

AP[®] CHINESE LANGUAGE AND CULTURE

2013 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 		

AP[®] CHINESE LANGUAGE AND CULTURE 2013 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 in the presentational mode of communication by having students make a presentation on a specific Chinese cultural topic as if they were speaking to their 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

大家好！我今天來介紹四川菜。四川菜比較辣，比較咸，比較酸，比較甜，味道總是非常豐富，口味也很特別。四川菜經常有很多醬油。比如說，麻婆豆腐是一種四川菜，這這樣的菜有很多辣椒醬[jiang1]。對中國人來說，吃的東西是非常重要的，因為吃的時候不就是吃這麼簡單。吃飯代表家人團圓一種機會，也代表跟朋友一起見面的方法。比如說，新年的時候吃什麼是非常重要的。對中國人，吃雞代表好時吉[ji4]，吃吃魚代表年年有餘，吃年糕代表步步高升[xin4]，所以吃每一碟菜都有自己的寓意，不管是甜品還是主菜，每個菜都有意義。所以在中國文化裏，吃的是非常重要的，這個是一個機會跟朋友和家家人聚聚在一起。家人也可以跟朋友一起坐在一起很開心地吃和品嚐不同的食物。

Commentary

This response addresses all aspects of the topic in a well-organized presentation delivered at a smooth pace, with occasional pronunciation errors. Cultural information is ample, accurate, and detailed. The response uses appropriate vocabulary and idioms and a variety of grammatical structures (對中國人來說; 不管是甜品還是主菜), with sporadic errors (such as 吃飯代表家人團圓一種機會).

Sample: B

Score: 3

Transcript of Student's Response

老師、同學們，大家好！我今天要介紹的是中國的不同的大 c- 大菜。中國有很多的不同的食物，是有八個大菜，w- 我要說的是四川的大菜。四川是最有名的是麻婆豆腐。那個豆腐是非常辣的，很多四川的豆腐跟別的菜都是非常辣。他們都喜歡吃辣的。Z- 在中國的大菜在美國紐約市裏有很有很多不同的食物餐館，大家都有自己的喜歡的味道。[cough] [long pause] 如果去餐館吃飯的時候，你可以吃到很多不同，x- 像香港的菜，上海菜，也可以吃到四川菜，四川菜。[long silence] 好，謝謝！

Commentary

This presentation directly addresses the prompt with some details of Sichuan cuisine, but fails to address the second part of the prompt. The response is delivered with intermittent hesitation and repetition and some long pauses. Vocabulary is mostly appropriate, but there are numerous grammatical errors (是有八個大菜; 四川是最有名的是麻婆豆腐; 很多四川的豆腐跟別的菜都是非常辣; 如果去餐館吃飯的時候).

**AP[®] CHINESE LANGUAGE AND CULTURE
2013 SCORING COMMENTARY**

Presentational Speaking: Cultural Presentation (continued)

Sample: C

Score: 1

Transcript of Student's Response

你好！今天我說，說 . . . Tiffani's dim sum 是中國[wen2]人很有 . . . 很喜歡 . . . 吃飯，面，飯，的吃，和
[long pause] 要 [long pause] 很好玩做，c- . . . 他們，很喜歡比較好吃，因為 . . . 他們 . . . 知道 . . . 吃是

Commentary

This response minimally addresses the prompt in a series of fragmented phrases. The pace of delivery is very labored, with frequent hesitation and repetition, requiring intense listener effort. Insufficient and inappropriate vocabulary significantly obscures meaning, and grammatical control is lacking.