring that students have ample experience with each of the three communicative modes (Interpersonal, Interpretive, and Presentational) and engaging students in constant and meaningful language use. Teachers make use of varied performance-based activities and, to ensure that all students are fully engaged in the meaning-making process of language acquisition, they employ a variety of structured cooperative-learning activities.

General oral/aural instructional activities that can be structured for optimal cooperative use include conversations based on daily life activities, current events, role-plays, debates, oral reports, storytelling, and discussions of Chinese films.

Written tasks that can be structured to facilitate student involvement include writing letters or emails in Chinese to Chinese pen pals or classmates, writing papers on aspects of traditional Chinese culture, using calligraphy to copy couplets in preparation for a Spring Festival celebration, making and writing New Year's greeting cards that include Chinese proverbs, and reading and reciting classical Chinese poetry. Authoring and editing a class newspaper, with reviews of contemporary Chinese films, paintings, and song lyrics, can also engage students actively in their learning.

In addition to this Course Description, teachers are urged to refer to the resources available through the AP Chinese Language and Culture Home Page on AP Central, as well as the *AP Chinese Language and Culture Teacher's Guide*, when making decisions about course content, assessments, and instructional materials.

Course Objectives

This chart outlines the student learning objectives for a typical course, as well as typical ways for students to demonstrate their learning accomplishments. This specific list of course objectives is an example; different AP courses may have slightly different but comparable objectives.

AP Chinese Language and Culture Course

Learning Objective	Evidence of Learning
Interpersonal Mode	
<ul style="list-style-type: none">• Ability to comprehend, draw inferences from, and respond to spoken and written Chinese in a variety of personal, social, and cultural contexts.• Ability to interact in a variety of situations in cultural contexts.• Ability to use critical thinking skills (e.g., analyzing, comparing, synthesizing, and evaluating) to derive meaning from context.	<ul style="list-style-type: none">• Student responds appropriately to spoken and written stimuli in a variety of personal and culturally appropriate contexts (e.g., personal information, family, friends, school, leisure activities).• Student interacts appropriately, including negotiating meaning, in a given cultural context.• Student identifies appropriate continuation of a conversation that implies a certain context.• Student responds appropriately, or identifies appropriate response, in social interactions centered on cultural acts such as complimenting, offering food, inviting, receiving a gift, introducing oneself and/or others, expressing appreciation to a host, expressing regret, and apologizing.

Learning Objective	Evidence of Learning
Interpretive Mode	
<ul style="list-style-type: none"> • Ability to comprehend and interpret spoken Chinese in a variety of social and cultural contexts that pertain to daily life. • Ability to comprehend and interpret a variety of nontechnical written Chinese texts that pertain to daily life. 	<ul style="list-style-type: none"> • Student responds appropriately to questions requiring identification of main ideas, supporting details, and appropriate inferences — in some cases, through the application of basic cultural knowledge — based on spoken Chinese in the form of conversations, instructions, broadcasts, announcements, and recorded telephone messages. • Student responds appropriately to questions requiring identification of main ideas, supporting details, and appropriate inferences — in some cases, through the application of basic cultural knowledge — based on written texts in the form of notes, emails, letters, posters, advertisements, signs, brochures, newspaper articles, and stories.
Presentational Mode	
<ul style="list-style-type: none"> • Ability to provide information about events in immediate environment (including family, school, community, and country) and to demonstrate some degree of spontaneous application of language. • Ability to describe an event or activity in a cohesive and coherent manner with linguistic accuracy. • Ability to demonstrate cultural appropriateness through spoken and written discourse. • Ability to compare and contrast phenomena and explain one's preference. 	<ul style="list-style-type: none"> • Student makes an oral presentation on a culturally relevant topic. • Student writes a narrative based on a series of pictures. • Student orally explains similarities and differences and provides rationale for a preference.

THE EXAM

The AP Chinese Language and Culture Exam is approximately 2 hours and 15 minutes in length. It assesses Interpersonal, Interpretive, and Presentational communication skills in Mandarin Chinese, along with knowledge of Chinese culture.

The exam is administered on computer; refer to AP Central and the *AP Coordinator's Manual* for necessary information related to administering exams on computer. Each student works at an individual computer, which processes everything read, heard, written, or spoken by the student. That is, the student reads on the screen, listens through headphones, types using the keyboard, and speaks into a microphone. There is no paper component; although the student may use paper to take notes during the exam, the proctor will collect the notes at the end of the exam, and they will not be scored.

