

AP[®] CHINESE LANGUAGE AND CULTURE

2013 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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Interpersonal Speaking: Conversation 1

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 interpersonal mode of communication by having students respond to a series of questions in a simulated conversation. The task comprised 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 were 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

我的老師是告訴我， um 夏天你們在找人來圖書館幫忙， um 她說這是給[gai3]我一個很好的機會， 所以我想來圖書館做義工。

Commentary

This response directly addresses the prompt and provides a very thorough answer (夏天你們在找人來圖書館幫忙...她說這是給我一個很好的機會). The sentences are smoothly connected and the pace of delivery is natural, without hesitation or repetition. Pronunciation and tones are accurate, with the exception of a minor error (gai3 instead of gei3).

Sample: B

Score: 3

Transcript of Student's Response

Uh . . 我的老師 uh uh . . 我的老師跟我說， uh 這個 . . 這個工作 um 他 . . 他 hua1 [話?] 給我聽， uh 這個工作 . . 很有意思。

Commentary

The response addresses the prompt directly and provides a basic answer (我的老師跟我說...這個工作...很有意思). The pace of delivery is inconsistent, with some hesitation and repetition that interfere with comprehension. The sentences are disconnected, vocabulary is limited, and grammatical structures are simple. The intended meaning in the phrase 他 hua1 [話?] 給我聽 is not entirely clear.

Sample: C

Score: 1

Transcript of Student's Response

Uh 你好! 我是高中學生， um 我要去 . . 公園， um 圖書館。

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Interpersonal Speaking: Conversation 1 (continued)

Commentary

This response minimally addresses the prompt (我是高中學生...我要去...圖書館) in disjointed phrases. The pace of delivery is very labored.

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Interpersonal Speaking: Conversation 2

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.

Sample: A

Score: 5

Transcript of Student's Response

Uh 我想[xiang1]做公共圖書館的工作，因為我對讀書很有興趣。我也工作了有很多[hen2duo3]經驗在 uh 圖書館，所以我[wo1]覺得[jue3de3]我在圖書館 uh 做工作會做得很好。

Commentary

This response directly addresses the prompt with a thorough and appropriate answer in well-connected sentences. Pace and intonation are generally smooth, with minimal hesitation and some sporadic errors in pronunciation. Vocabulary and grammatical structures are mostly appropriate, with periodic errors (我也工作了有很多經驗在...圖書館; 做工作).

Sample: B

Score: 3

Transcript of Student's Response

Uh 因為 uh 公圖書館 uh 因為 . . 我愛 uh 看書[shu2]。Um 我也 uh 幫 uh . . uh . . 學生。謝謝。

Commentary

This response provides a basic answer that directly addresses the prompt. The pace and intonation are inconsistent, with frequent hesitation that may require special listener effort. The vocabulary used is appropriate but very limited.

Sample: C

Score: 1

Transcript of Student's Response

我想 . . 公共圖書館 . . 的義工，因為 uh . . 對來說 uh . . 會教我 . . 很好的。

Commentary

This response addresses the prompt minimally in disjointed phrases that demonstrate inadequate control of grammatical structures. The pace and intonation are very labored and marked by frequent hesitation.

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Interpersonal Speaking: Conversation 3

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.

Sample: A

Score: 5

Transcript of Student's Response

Um 之前我在一個學校，um 教[jiao4]四年級的學生。Uh 我覺得我很有耐心，uh 我可以，我喜歡跟別人說話。

Commentary

This response directly addresses the prompt with a thorough and appropriate answer in connected sentences. The pace and intonation are generally smooth, with some hesitation. Vocabulary and grammatical structures are appropriate.

Sample: B

Score: 3

Transcript of Student's Response

Um . . 個人覺得就是 . . um 我之前在學校擔任過 um 班長職務，對於這種非常有經驗。

Commentary

This response directly addresses the prompt and provides a basic answer. The pace of delivery is inconsistent, with intermittent hesitation. Vocabulary is somewhat limited and the grammatical structures are simple.

Sample: C

Score: 2

Transcript of Student's Response

Uh 我有很[hen2]多經驗，我最喜歡 uh 談一談 uh 大[da3]家，uh . . 我最喜歡 uh 談一談 uh 看書，uh 所以我可能幫大[da3]家。

Commentary

This response addresses the prompt marginally (談一談...看書) in fragmented sentences. The pace of delivery is labored. Vocabulary is very limited, and grammatical structures are simple, with errors that tend to obscure meaning (我最喜歡...談一談...大家...我最喜歡...談一談...看書).

