

AP[®] CHINESE LANGUAGE AND CULTURE

2011 SCORING GUIDELINES

Interpersonal Speaking: Conversation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail Smoothly connected sentences 	<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 interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail Connected sentences 	<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 interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate response Sentences may be loosely connected 	<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 interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides a basic but appropriate answer Disconnected sentences 	<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 interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate but incomplete answer Fragmented sentences 	<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 interpersonal speaking	<ul style="list-style-type: none"> Addresses prompt minimally or marginally Very disjointed sentences or isolated words 	<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 “I don’t know,” “I don’t understand,” “Please repeat,” or equivalent in Chinese Not in Mandarin Chinese Blank (although recording equipment is functioning) or mere sighs 		

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2011 SCORING COMMENTARY

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.

Interpersonal Speaking: Conversation 1

Overview

This task assessed speaking in the interpersonal communicative mode by having students respond as part of a simulated conversation. It consisted of a statement identifying an interlocutor and conversation topic followed by six questions. Students were allotted 20 seconds to speak at each turn in the conversation. All six scores counted equally in calculating the total score. Students needed to speak clearly, with good pronunciation, and make sure that each of their answers addressed the prompt directly and was culturally appropriate.

Sample: A Score: 6

Transcript of Student's Response

uh 張老師，你好！我 .. 有興趣幫你 .. 做 .. 中國文化周 .. 的 .. 需要做的義工，是因為我對中國文化有非常大的興趣，因為我常常回臺灣，然後我想多學習一點。

Commentary

This response addresses the prompt fully and appropriately, including an opening greeting (張老師，你好！). It is fluent, coherent and comprehensible, with very good pronunciation and tones as well as good control of grammar. The pace of delivery becomes more natural toward the end of the response.

Sample: B Score: 4

Transcript of Student's Response

我很喜[xi4]歡中 .. 中國的文化，.. uh 我也[ye4]喜歡中國..中國[guo1]的漢[tan4]語，.. 我最喜歡幫人。

Commentary

This response addresses the prompt adequately but not thoroughly. Sentences are loosely connected. Vocabulary is appropriate but limited. The grammatical structures are simple but mostly appropriate, with errors that do not obscure meaning.

Sample: C Score: 1

Transcript of Student's Response

Uh .. 我[wo1]可[ke1]以 .. 幫忙 uh .. uh ..

Commentary

This response addresses the prompt minimally but does not accomplish the required task because of insufficient vocabulary. The delivery is labored, with frequent hesitation.

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Interpersonal Speaking: Conversation 2

Sample: A

Score: 5

Transcript of Student's Response

我覺得一個很有意思比賽會是 .. 比賽誰會包最好吃的餃子。因為我知道我的同學很喜歡吃的東西，然後很喜歡中國 .. 中國吃吃的。所以很多時候都去 .. uh 買，所以我覺得他們做會很有意思。

Commentary

This response directly addresses the prompt and provides a thorough and appropriate answer in smoothly connected sentences. The pace and intonation are generally smooth, with occasional hesitation. Vocabulary and grammatical structures are appropriate, though not especially rich.

Sample: B

Score: 4

Transcript of Student's Response

我覺得uh我們有籃球賽。Uh 籃[lan4]球不是中國uh中國的傳統的uh運動，可是我很喜歡[xi4huan4]籃球，所以我覺uh我覺得我們uh應該有籃球賽。

Commentary

This response directly addresses the prompt and provides an appropriate answer, using somewhat loosely connected sentences. The pace is generally consistent. Both vocabulary and grammatical structures are mostly appropriate.

Sample: C

Score: 2

Transcript of Student's Response

我覺得游泳比賽有很多 .. 因為 .. 游泳 .. 很 .. 很 .. 很 ..

Commentary

This response attempts to address the prompt but provides an incomplete answer. The single sentence is fragmented and unfinished. The response is delivered with a labored pace and frequent hesitation. Both vocabulary and grammatical structures are very limited.

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Interpersonal Speaking: Conversation 3

Sample: A

Score: 5

Transcript of Student's Response

我覺得，我們應該唱歌跳舞在我們學校的禮[lil]堂，這是因為在禮堂有很多人可以坐下聽和看我們。如果我們要很多 uh 我們的朋友學生。

Commentary

This response directly addresses the prompt and provides an appropriate answer with some elaboration. The pace is smooth, with minimal hesitation. Appropriate vocabulary (唱歌；跳舞) is used. Sporadic grammatical errors, such as 我們應該唱歌跳舞在我們學校的禮堂, do not obscure meaning.

Sample: B

Score: 4

Transcript of Student's Response

我 .. 住在 .. 我覺得 .. uh 中國文化是在學校，因為很多學生可以來。謝謝！

Commentary

This response directly addresses the prompt and provides an appropriate answer without elaboration or detail. The pace and intonation are generally consistent, with intermittent hesitation. Vocabulary and grammatical structures are simple and basic, with errors (我住在；中國文化是在學校) that generally do not obscure the meaning.