Students have some choices for reading and writing in Chinese. The display and input options selected by the student have no effect on the student's score.

- All Chinese text displayed on the screen is available to students in either traditional characters or simplified characters. Students can toggle between the two versions if necessary.
- Students have two options for typing Chinese text. The available input methods are the Microsoft *Pinyin* IME (*MSPY*), which is based on Hanyu Pinyin, and the Microsoft *New Phonetic* IME, which is based on Zhuyin Fuhao (Bopomofo).

There are two sections in the exam:

- **Section I** consists of multiple-choice questions that assess communication skills in the Interpersonal and Interpretive modes.
 - **Part A** assesses Interpersonal communication skills in the listening modality by requiring the student to identify the appropriate continuation of a conversation. It also assesses Interpretive communication skills by requiring the student to answer questions about different types of audio stimuli.
 - **Part B** assesses Interpretive communication skills by requiring the student to answer questions about different types of written texts.
- **Section II**, the free-response section, assesses communication skills in the Interpersonal and Presentational modes by requiring the student to produce written and spoken responses.
 - **Part A** assesses writing in the Presentational mode by requiring the student to narrate a story suggested by a series of pictures. It also assesses writing in the Interpersonal mode by requiring the student to read and answer an email message.
 - **Part B** assesses speaking in the Interpersonal mode by requiring the student to respond to a series of thematically linked questions as part of a simulated conversation. It also assesses speaking in the Presentational mode by requiring the student to make a presentation on a given aspect of Chinese culture.

Each part of the exam contributes a specific portion of the final AP Exam score. Grouped by communicative mode, the various parts contribute as follows: Interpersonal — 30 percent; Interpretive — 40 percent; and Presentational — 30 percent. Grouped by language modality, the various parts contribute as follows: Listening — 25 percent; Reading — 25 percent; Writing — 25 percent; and Speaking — 25 percent.

This table details the exam content and format, including the amount of time and the number of questions for each part, as well as the contribution of each part toward the final AP Exam score. Times listed are approximate; they estimate the total administration time for each part of the exam, taking into account time for reading directions, moving from question to question, etc. For ease of reference, the specific time allotted for preparation or response for some particular questions is noted in parentheses; these timing parameters are also explained in the directions preceding each task in the sample questions portion of this booklet.



AP Chinese Language and Culture Exam Format Section I

Section	Question Type and Knowledge/Skills Assessed	Number of Questions and % Weight of Final Score		Time
Section I	Multiple Choice	70 questions	50%	1 hour and 30 minutes
Part A: Listening	Rejoinders Knowledge/skills: <ul style="list-style-type: none"> • Interpersonal communication • Using set phrases and social formulae; communicating opinion, attitude, intent 	10–15 questions	10%	10 minutes (Response time: 5 seconds per question)
	Listening Selections Knowledge/skills: <ul style="list-style-type: none"> • Interpretive communication • Comprehension; inference; application of introductory cultural knowledge Sample Stimulus Types: <ul style="list-style-type: none"> • Announcement • Conversation • Instructions • Message • Report 	15–20 questions	15%	10 minutes (Response time: 12 seconds per question)
Part B: Reading	Reading Selections Knowledge/skills: <ul style="list-style-type: none"> • Interpretive communication • Comprehension; inference; application of introductory cultural knowledge Sample Stimulus Types: <ul style="list-style-type: none"> • Advertisement • Article • Brochure • Email • Letter • Note • Poster • Sign • Story 	35–40 questions	25%	60 minutes

AP Chinese Language and Culture Exam Format Section II

Section	Question Type and Knowledge/Skills Assessed	Number of Questions and % Weight of Final Score		Time
Section II	Free Response	4 tasks	50%	45 minutes
Part A: Writing	Story Narration Knowledge/skills: <ul style="list-style-type: none"> • Presentational communication • Narrating story depicted by series of pictures 	1 question	15%	15 minutes
	Email Response Knowledge/skills: <ul style="list-style-type: none"> • Interpersonal communication • Reading; responding to request 	1 question	10%	15 minutes
Part B: Speaking	Conversation Knowledge/skills: <ul style="list-style-type: none"> • Interpersonal communication • Participating in conversation by responding appropriately 	6 questions	10%	4 minutes (Response time: 20 seconds per question)
	Cultural Presentation Knowledge/skills: <ul style="list-style-type: none"> • Presentational communication • Describing and explaining significance of a Chinese cultural practice or product 	1 question	15%	7 minutes (Preparation time: 4 minutes Response time: 2 minutes)

