

AP[®] CHINESE LANGUAGE AND CULTURE

2012 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 Mandarin Chinese Blank (although recording equipment is functioning) or mere sighs 		

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Presentational Speaking: Cultural Presentation

Note: Student 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 mode of communication by having students make a presentation on a specific Chinese cultural topic to a Chinese class. It comprised a single prompt, which identified the cultural topic and asked 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 students' cultural knowledge as presented in their responses.

Sample: A
Score: 5

Transcript of Student's Response

你好！今天我要講的是關於中國的招待客人的行為。中國人熱情好客，家裏客人來的時候一定要禮貌的待客，否則會被人嘲笑。客人進來了以後要讓客人請坐，不能只站著說話或者不言不語，這些都是不禮貌的行為。不能只跟客人說，而而要給他一杯茶，茶要沏得淺一點，如果忘了或者不給的話都是不尊敬的表現。然後倒酒的時候，酒要倒滿杯子；煙給煙的時候不能只給一枝，而要給一整盒。給這些東西都要用雙手，而不能只用一手遞[di1]，因為這用雙手都是很禮貌很尊敬的行為。還有，給客人菜飯飯菜的時候，要用雙手[shu4]這些都是好好事如雙的意思。平時，我們就能看到 z- 中國人家裏都會，他們都會很禮貌的招待我們。然後我們坐下來，他就會就會問我們要什麼茶要喝。而且中國有很多茶，所以我們都可以嘗一下，有什麼味道。在中國我聽到給煙是一個禮貌，一種禮貌，所以有人給你煙的時候，不能說沒關係，而要..收那個煙。謝謝！

Commentary

The response suggests excellence in presentational speaking and cultural knowledge. The response provides ample examples that are both appropriate and detailed. Also, the note on the importance of employing both hands when offering guests treats suggests insightful understanding of Chinese practice in this context (好事成雙). The pace is smooth. Language use is marked with a rich vocabulary and idioms (熱情好客; 不言不語). The response also uses a wide range of grammatical structures, with appropriate transitional elements and cohesive devices (否則...; 不能只...; 而要...).

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Presentational Speaking: Cultural Presentation (continued)

Sample: B

Score: 3

Transcript of Student's Response

大家好！我今天要給各位介紹一下中國的社會的東西。他們真喜愛中國的老師，在中國，老師真重要教育，而中國人覺得教教育是最重要的東西。他們有一個祝 um 老師 uh 的節日。這個節日 uh 在這個節日，中國人 uh 很很喜歡老師[laughter]，um 老師教[jiao4]對他的同學教[jiao4]新東西，他們幫[bang4]忙他們的他們幫忙他的同學成功，幫忙 uh 幫忙中國的社會，uh 讓中國的社會有很多成功。另外，中國也很喜歡老人。老人真重要，uh 對他們真有興趣，uh [laughter] uh 祖父祖母很重要，他們已經為社會提供很多真好的東西，他們已經有一個長的生活，所以，uh 所以 uh 每一每個人要，uh 應該 uh 為 uh 老人提供 uh 快樂，提供愉[yu4]快。Um 也有一個老人祝老人的節日。謝謝你們聽我的，uh 我的談話。中國的社會是最美麗的，是最好的。謝謝你們，再見！

Commentary

The response addresses all aspects of the prompt but lacks elaboration and significant details because of limited vocabulary and mostly simple grammatical structures. Many of the sentences are disconnected, and transitional elements and cohesive devices are rarely used. Cultural knowledge is generally correct but often awkwardly expressed (他們已經有一個長的生活，所以 ... 每個人 ... 應該為老人提供快樂，提供愉快). The pace is labored, with frequent hesitation and repetition.

Sample: C

Score: 1

Transcript of Student's Response

在中國，uh 父母 uh 親人和老師都很重要的人，uh 因為孔子說uh 他們很[hen4]重要的。Uh . . uh . . [whistle] uh . . [long pause] 現在 uh 年輕人不可以 uh . . disrespect 父母和老師uh . . [whistle]

Commentary

The response minimally addresses the prompt (在中國父母親人和老師都很重要的人，因為孔子說他們很重要的). The pace is very labored, with frequent hesitation. Vocabulary is insufficient, as evidenced by interference from English, and there is little control of grammatical structures.