

# AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE 2011 SCORING GUIDELINES

## Presentational Speaking: Cultural Presentation

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

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## Presentational Speaking: Cultural Presentation

### 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 its significance. Students were allotted 4 minutes to prepare the presentation and 2 minutes to deliver it. In addition to language skills, the task assessed cultural knowledge as exhibited in the responses.

### Sample: A

Score: 6

### Transcript of Student's Response

Um 我[wo2]來介紹風箏。放風箏是許多中國人的休閒活動，um 放風箏起[qi2]源春秋戰國時代的時候，墨子用木板做一個風箏。造紙術發明以後，人們開始用一張紙[zhi1]做風箏。Um 放放風箏意味著 uh 把不好的事情都 .. 飛走了，所以人們先放風箏的 .. 高高的，以後剪斷[duan1]風箏的綫。Uh 我曾經，我去年春的春節去過中國放風箏，um 放風箏的經驗對我的身體有好處，而且對我的心理有好處。第一，放風箏對我的身體有好處，因為放放風箏是全身運動；第二，um 放風箏是 um 對我的心理有好處，因為放風箏的話，我覺得我的不好的事情都飛走了，所以我的心理變 .. 更舒服了。

### Commentary

This presentation addresses all aspects of the prompt with detailed descriptions and elaboration, making reference to the history and significance of kite flying (放風箏起源春秋戰國時代；放風箏的經驗對我的身體有好處，而且對我的心理有好處). The delivery is smooth and natural, with minimal hesitation. Vocabulary is rich and appropriate (休閒活動；起源春秋戰國時代；意味著；全身運動). Grammatically, cohesive markers (第一；第二；而且；因為 ... 所以) are used in a wide variety of structures.

### Sample: B

Score: 4

### Transcript of Student's Response

[cough] Uh 你好！Uh 同學們，謝謝你們來 uh 聽我。Uh 今天我要說中國最有名的運[yun2]動：功[kong1]夫。Uh 在中國，每個人知道功夫[fu2]是什麼。如果你在中國[zhong3guo4]問[wen1]功夫是什麼，哪個人有知道。功夫很 .. 長以前[qian4] uh 開始，功夫是一個保護 si uh 自己的健康的運動。很多地方在中國，還是習功夫，最有名的地方是 .. 少林[lun4] temple。Uh .. 所以很多人在美國和中國覺得學功夫是最好的方法。Uh 如果你要 uh 學習中國最有名的運動，去中國學功夫[fu4]！謝謝你們來聽我說！

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## Cultural Presentation (continued)

### Commentary

This presentation addresses both aspects of the prompt — the leisure activity 功夫 and its significance (功夫是一個保護自己的健康的運動) — but it is repetitive and lacks elaboration. The progression of ideas is generally clear and coherent, but use of cohesive devices is inconsistent (如果你在中國 問功夫是什麼; 很多地方在中國, 還是習功夫). Cultural information on 功夫 is accurate but basic and lacking in detail. The pace of delivery is generally consistent, with pronunciation and tone errors that for the most part do not necessitate special listener effort. Vocabulary and grammatical structures are basic and mostly appropriate, with errors that generally do not obscure meaning (功夫很長以前開始; 每個人知道功夫是什麼; 哪個人有知道).

### Sample: C

Score: 2

### Transcript of Student's Response

乒乓球, 每中人喜歡乒乓球。乒乓球有很多參加[sanjia], 很多美國人祝你們有乒乓球。美國人喜歡[kuan]乒乓球、電影。中國的誰打誰看很好乒乓球人。很好人有很好學習, 衆人打乒乓球, 同學們在學校, 家在家, 在公園, 每[mei2]人喜歡乒乓球。Uh 中人家喜歡乒乓球, 因為 uh 他的一他們都一起都 uh 打乒乓球。Uh 每天每 no 每人 uh 一起。他們喜歡 .. 乒乓球, 因為 .. 他們看得 .. 很 .. 他們 uh 他們看乒乓球, 因為 uh 他們喜歡很多。

### Commentary

The presentation addresses the prompt by talking about 乒乓球 but offers only vague, scattered information. The pace of delivery is rather labored, with frequent errors and repetition (每中人喜歡乒乓球 ... 美國人喜歡乒乓球 ... 中人家喜歡乒乓球 ... 他們喜歡乒乓球, 因為他們喜歡很多). Limited vocabulary and grammatical structures, along with errors due to constant interference from another language, combine to obscure meaning (中國的誰打誰看很好乒乓球人). Sentences are fragmented (每天每 no 每人 uh 一起) and isolated because transitional elements and cohesive devices are lacking.