Sample Questions

Parts of the exam are accompanied by an audio recording. The  next to a selection indicates that an accompanying audio file is available on AP Central. To hear an audio recording, click on  in the Course Description PDF file, or go to the AP Chinese Language and Culture Home Page (<http://apcentral.collegeboard.org/chinese>) and click on “AP Chinese Language and Culture Course Description Audio Files.” In the sample questions that follow, the material enclosed in brackets is heard by the student and does not appear onscreen. Moreover, for clarity of presentation in this print publication, the text and graphics for these sample questions are not presented as computer screen images. Refer to AP Central for examples of how the questions actually appear onscreen.

Section I: Multiple Choice (Listening)

Note: In this part of the exam, the student may NOT move back and forth among questions.

Rejoinders

Directions: You will hear several short conversations or parts of conversations followed by four choices, designated (A), (B), (C), and (D). Choose the one that continues or completes the conversation in a logical and culturally appropriate manner. You will have 5 seconds to answer each question.



1. [(Woman) 我帶你去參觀一下我新買的房子，好不好？]

- (Man)
- (A) 你想帶誰去找房子？
 - (B) 對不起，我對買新產品不感興趣。
 - (C) 好，我們一起去參加觀光團吧！
 - (D) 什麼時候買的？怎麼沒告訴我？]



2. [(Woman) 對不起，沒什麼好菜招待你們。]

- (Man)
- (A) 請問你今天想點些什麼菜？
 - (B) 不好意思，招待不周到。
 - (C) 您太客氣了，我們都吃得很飽。
 - (D) 別著急，我一吃完飯就來你家找你。]



3. [(Woman) 今天我去學校接你的時候，那個跟你說話的同學是誰啊？]

- (Man) 那是我的新朋友馬可明。吃了晚飯以後我可以去他家玩兒嗎？
- (Woman)
- (A) 你現在跟他到學校來接我。
 - (B) 吃了晚飯以後早一點回家。
 - (C) 等你做完功課再說吧！
 - (D) 馬可明是新來的老師嗎？]



4. [(Man) 你是從哪兒來的？]

(Woman) 我是從美國紐約來的。你呢？

- (Man)
- (A) 老實說，我哪兒都不喜歡去。
 - (B) 真可惜，你從來沒去過紐約。
 - (C) 你可不要跟我去那個地方。
 - (D) 我是本地人，在這兒生的。]



5. [(Woman) 這種新飲料，好喝嗎？]

(Man) 喝起來像糖水一樣，沒廣告上說的那麼好。

- (Woman)
- (A) 真的有那麼甜嗎？
 - (B) 真的有那麼好嗎？
 - (C) 真的有那麼多嗎？
 - (D) 真的有那麼香嗎？]

Listening Selections

Directions: You will listen to several selections in Chinese. For each selection, you will be told whether it will be played once or twice. You may take notes as you listen. Your notes will not be graded. After listening to each selection, you will see questions in English. For each question, choose the response that is best according to the selection. You will have 12 seconds to answer each question.

Voice message

Selection plays two times.





[(Narrator) Now you will listen twice to a voice message.]

(Woman) 喂，張建，我是王華。我現在在急診室。我媽今天下午在家裏摔了一跤，走不了路。我剛把她帶到醫院來檢查。還好骨頭沒摔斷，但是醫生要她留在醫院裏觀察一夜，所以我得在這兒陪她。今天晚上不能跟你去看電影了。請明天早上打電話到我家，我跟你一起走路去上學。

(Narrator) Now listen again.


(Woman) 喂，張建，我是王華。我現在在急診室。我媽今天下午在家裏摔了一跤，走不了路。我剛把她帶到醫院來檢查。還好骨頭沒摔斷，但是醫生要她留在醫院裏觀察一夜，所以我得在這兒陪她。今天晚上不能跟你去看電影了。請明天早上打電話到我家，我跟你一起走路去上學。

(Narrator) Now answer the questions for this selection.]

