

AP[®] CHINESE LANGUAGE AND CULTURE

2010 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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2010 SCORING COMMENTARY

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 assessed speaking in the presentational communicative mode by having students make a presentation on a cultural topic to a Chinese class. It consisted of a single prompt that identified a cultural topic and directed students to select an example of that topic, describe it and explain what made it significant. Specifically, students were asked to choose one Chinese celebrity (Yao Ming, Michelle Kwan, Yo-Yo Ma, Jackie Chan, etc.), describe the celebrity and explain his or her significance. Students were allotted four minutes to prepare the presentation and two minutes to deliver the presentation. In addition to language skills, the task assessed the cultural knowledge exhibited in the response.

Sample: A

Score: 5

Transcript of Student's Response

中國是有著五千年的歷史和文明的國家。Uh 中國人口是世界上最多的。中國也有很多有名的人。姚明是其中之一。我現在簡單介紹一下姚明。

姚明是代表中國籃球的人。他在美國的籃球隊打籃球。他個子很高，很帥，hm。他不只是...uh 被中國人受歡迎的，也是全世界的許多人 uh 真喜歡的。...好，他的...uh 很好的...打籃球的水平 uh 讓他的 uh 籃球隊...有很好的成績。

雖然我沒見過他，uh 我...真喜歡看他出現的比賽。我的...我最喜歡的運動是籃球，uh 所以我很尊敬他。Uh 我想他，我，我想...uh 跟他一樣...uh 好的，好打籃球。...Uh...雖然我還沒去過中國，uh...我一有機會去中國，我真想看...uh 姚明出現的比賽。...我大學畢業以後應該...uh 我想...大學畢業以後應該去見姚明。

Commentary

The presentation addresses all aspects of the prompt. It is well organized and coherent, with generally clear progression of ideas. It starts with a description of Yao Ming's physique (個子很高，很帥), and moves on to talk about his appeal to the fans (他不只是被中國人受歡迎的，也是全世界的許多人真喜歡) because of his basketball skills (他的...打籃球的水平讓他的籃球隊有很好的成績). Finally, it states that the student himself admires Yao Ming. However, the presentation lacks information on Yao Ming's significance aside from his basketball skills and his popularity among basketball fans. The pace of delivery is generally consistent, with occasional hesitation and repetition and some errors in pronunciation.

Vocabulary is rich and appropriate (尊敬; 出現), with some sporadic errors (籃球的人; 被中國人受歡迎的; 跟他一樣好的，好打籃球). The presentation uses a variety of grammatical structures.

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Presentation Speaking: Cultural Presentation (continued)

Sample: B

Score: 4

Transcript of Student's Response

大家好，你們好！Uh 你，你喜歡看中國電影嗎？Uh 我想 um 如果你看中國 um 的電影，你知道章子怡 [yi1]是誰。Um 我想章子怡是一個很好的中國電影明星。我現在告訴.. 你，你們，如果我最喜歡她。章子怡是我最喜歡的中國電影明星。Um 她有很多電影。她第一個電影是我最喜歡，um 叫《我的父親母親》。在這個電影，um 章子怡和一個 um 年輕的老師戀 [lian3]，戀愛。Um 這個電影很美，因為章子怡是很好看，uh 做電影很拿手 [na3 shou2]。Um 我想如果你有機會 [ji4 hui2]，你應該去看這個拿手 [na3 shou4]。Um 章，在美國和在中國，uh 章.. 子怡 uh 是很有名。Um 在我的.. 我是，我有她的照片 [pian3]，因為我想她很好看。在，我是美國人，但是我知道她是誰，因為她最，很有名。Um .. 她在美國是最有名的中國明星。我想如果你有機會，um 你可以看她的電影，因為她是很好看。Um 你尤其 uh 要看她的電影叫《我的父親母親》，因為我想這是她最好的電，電影。謝謝你們聽我的說話。

Commentary

The presentation addresses all aspects of the prompt but lacks a description of the celebrity's significance beyond repeating that the celebrity is famous and pretty (因為我想她很好看。... 因為她最，很有名。她在美國是最有名的中國明星... 因為她是很好看). Vocabulary is mostly appropriate, with occasional errors (做電影很拿手). Some transitional elements are used (如果; 因為). The pace of delivery is generally consistent, with intermittent hesitation and repetition. There are several errors in pronunciation that do not necessitate special listener effort.

Sample: C

Score: 2

Transcript of Student's Response

Uh 姚明在籃球非常有名。姚明 [yao4 ming4] 比，比人們都高很多。在奧運會姚明在北 [bei4] 京打籃 [lan4] 球。姚明在中國籃球隊打的。Uh .. uh .. 雖然姚，姚明非常大，.. uh 就 .. uh .. 他 .. 打籃球打得非常好。.. Uh .. uh .. hm .. uh .. 因為姚明非常大，uh 所以 .. 姚明 .. uh .. 也 .. uh .. 常常 .. 打得 .. 很好。Uh .. 雖然姚明很 .. uh .. 不快，就 .. 他很大。

Commentary

The presentation addresses only some aspects of the prompt, providing no information on the significance of Yao Ming. The information is scattered and presented with little organization and coherence. The pace is labored, with frequent hesitation and repetition. Sentences are fragmented and incomplete. Vocabulary and grammatical structures are mostly appropriate but limited.