Sample: C

Score: 2

Transcript of Student's Response

歌舞表演我覺得你，我們要去那個 .. 很有大地方去 .. 大的地方去 .. 演講，就就去比賽。

Commentary

This response is incomplete because it addresses only the first part of the prompt. The pace of delivery is inconsistent. Grammatical structures are limited, with some vocabulary (演講；比賽) that is not relevant to the prompt.

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2011 SCORING COMMENTARY

Interpersonal Speaking: Conversation 4

Sample: A

Score: 6

Transcript of Student's Response

我覺得還可以組[ju]織一些食物的活動，因為中國的美食是 uh 在世界上很有名的。如果能讓人 uh 別人嘗嘗中國的食物，能讓他更了解中國的文化

Commentary

This response directly addresses the prompt and provides a thorough and appropriate answer, including elaboration and detail. The first sentence would be clearer if the word 品嚐 were added (我覺得還可以組織一些品嚐食物的活動). The pace and intonation are natural, with minimal hesitation. Pronunciation is accurate, with only one error (組[ju]織). Vocabulary and grammatical structures are appropriate.

Sample: B

Score: 3

Transcript of Student's Response

Uh .. 我們 .. 可以 uh .. 做飯。因為 uh 做飯 uh 很 .. 有意思看，因為很多 .. uh, huo2 [活? 火?], 也很多 uh 飯。[noise]

Commentary

This response directly addresses the prompt and provides a basic but appropriate answer. Sentences are disconnected and the pace and intonation are inconsistent, with frequent hesitation. Vocabulary is also limited. It is unclear what the sound huo2 represents in the last sentence. The sentence (因為做飯很有意思看) is grammatically incorrect.

Sample: C

Score: 1

Transcript of Student's Response

Uh 我[wo2]的活動[huo4 dong1] .. 因為 uh 很有意思和很大[da2], uh 我喜歡 .. 這個 .. 說你。謝謝!

Commentary

This response minimally addresses the prompt (我的活動). It is characterized by disjointed phrases and isolated words. The pace and intonation are labored, with frequent hesitation. There are frequent errors in pronunciation (including tones), which necessitate listener effort. Vocabulary is insufficient and inappropriate. This response shows little control of grammatical structure.

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Interpersonal Speaking: Conversation 5

Sample: A

Score: 5

Transcript of Student's Response

我們可以告[gao1]訴很多人，這是一個中國文化的 . . 的事情。我覺得很多人應該來，因w- 因為每個人都覺得中國文化很[hen1]有意思。

Commentary

This response directly addresses the prompt and provides a thorough and appropriate answer with some elaboration (因為每個人都覺得中國文化很有意思). The pace of delivery is generally smooth, with some minor pronunciation errors. Vocabulary and grammatical structures are basic but mostly appropriate.

Sample: B

Score: 4

Transcript of Student's Response

我們可以 . . uh送廣告[guang1gao1]到 . . uh . . 電視，還是，電視，還 . . 還可以送廣告到 . . [shen] . . 報紙。很多人可以看，來這個，來參加。

Commentary

This response directly addresses the prompt and provides an appropriate answer. Vocabulary is basic but appropriate. The sentences are somewhat disjointed (很多人可以看，來這個，來參加). There are some grammatical errors (送廣告到電視；送廣告到報紙) that do not obscure meaning.

Sample: C

Score: 2

Transcript of Student's Response

Uh . . 我 . . 想參[san1] uh 參加這個活動啊，因為我[wo1]覺[jue3]得啊人uh 會uh 很好[hao2]奇[qi4]，uh 所以他們uh 會去看uh 中國。

Commentary

This response attempts to address the prompt but fails to complete the task. Frequent pronunciation errors necessitate constant listener effort. Vocabulary is minimal and grammatical errors obscure meaning.

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Interpersonal Speaking: Conversation 6

Sample: A

Score: 6

Transcript of Student's Response

我覺得他們 . . um 首先他們 . . uh 不要認為中國是一個非常封閉和傳統的國家，因為中國的歷史很悠久。Uh uh 我覺得他們應該 . . uh 認識uh 先進一個先進和uh非常強大的國家。

Commentary

This response directly addresses the prompt and provides a very thorough answer, with elaboration and detail. The delivery pace and intonation are natural, with minimal hesitation, and pronunciation is accurate. Vocabulary is rich and appropriate, and a variety of grammatical structures are used.

Sample: B

Score: 3

Transcript of Student's Response

我希望 uh . . 來[lei2]參加來參加的人會[wei2]對中國有深的啓發， uh 會對中國有多一些的興趣，選課中文，文化。

Commentary

This response directly addresses the prompt and provides a basic answer in a somewhat disjointed sentence. The pace and intonation are inconsistent. Errors in pronunciation necessitate special listener effort. The vocabulary and grammatical structures are limited, with errors that sometimes obscure meaning (對中國有深的啓發；選課中文，文化).

Sample: C

Score: 1

Transcript of Student's Response

我覺得會，要來這邊的人，那個，來的人，他們應該想的就是 . . 中國

Commentary

This response attempts to address the prompt but provides an incomplete and only marginally relevant answer. The pace of delivery is extremely inconsistent: the response begins haltingly, then becomes very rapid, slows down, and finally stops short. Vocabulary and grammatical control seem adequate, but the response is incomplete.