
AP Chinese Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] CHINESE LANGUAGE AND CULTURE 2018 SCORING GUIDELINES

Presentational Speaking: Cultural Presentation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> • Presentation addresses all aspects of prompt with thoroughness and detail • Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length • Cultural information is ample, accurate, and detailed 	<ul style="list-style-type: none"> • Natural pace and intonation, with minimal hesitation or repetition • Accurate pronunciation (including tones), with minimal errors • Consistent use of register appropriate to situation 	<ul style="list-style-type: none"> • Rich and appropriate vocabulary and idioms, with minimal errors • Wide range of grammatical structures, with minimal errors
5	VERY GOOD Suggests excellence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> • Presentation addresses all aspects of prompt • Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices; connected discourse of paragraph length • Cultural information is accurate and detailed 	<ul style="list-style-type: none"> • Smooth pace and intonation, with occasional hesitation and repetition • Occasional errors in pronunciation (including tones) • Consistent use of register appropriate to situation except for occasional lapses 	<ul style="list-style-type: none"> • Appropriate vocabulary and idioms, with sporadic errors • Variety of grammatical structures, with sporadic errors
4	GOOD Demonstrates competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> • Presentation addresses all aspects of prompt but may lack detail or elaboration • Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected • Cultural information is accurate but may lack detail 	<ul style="list-style-type: none"> • Generally consistent pace and intonation, with intermittent hesitation and repetition • May have several errors in pronunciation (including tones), which do not necessitate special listener effort • May include several lapses in otherwise consistent use of register appropriate to situation 	<ul style="list-style-type: none"> • Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning • Mostly appropriate grammatical structures, with errors that do not generally obscure meaning
3	ADEQUATE Suggests competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> • Presentation addresses topic directly but may not address all aspects of prompt • Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences • Cultural information is generally correct but has some inaccuracies 	<ul style="list-style-type: none"> • Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension • Errors in pronunciation (including tones) sometimes necessitate special listener effort • Use of register appropriate to situation is inconsistent or includes many errors 	<ul style="list-style-type: none"> • Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language • Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning
2	WEAK Suggests lack of competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> • Presentation addresses topic only marginally or addresses only some aspects of prompt • Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences • Cultural information has several inaccuracies 	<ul style="list-style-type: none"> • Labored pace and intonation, with frequent hesitation and repetition • Frequent errors in pronunciation (including tones) necessitate constant listener effort • Frequent use of register inappropriate to situation 	<ul style="list-style-type: none"> • Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language • Limited grammatical structures, with frequent errors that obscure meaning
1	VERY WEAK Demonstrates lack of competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> • Presentation addresses prompt only minimally • Lacks organization and coherence; very disjointed sentences or isolated words • Cultural information has frequent or significant inaccuracies 	<ul style="list-style-type: none"> • Very labored pace and intonation, with constant hesitation and repetition • Frequent errors in pronunciation (including tones) necessitate intense listener effort • Constant use of register inappropriate to situation 	<ul style="list-style-type: none"> • Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language • Little or no control of grammatical structures, with frequent errors that significantly obscure meaning
0	UNACCEPTABLE Contains nothing that earns credit	<ul style="list-style-type: none"> • Mere restatement of the prompt • Clearly does not respond to the prompt; completely irrelevant to the topic • Not in Mandarin Chinese • Blank (although recording equipment is functioning) or mere sighs 		

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Presentational Speaking: Cultural Presentation

Note: Student responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

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.

Sample: A

Score: 5

Transcript of Student Response

古時候人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，人們的生活水平也越來越高。汽車和其他的一些很方便的工具被人們逐漸發明了出來，人們的出行方便了許多。Uh 在現代社會上已經很少看到有人那象古社會一樣騎自行車或者走路出門。大多數家庭，比較富裕或者小康的一些人，都選擇購買汽車，用汽車出行。汽車確實十分方便也很快捷，可以去到很遠的地方。Uh 但是也有些不好的地方就是它會排放一些廢氣，而且如果容易造成堵車。Um 還有一些人 uh 選擇可以現在選擇汽車的發明 uh 很多行業都有了不同的改變，比如說出租車司機這個工作，uh 就是為了讓那些可能 uh 買不起汽車的人能夠同樣享受到能坐汽車出行，uh 所以也選擇付按時間和距離收費來方便現在的人們去到一些很遠很的地方。

Commentary

The response describes in detail the changes in transportation modes from bikes/trams to cars in China. It also explores the reasons for these changes (隨著中國的科技越來越發達，人們的生活水平也越來越高). Furthermore, the student weighs in on the pros and cons of the changes (汽車確實十分方便也很快捷 ... 但是 ... 會排放一些廢氣，而且 ... 容易造成堵車). The speaker even touches on the impact on cab business for those unable to afford a car. The level of elaboration and detail is significant. Language is appropriate but nonidiomatic. There are sporadic vocabulary and grammatical errors such as in 可以去到很遠的地方, 到 is redundant here, so is 如果 in 而且如果容易造成堵車, but they do not obscure meaning.

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2018 SCORING COMMENTARY

Presentational Speaking: Cultural Presentation (continued)

Sample: B
Score: 3

Transcript of Student Response

在上海人們開車以後，路上很快，啊有太多車。啊今天我，大家好，今天我會介紹一下，uh 中國能開車以後，在上海，人能開車以後，路上很快有太多車。在大的中國城市，空氣越來越不好 [hao4]，因為有那麼多車，uh 因為車那麼多，很多人騎自行車，因為比開車更快更容易和更方便得多。Uh 這個事很有意思，因為在很多別的地方，人覺得開車比騎自行車更快和更容易。但是，uh 車那麼多，是非常難的出去 [chu4]，這個空氣問題非常重要，因為在有的城市你不可以出去 [chu4]，因為空氣那麼不好。我這個問題讓我太不高興，因為我非常喜歡出去玩。謝謝你們聽到我的說。

Commentary

This response addresses the prompt directly: The change on overburdened roads in big Chinese cities such as Shanghai due to an excessive number of cars 太多車. The dire consequences of air pollution 空氣越來越不好 force people to go back to bikes 很多人騎自行車 or stay inside 你不可以出去. However, the student does not address the significance of such a change. Language and grammar are simple and basic. Pace has some hesitation and repetition. Limited appropriate vocabulary results in frequent errors as 難的出去; 不可以出去, instead of 出去難; 不能出去 or 我這個問題讓我太不高興, which sometimes obscure meaning. The response would benefit from a clear statement of the significance of the changes observed.

Sample: C
Score: 1

Transcript of Student Response

今天很 [hen2] 多人開車，大 [da2] 家開車。美國人中國人也如果人開車.. 高中生和小學和老師開車.. [long pause] 所以開車很.. 非常。我的媽媽和爸爸.. 開車。

Commentary

The response only addresses the prompt minimally by mentioning 開車 and 很多人開車, 美國人中國人, 高中生和小學和老師, 媽媽和爸爸. It fails to address “a modern change to a traditional Chinese cultural practice.” Sentences are disjointed and vocabulary very limited. The response shows little control of grammatical structures. Labored pace is accompanied by long pauses and constant hesitation.