6. What is the purpose of the message?
 - (A) To arrange a medical appointment
 - (B) To ask for directions to the hospital
 - (C) To cancel a previous engagement
 - (D) To recommend a movie
7. What is the speaker's relationship to Zhang Jian?
 - (A) His mother
 - (B) His doctor
 - (C) His teacher
 - (D) His schoolmate
8. Where is the speaker calling from?
 - (A) Home
 - (B) School
 - (C) A hospital
 - (D) A movie theater
9. What does the speaker ask Zhang Jian to do?
 - (A) Call her in the morning
 - (B) Visit her in the hospital
 - (C) Take her mother home
 - (D) Meet her at the movie theater

School conversation
Selection plays one time.



 [(Narrator) Now you will listen once to a conversation between two students.]

(Woman) 聽說你考上南京大學了，祝賀你啊！

(Man) 哪兒能跟你比啊，考上北大了，真羨慕你。

(Woman) 你打算學什麼專業啊？

(Man) 學醫，你呢？

(Woman) 做醫生太辛苦，我要學法律，以後當律師。

(Narrator) Now answer the questions for this selection.]

10. What does the woman ask the man about?
- (A) What colleges he is applying to
 - (B) What he will major in
 - (C) His opinion of certain schools
 - (D) His preferred location for attending college
11. The woman expresses a desire to
- (A) study medicine
 - (B) get a part-time job
 - (C) become a lawyer
 - (D) attend Nanjing University

12. What is the woman's reaction to the man's plans?
- (A) She thinks that the school he will attend is better than hers.
 - (B) She suggests that he study law.
 - (C) She says that she is envious of his good luck.
 - (D) She says that she would not make the same career choice.

Section I: Multiple Choice (Reading)

Note: In this part of the exam, the student may move back and forth among all the questions.

Reading Selections

Directions: You will read several selections in Chinese. Each selection is accompanied by a number of questions in English. For each question, choose the response that is best according to the selection.

Read this email.

[Traditional-character version]

發件人： 李玉嫻

收件人： 王晶晶

郵件主題： 我的新房子

發件日期： 2005年10月26日

晶晶表姐：

我們搬新家了，雖然離學校遠一點，但房子比從前大多了。最棒的是現在我有自己的房間，不像以前要跟妹妹合住一個房間。爸爸、媽媽跟妹妹都睡在樓上，我的臥房在樓下的書房對面。我的房間是這樣擺設的：進門的右邊靠牆角有一套小沙發，對著門是床，床頭的牆上掛著張全家福的照片，床的左邊有張書桌，書桌上放著電腦跟小書架。房間左邊靠牆放著一個衣櫃，櫃子上擺著花瓶、鏡子和你送給我的玩具熊。

放暑假時你跟阿姨來住，我們可以在後院的游泳池玩。

玉嫻

[Simplified-character version]

发件人：李玉珊

收件人：王晶晶

邮件主题：我的新房子

发件日期：2005年10月26日

晶晶表姐：

我们搬新家了，虽然离学校远一点，但房子比从前大多了。最棒的是现在我有自己的房间，不像以前要跟妹妹合住一个房间。爸爸、妈妈跟妹妹都睡在楼上，我的卧房在楼下的书房对面。我的房间是这样摆设的：进门的右边靠墙角有一套小沙发，对着门是床，床头的墙上挂着张全家福的照片，床的左边有张书桌，书桌上放着电脑跟小书架。房间左边靠墙放着一个衣柜，柜子上摆着花瓶、镜子和你送给我的玩具熊。

放暑假时你跟阿姨来住，我们可以在后院的游泳池玩。

玉珊

13. What does Yushan like best about her new house?
 - (A) It has a big backyard.
 - (B) It has a swimming pool.
 - (C) She doesn't have to share a room with her sister.
 - (D) She can walk to school.
14. Where in her room did Yushan put her family photo?
 - (A) On the wall facing the door
 - (B) On top of the wardrobe
 - (C) Next to the couch
 - (D) On the desk
15. To whom is the email addressed?
 - (A) A friend
 - (B) A cousin
 - (C) An aunt
 - (D) A classmate
16. Where is Yushan's teddy bear?
 - (A) On the bed
 - (B) On the couch
 - (C) Next to the mirror
 - (D) On top of the computer

Read this public sign.

[Traditional-character version]

報章期刊閱畢後請放回原處

[Simplified-character version]

报章期刊阅毕后请放回原处

17. Where would the sign most likely appear?
 - (A) In a department store
 - (B) In a park
 - (C) At a newsstand
 - (D) In a library
18. What is the purpose of the sign?
 - (A) To give directions to a particular location
 - (B) To advertise a new product
 - (C) To request cooperation from the users of a service
 - (D) To post the penalty for violating a regulation

Answers to Multiple-Choice Questions

1 – D	4 – D	7 – D	10 – B	13 – C	16 – C
2 – C	5 – A	8 – C	11 – C	14 – A	17 – D
3 – C	6 – C	9 – A	12 – D	15 – B	18 – C

Section II: Free Response (Writing)

Note: In this part of the exam, the student may NOT move back and forth among questions.

