

AP[®] CHINESE LANGUAGE AND CULTURE

2009 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 Chinese Blank (although recording equipment is functioning) or mere sighs 		

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Presentational Speaking: Cultural Presentation

Note: Students' 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 task assesses 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 that identifies a cultural topic and directs students to select an example of that topic, describe it, and explain what makes it significant. Students are allotted 4 minutes to prepare the presentation and 2 minutes to deliver the presentation. 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 art form (calligraphy, Beijing Opera, paper cutting, etc.), describe it, and explain its significance.

Sample: A
Score: 6

Transcript of Student's Response

中國跟美國兒 uh 的文化真的不一樣。例如，他們畫畫兒的時候，都有很多 f-, uh d- 分別。美國人就喜歡用油畫兒畫兒的，可是中國就喜歡用墨畫兒的。例如，他們的畫兒就分，分 . . b-, 分體了三個 . . 三個 uh 三個 . . 題目。一個就是花鳥，就常常都是畫兒 uh 一幅[fu1] 畫[花?] 兒的和是一個鳥的一 q-, 一起。Uh 或者是山水畫兒。他們就喜歡就畫兒一個山水，就畫兒 uh 山和水一樣。Like, uh, h- uh 他們就常常就是一個卷的，很大很長的。或者是人物[ru4]，可是人物就不喜 hua-, 不像[xiang3] 美國一樣。一個，就是一個人，和是，後面就是小小的樹。就，中國人就很喜歡的“天人合一”的這個方便，這個想法。

可是中國畫兒的問題 uh 對的墨畫兒的是 uh 的問題就是，很容易潮濕的時候就很 y-, 很容易破壞了。Uh 因[yi1] 為墨濕的時候會，會發，會化。所以 um, uh 中國畫兒就應該，就掛在牆上的時候，應該就很乾的 sh-, 事情，的地方。Um 中國畫的 sh-, 畫就對於他們中國文化就很重要因[yi1] 為 um 他們覺得這個就是他們的方法 l-, 來 bia- 表達了他們的想法和看法，對世界上的看法。

Commentary

The presentation addresses all aspects of the prompt with thoroughness and detail. Information about the topic (Chinese painting) is ample, accurate, and detailed, and it is presented in a well-organized and coherent fashion, with a clear progression of ideas. Some portions of the presentation are characterized by inconsistent pace, with intermittent hesitation and repetition. The response employs rich vocabulary and a wide range of grammatical structures, with errors that do not obscure meaning (卷的 for 卷軸; 很容易破壞了 for 很容易壞). Some errors are immediately corrected by the student (這個方便 to 這個想法; 很乾的事情 to 很乾的地方).

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Presentational Speaking: Cultural Presentation (continued)

Sample: B

Score: 4

Transcript of Student's Response

書法是一個非常古老 . . uh 書法非常古老。Um 雖然我不會 uh 做這樣 uh 寫很好看的寫字，我知道非常重要。寫字不但是是一個辦法 uh 讓人 uh sh- nd- uh 不但是是一個辦法讓人記住事情，uh 還是告訴別的人事情，也是 uh 也是一個非常 uh 有意義的 um 的意，意見[jie4]。Um 科學家也說你可以用書法發現 uh 人的自，人的個性。我不知道是不是對，可是我知道書法 um 非常，是非，非常重要。書法的意義在中國很大，因為 . . sh- uh 因為書法很老。你可以看書法在很老的畫[hua1] . . um 而且你可以看在很現代化的畫[hua1]。世界[jie1] uh 二零零 uh 九年，很多人都開始寫，因為他們知道要是他們寫得非常不好看，社會會覺得 um 不好，不好意思。Um 而且所有的人都覺得書法非常重要，是一個 um 很古老，um 是一個非常重要的事情。

Commentary

The presentation addresses all aspects of the prompt, but it lacks detail and elaboration, especially on the significance of the topic (calligraphy), instead offering only repeated generalizations about calligraphy's antiquity and importance (非常古老; 非常重要; 非常有意義). In one instance where the student does cite a specific source of calligraphy's significance (可以用書法發現 . . . 人的個性), the follow-up comment giving the student's opinion on this issue is disappointing (我不知道是不是對，可是我知道書法 . . . 是 . . . 非常重要). The presentation is generally organized and coherent, albeit somewhat repetitive. The pace of delivery is for the most part consistent, with intermittent hesitation and repetition. Pronunciation is generally good, with occasional errors that do not necessitate special listener effort. Vocabulary and grammatical structures are mostly appropriate, with occasional errors that sometimes obscure meaning (寫字 . . . 也是一個非常有意義的 . . . 意見; 要是他們寫得非常不好看，社會會覺得 . . . 不好意思).

Sample: C

Score: 1

Transcript of Student's Response

[extended silence] 我覺得京劇很好 . . [laughter] . . 因為它 . . 有很長的歷史 [extended pause] 也因為 . . 京劇 . . 是聰明 . . 也因為北京是中國的首都。

Commentary

The student begins with an appropriate topic (Beijing Opera) but merely states that it is very good because it has a long history, it is intelligent (聰明), and Beijing is China's capital. The response consists of a few very brief segments separated by long silences. Intonation and pronunciation are natural, and the limited vocabulary and grammatical structures used are generally appropriate. However, the response is so lacking in substance that it can only be regarded as demonstrating lack of competence in presentational speaking and cultural knowledge.