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Interpersonal Speaking: Conversation 4

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.

Sample: A

Score: 5

Transcript of Student's Response

我覺得義工最，對學生有很多好處。Uh 最重要的是讓學生學到教室裏不能 um 學到的東西，像怎麼用功，uh 怎麼跟別別人一起做。

Commentary

This response directly addresses the prompt, provides an appropriate answer, and includes some detail. The pace of delivery is smooth, with occasional hesitation. The vocabulary is appropriate and a variety of grammatical structures are used.

Sample: B

Score: 4

Transcript of Student's Response

我覺得做義工對學生有一個特別大的好處，因為他們因為做義工會給學 x- 學生很多經驗，所以這些學生就可以採用這些經驗，uh 在他們的工作裏面，uh 採用 uh 做很多東西。

Commentary

This response directly addresses the prompt and provides an appropriate answer. Pace and intonation are generally consistent, with intermittent hesitation and repetition. Vocabulary and grammatical structures are mostly appropriate, with errors that generally do not obscure meaning (在他們的工作裏面... 採用... 做很多東西).

Sample: C

Score: 2

Transcript of Student's Response

做...工作的對學生很有好處，因為，教他們...很多的...好...東西，也很多的經驗

Commentary

This response directly addresses the prompt and provides an appropriate but incomplete answer (the "why" of the prompt is not addressed) in fragmented phrases. The pace is labored, with frequent hesitation. The vocabulary is minimally appropriate, and grammatical structures are limited.

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Interpersonal Speaking: Conversation 5

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.

Sample: A

Score: 6

Transcript of Student's Response

Uh 我覺著《葉問》是一部不錯的電影。Uh

這是，這，這個電影起源於廣東，講述了中國的，它其中涵涵蓋到了中國的武術，茶文化還有儒家文化，是不錯的題材。

Commentary

This response provides a complete and thorough answer by recommending a specific movie 《葉問》 and elaborating on the origin of the story (起源於廣東) and the cultural information found in the movie (武術; 茶文化; 儒家文化). The response is delivered at a natural pace, with good pronunciation and only minor hesitation. Rich vocabulary (起源於; 講述; 涵蓋; 題材) and a wide range of grammatical structures are employed without errors.

Sample: B

Score: 4

Transcript of Student's Response

我推薦《赤壁》[chi1 bi3]，因為《赤壁》會講中國的歷史[shi4]。是三國演義的時候，會講像很 . . um 三個國的東西，也會講，看中國的衣服和畫畫、音樂。

Commentary

This response addresses all aspects of the prompt by suggesting a movie 《赤壁》 and mentioning the cultural information it conveys (中國的衣服和畫畫、音樂). The response is delivered with intermittent hesitation and some tone errors that do not obscure meaning. The vocabulary and grammatical structures used are mostly appropriate.

Sample: C

Score: 1

Transcript of Student's Response

Um 我知道很多中國的文化，um 我很喜歡藝術。

Commentary

This response addresses the prompt only minimally (我知道很多中國的文化) without recommending a specific movie. An aspect of culture (我很喜歡藝術) is mentioned but is not related to the movie. The response is delivered at a labored pace in disjointed sentences, using very limited vocabulary and grammatical structures.

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Interpersonal Speaking: Conversation 6

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.

Sample: A

Score: 5

Transcript of Student's Response

我希望，uh 每個星期一到五，下課後都可以去圖書館，幫助，uh 幫助圖書館。星期一到五每個，每日一小時

Commentary

This response provides a thorough and appropriate answer in connected sentences. The pace and intonation are generally smooth, with occasional hesitation. Appropriate vocabulary and grammatical structures are used.

Sample: B

Score: 3

Transcript of Student's Response

工作時間 . . 噢，um 星期一我可以 g- uh 我可以幫[bang3]你，星期二我也我也可以幫[bang3]你，uh uh 星期四我不可[ke4]以。

Commentary

This response directly addresses the prompt and provides a basic answer in disconnected sentences. The pace of delivery is inconsistent, with intermittent hesitation, repetition, and tonal errors. The response is characterized by limited vocabulary and simple grammatical structures.

Sample: C

Score: 2

Transcript of Student's Response

Uh 正在我還上課的，所以你需要安排我，uh 都好，我需要做作業。

Commentary

This response addresses the prompt but provides an incomplete answer (specific working hours are not provided) in loosely connected phrases. The pace of delivery is labored, with intermittent hesitation. Vocabulary is minimal, and grammatical structures are limited.