

2017

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# AP Chinese Language and Culture

## Sample Student Responses and Scoring Commentary

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# AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE

## 2017 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>		

# AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE 2017 SCORING COMMENTARY

## 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 ability in the presentational mode of communication by requiring students to give an oral presentation on a specific Chinese cultural topic as if they were speaking to their Chinese class. It consisted of 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 and 2 minutes to deliver their presentation. In addition to linguistic accuracy in forming coherent and cohesive discourse, students should demonstrate cultural appropriateness in describing and analyzing the specified cultural practice, product, or perspective. Responses to this question should demonstrate accurate cultural knowledge.

### Sample: A

**Score: 6**

### Transcript of Student Response

對中國[gu3]有一個非常特別的文化活動，那就是發紅包。紅包是在每年中國農曆年的初一早上，長輩會給晚輩的錢，然後裝在紅色的信封袋裏。這項活動會非常重要是因為它提醒了中國人民最重要的一件事，那就是盡孝道。在拿紅包之前，晚輩必須說一些祝福的，祝福長輩的吉祥話。而且這些吉祥話通常都與新年的生肖有關。舉例來說，在虎年，晚輩也許會說虎虎生風，因為它跟虎有，老虎相關。在這個華人最重要的節節日裏面，也就是中國農曆年，長輩給了小孩子紅包，小孩子便會開始培養儲蓄的觀念，因為一下子拿到那麼多錢，他們不應該是，只是花掉，而是為了未來作打算，而將它拿去儲蓄。這也增進了家人之間的情義，因為華人通常擁有大家庭，在大家庭裏面，這是可以讓所所有小孩以及大人聚集起來去一起慶祝的活動。因此我認為發紅包這件事是非常有趣，而且很重要的中華文化活動。對我來說，也是我非常喜歡的一項活動，因為除了讓小孩很開心以外，大人也會因為過年喜氣的感覺，而感到非常快樂。

### Commentary

The response addresses all aspects of the prompt with thoroughness and detail. It provides a clear and accurate description of the practice of 發紅包 and is particularly strong in its cultural significance. The progression of ideas is clear with good use of transitional elements and cohesive devices (而且, 舉例來說, 因此). The pace of delivery is natural with good intonation and minimal hesitation or repetition. Linguistic characteristics of the response include rich and appropriate vocabulary (長輩, 晚輩, 吉祥話, 虎虎生風, 生肖, 培養觀念, 增進情義) and a wide range of grammatical structures (也就是; ...便...; 不應該...而...; 除了...也...).

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## Presentational Speaking: Cultural Presentation (continued)

**Sample: B**

**Score: 4**

### Transcript of Student Response

各位領導老師同學們你們好，今天我的主題是紅包[hong1 bao3]。在中國紅包[hong1 bao3]很重要，新年節到的時候，大人[da3 ren1]給孩子紅包，紅包有錢。你的媽媽、爸爸、奶奶和爺爺，都給孩[hai3]，你 h- 紅包。我很喜歡紅包，我的家人給我紅包的時候，我一定[dian3]都開心，我也感覺他們支持我，他們喜歡我，也感覺他們真是我的家人。我用我的紅包錢的時候，我，我想，我想[xiang4]他們。我..我..可是我不要花[hua4]很多錢，因為我的爺爺和奶奶都要我保護我的錢，保護到大學時候，然後，我，我，可以花，很多的大學書[shu4]。我看到我的紅包的時候，我..我很開心，開心的不得了。

### Commentary

While lacking in details, the response addresses all aspects of the prompt by providing an accurate description of the practice of 給紅包, as well as its cultural significance (我的家人給我紅包的時候，我一定[dian3]都開心，我也感覺他們支持我，他們喜歡我，也感覺他們真是我的家人). The response consists of generally consistent pace and intonation, with intermittent hesitation, and several errors in tones: "hong1 bao3" (紅包), "da3 ren2" (大人). However, these errors do not necessitate special listener effort. The vocabulary and grammatical structures are mostly appropriate with some errors that do not obscure meaning (e.g., 保護我的錢, 大學書[shu4]).

**Sample: C**

**Score: 2**

### Transcript of Student Response

Uh 你 uh 你好，uh 今天我給大家介紹 uh 端午節。端午節是在 uh 春節時候。Um 在在這個節，uh 人們要拿木棍[gui4]子，uh 在龍，在一個假的龍的下面，鑽來鑽去，um 逐[?]高逐[?]低，uh 所以 uh 看起來，龍在跳舞。Um 這個跳舞 um 對小孩子很好玩，也候[然後?]，對 um 大人，uh 很一個很好的表演。Uh 中國人對 uh 龍很有名，因為..um 所以.. 他們一定要，uh 一定要弄這個 um 節日。Uh 龍的..um.. 因為[long pause and hesitation]，uh 人們非常喜歡這個表演，所以 uh 每年人會做。

### Commentary

The response addresses the topic only marginally by mentioning 龍在跳舞. It contains one major cultural inaccuracy, specifically, 端午節是在春節時候. Furthermore, it does not explain the cultural significance of the dance. Information is not well-organized but rather is delivered in a scattered fashion. Fragmented sentences (e.g., 在這個節，uh 人們要拿木棍[gui4]子，uh 在龍，在一個假的龍的下面，鑽來鑽去，um 逐[?]高逐[?]低), frequent hesitation, and errors in vocabulary (也候, 對龍很有名, 弄這個節日) necessitate constant listener effort.