Directions: You will be asked to perform two writing tasks in Chinese. In each case, you will be asked to write for a specific purpose and to a specific person. You should write in as complete and as culturally appropriate a manner as possible, taking into account the purpose and the person described.

Presentational Writing: Story Narration

The four pictures present a story. Imagine you are writing the story to a friend. Narrate a complete story as suggested by the pictures. Give your story a beginning, a middle, and an end.



Interpersonal Writing: Email Response

Read this email from a friend and then type a response.

[Traditional-character version]

發件人： 王明華

郵件主題： 申請美國大學

因為申請到美國上大學的資料在一個月內都得寄出，所以這幾個星期忙得不得了。沒想到申請美國大學的手續這麼複雜，跟中國的情況完全不一樣。在中國只要通過入學考試就行了。你在美國讀書，一定比我更了解申請美國大學的要求，有什麼好主意可以分享？跟其他的申請資料來比較，申請入學的作文有多重要？請儘快告訴我一些信息。

[Simplified-character version]

发件人： 王明华

邮件主题： 申请美国大学

因为申请到美国上大学的资料在一个月內都得寄出，所以这几个星期忙得不得了。没想到申请美国大学的手续这么复杂，跟中国的情况完全不一样。在中国只要通过入学考试就行了。你在美国读书，一定比我更了解申请美国大学的要求，有什么好主意可以分享？跟其他的申请资料来比较，申请入学的作文有多重要？请尽快告诉我一些信息。

Section II: Free Response (Speaking)

Note: In this part of the exam, the student may NOT move back and forth among questions.

Directions: You will participate in a simulated conversation. Each time it is your turn to speak, you will have 20 seconds to record. You should respond as fully and as appropriately as possible.

Interpersonal Speaking: Conversation



You will have a conversation with Huang Lihua, an interviewer, about your application for a scholarship to study in China.



[(Woman) 請你談談你是怎麼開始對中國感興趣的。]

(20 seconds)

[(Woman) 如果能去中國留學，你想選修什麼樣的課程？你為什麼要選修這些課程呢？]

(20 seconds)

(Woman) 你想到中國哪個城市去留學？為什麼你要選這個城市呢？

(20 seconds)

(Woman) 假如你能去中國留學，學校會安排你參加一些課外的文化活動。你對中國文化的哪個方面最感興趣？

(20 seconds)

(Woman) 去中國留學跟你將來的就業計劃有什麼關係？

(20 seconds)

(Woman) 關於這個去中國留學的項目，你有什麼問題嗎？

(20 seconds)]

Directions: You will be asked to speak in Chinese on a specific topic. Imagine you are making an oral presentation to your Chinese class. First, you will read and hear the topic for your presentation. You will have 4 minutes to prepare your presentation. Then you will have 2 minutes to record your presentation. Your presentation should be as complete as possible.

Presentation Speaking: Cultural Presentation



Choose ONE Chinese food that is associated with a particular holiday (moon cake, *zongzi*, etc.). In your presentation, describe this food that is associated with a particular holiday and explain its significance.

Resources for AP Teachers

AP Central (www.collegeboard.org/apcentral)

Access essential course resources, including course descriptions and other official publications.

- AP Exam information and resources, including practice exams
- Classroom resources — including curriculum modules, labs, and more — from both the AP Program and AP teachers
- A database of upcoming professional development workshops and summer institutes

AP Course Audit (www.collegeboard.org/apcourseaudit)

Locate curricular and resource requirements, syllabus evaluation guidelines, and other information to ensure that courses are authorized to use the AP designation.

- Course Audit submission timeline
- Annotated sample syllabi
- Syllabus development guides
- Example textbook lists

Advances in AP (www.collegeboard.org/advancesinAP)

Learn about upcoming changes to AP courses.

AP Teacher Communities (<https://apcommunity.collegeboard.org>)

Share strategies, ask questions, and engage in lively discussions on all things AP with teachers worldwide.

Higher Ed (www.collegeboard.org/aphighered)

Find AP-related information specifically for colleges and universities.

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