

AP[®] CHINESE LANGUAGE AND CULTURE
2007 SCORING GUIDELINES
Presentation 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 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 Chinese Blank (although recording equipment is functioning) or mere sighs 		

AP[®] CHINESE LANGUAGE AND CULTURE 2007 SCORING COMMENTARY

Cultural Presentation

Note: In the transcriptions of student responses, two dots indicate a pause.

Overview

This task evaluates speaking in the presentational communicative mode by having students make a presentation on a cultural topic to a Chinese class. It consists of a single prompt, which identifies a cultural topic and directs students to select an example of that topic, describe it, and explain its significance. They are allotted four minutes to prepare the presentation and two minutes to deliver it. The response receives a single, holistic score, based on how well it accomplishes the assigned task; in addition to language skills, the score reflects the cultural knowledge exhibited in the response.

This year's task asked students to choose one Chinese social custom (such as giving or receiving gifts, meeting someone for the first time, or being a guest in someone's home). Students had to be able to describe the social custom and also explain its significance.

Sample: A

Score: 6

嗯，中國人因為很重視禮儀，所以對大家都要很有禮貌。中國其中一個，哦，傳統禮儀的行為就是，每次你到別人的家作客時，都一定不能走的去，一定要帶一個禮物送他們。嗯，這不只是一種禮貌的行為，也是為了要感謝別人特別掏出時間來招待你，而且又太麻煩他們請你到他們家，哦，請你到他們家作客，他們要準備許多食物，還有活動來，哦，娛樂你。除此之外，哦，給他們這個禮物，也是為了要尊敬，也是一種對他們尊敬的行為。所以如果你到，所以如果你認識，喔，如果你認識中國人，然後他們邀請你到他們家的話，你絕對不可以帶，你絕對不可以空手去。你必須要去的之前，先買好禮物，去他們家時再給他們。如果你沒有帶這個禮物的話，他們會，哦，把你看成非常沒有禮貌而且不尊敬長輩的人。哦，哦，除此之外，哦，在 . . . 中，不管，不管你禮物貴不貴重，你至少要帶一點東西。這是禮貌行為上要必，要必要做的。這就是其，噢，中國許多，嗯，傳統禮儀的其中一個。

The presentation addresses all aspects of the prompt, staying very close to the topic throughout. The student describes the social custom of bringing a gift when visiting someone's home (帶一個禮物送他們) and explains the significance of this act in detail. According to the student, bringing a gift is not only a matter of politeness and respect but also a way of thanking people for taking the time out of their day to entertain their guest and for making the effort to provide food and activities for the guest's enjoyment.

The student speaks with a natural pace during most of the presentation. There are a few instances of hesitation and repetition, but for the most part the student speaks with authority and confidence. The tones and pronunciation are accurate. The student showcases a rich vocabulary with words like 禮儀, 招待, 食物, and 尊敬; the phrase 娛樂你 is a rare example of erroneous word choice. Structurally, the student uses correct and efficient grammar, as in the sentence 你絕對不可以空手去. The presentation is peppered with sophisticated phrases like 除此之外 and 其中一個.

AP[®] CHINESE LANGUAGE AND CULTURE
2007 SCORING COMMENTARY

Cultural Presentation (continued)

Sample: B

Score: 3

噢，在中國過年的時候，人們拜親戚，嗯，一起吃晚飯。結果很多工作過年的時候，除了，嗯，除了百貨商店以外，人們都休息。大部分過年，你先去外面買禮物。紅色的禮物．．紅色的．．紅色的禮物太有名，是因為紅色是中國的顏色。噢，很多人也買魚，因為魚跟年年有餘有一樣的聲音。嗨，這個的傳統讓中國人 qian2 他們的父母，嗯，一起玩，所以我覺得這個的傳統是很有意思啊。嗯，要是你要也去．．看．．嗯，你，你也要見你的父母，去中．．去一起去中國，有很多活動。嗯，你也吃很多魚，有帶很多，買很多禮物，喔，還有．．帶．．一點錢，一點錢。啊，對呀．．嗯，我完了，嘿嘿嘿．．太快了，嗯，不知道做什麼。

The student adequately discusses the social custom of celebrating the New Year 過年, noting that during that holiday Chinese people invite relatives over to eat together. The student only touches upon the significance of this event, saying 這個的傳統讓中國人 qian2 他們的父母，嗯，一起玩，所以我覺得這個的傳統是很有意思啊. That sentence exhibits basic errors like the unnecessary particle 的 and the use of 是 with an adjective in the predicate position. Because the student says “interesting” 有意思 instead of “significant” 有意義, the sentence does not truly fulfill the prompt’s requirement of explaining significance. Pronunciation and tone errors, such as qian2 for what was likely meant to be qing3 請, sometimes obscure meaning and/or necessitate special listener effort.

While most of the presentation’s concepts, vocabulary, and grammatical structures are simple, the student does achieve a few sentences with more sophisticated vocabulary and cultural content. One such example is 很多人也買魚，因為魚跟年年有餘有一樣的聲音, which showcases the idiom 年年有餘 and appropriately explains its relevance. Overall, the presentation is inconsistent in quality. This is true for the content, grammar, word choice, and pacing. Some sentences are spoken fairly rapidly, while others include awkward hesitations or sighs. Ideas are well organized, but transitional elements are not used well. The student clearly responds to the prompt, but linguistic errors sometimes hinder the student’s success.

AP[®] CHINESE LANGUAGE AND CULTURE
2007 SCORING COMMENTARY

Cultural Presentation (continued)

Sample: C

Score: 2

喔，你第一次見一個新朋友的時候，你可能不知道你得說什麼，做什麼，看那兒。噢，天啊！可是你就得知道，他也大概像這樣的話。結果，你就，嗯，問他．．他從那兒來了，或者，哦，問他，他有沒有姐姐，哥哥，嗯，奶奶，等等。哦，以後，你也可能告訴他，你從來，你從哪兒去，哦，你喜歡做什麼，哦，你可能告訴他你有沒有，哦，一個動物，哦，告訴他們，他，你父母，做什麼。嗯，我，也，哦，做了這樣的話，噢，做了很多新朋友。哦．．我的女朋友，我．．第一次，噢，見她的時候，她，她問我，哦，“你的名字是什麼？”我告訴她我的名字以後，她問我，“你有沒有姐姐或者哥哥？因為我有一個弟弟。你看起來像你有一個姐姐。”她對了。

The student's topic—what to do when meeting someone for the first time—touches upon social customs, but the presentation does not explain well how this social custom actually functions. Instead, the student lists only some basic questions about name, family, and hobbies. Within the discussion, there is some inaccurate information: asking if someone has any “animals” (動物) is not a traditional introductory question.

The student struggles in some way with nearly every sentence. Pace and intonation are labored. Vocabulary is limited to simple words like 姐姐, 哥哥, and 奶奶, and even these words have indistinct or erroneous tones. The student says 什麼 frequently, but rarely with correct tones, and 哪兒 is frequently mispronounced as 那兒. Overall, the tones are incorrect more than they are correct. The presentation does occasionally use more complex grammar, such as 看起來, but for the most part grammar is simple and not very accurate. Some expressions, such as 看那兒, are difficult to decipher, though most can be understood with special listener effort.