

AP[®] Chinese Language and Culture

About the Advanced Placement Program[®] (AP[®])

The Advanced Placement Program[®] has enabled millions of students to take college-level courses and earn college credit, advanced placement, or both, while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

AP Chinese Language and Culture Course Overview

The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese. The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese.

RECOMMENDED PREREQUISITES

There are no prerequisite courses; however, students are typically in their fourth year of high school–level study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

AP Chinese Language and Culture Course Content

The course content is organized into six units, which create an interesting, meaningful context for learning. The suggested sequence is as follows:

- **Unit 1:** Families in Different Societies
- **Unit 2:** The Influence of Language and Culture on Identity
- **Unit 3:** Influences of Beauty and Art
- **Unit 4:** How Science and Technology Affect Our Lives
- **Unit 5:** Factors That Impact the Quality of Life
- **Unit 6:** Environmental, Political, and Societal Challenges

Foundational to the course are the three modes of communication: interpretative, interpersonal, and presentational. Students demonstrate their abilities in the interpretative mode by engaging with written, print, visual, audiovisual, and audio texts; in the interpersonal mode by speaking with and writing to others; and in the presentational mode by speaking to and writing for an audience.

As students work with the modes of communication listed above, they practice various task models that familiarize them with what will be on the exam while helping them build linguistic skills and cultural competencies.

Course Themes

The following six themes help integrate language, content, and culture into a series of lessons and activities:

- Families and Communities
- Personal and Public Identities
- Beauty and Aesthetics
- Science and Technology
- Contemporary Life
- Global Challenges

Course Skills

The following skill categories describe what skills students should develop during the course:

- **Comprehend Texts:** Comprehend written, audio, audiovisual, and visual text (text and pictures).
- **Make Connections:** Make cultural and interdisciplinary connections.
- **Interpret Text:** Interpret the content of written or audio text (words).
- **Make Meanings:** Make meanings from words and expressions.
- **Speak to Others:** Communicate interpersonally by speaking with others.
- **Write to Others:** Communicate interpersonally by writing to others.
- **Present Orally:** Communicate through spoken presentations.
- **Present in Writing:** Communicate through written presentations.

AP Chinese Language and Culture Exam Structure

AP CHINESE LANGUAGE AND CULTURE EXAM: ~2 HOURS

Assessment Overview

The AP Chinese Language and Culture Exam assesses student understanding of the skills and learning objectives outlined in the course framework. The exam is just over 2 hours long and includes 70 multiple-choice questions and 4 free-response questions.

Format of Assessment

Section I: Multiple-choice | 70 Questions | 1 Hour, 20 Minutes | 50% of Exam Score

- **Part A:** Rejoinders and Listening Selections (25–35 Questions; **25% of Exam Score; 20 Minutes**).
 - **Part B:** Reading Selections (35–40 Questions; **25% of Exam Score; 60 Minutes**).
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Section II: Free-response | 4 Tasks | 41 Minutes | 50% of Exam Score

- Question 1: Story Narration (**15% of Exam Score; 15 Minutes**).
- Question 2: Email Response (**10% of Exam Score; 15 Minutes**).
- Question 3: Conversation (**10% of Exam Score; 4 Minutes**).
- Question 4: Cultural Presentation (**15% of Exam Score; 7 Minutes**).

Exam Components

Multiple-Choice Section

Part A:

Rejoinders / Listening Selections

Part A of the AP Chinese Language and Culture Exam includes 25–35 multiple-choice questions, both individually and in sets. Questions are either rejoinders or questions with a listening selection stimulus. The audio stimuli include a transportation announcement, voice message, school conversation, radio report, instructions, and uncontextualized dialogue.

Part B:

Reading Selections

Part B includes 35–40 multiple-choice questions, both individually and in sets, with a reading selection stimulus. The print stimuli include a note, email, letter, poster, advertisement, signage, event brochure, journalistic article, and short story.

Free-Response Section

Question 1: Story Narration

- ◆ Students write a story narration based on four provided pictures. This task assesses writing ability in the presentational mode of communication by requiring students to write a complete and coherent story based on the picture sequence.

Question 2: Email Response

- ◆ Students compose an email reply to an email in Chinese received from a friend. This task assesses writing ability in the interpersonal mode of communication.

Question 3: Conversation

- ◆ Students participate in a simulated interpersonal conversation. This task assesses speaking ability in the interpersonal mode of communication by having students respond to a series of questions in a simulated conversation.

Question 4: Cultural Presentation

- ◆ Students select and describe a provided Chinese cultural topic and explain its significance. This task assesses speaking ability in the presentational mode of communication by requiring students to give an oral presentation on a specific Chinese cultural topic.