

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

## 2014 SCORING GUIDELINES

### Interpersonal Speaking: Conversation

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> Demonstrates excellence in interpersonal speaking	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</li> <li>Smoothly connected sentences</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>
<b>5</b>	<b>VERY GOOD</b> Suggests excellence in interpersonal speaking	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail</li> <li>Connected sentences</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>
<b>4</b>	<b>GOOD</b> Demonstrates competence in interpersonal speaking	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate response</li> <li>Sentences may be loosely connected</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>
<b>3</b>	<b>ADEQUATE</b> Suggests competence in interpersonal speaking	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a basic but appropriate answer</li> <li>Disconnected sentences</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>
<b>2</b>	<b>WEAK</b> Suggests lack of competence in interpersonal speaking	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate but incomplete answer</li> <li>Fragmented sentences</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>
<b>1</b>	<b>VERY WEAK</b> Demonstrates lack of competence in interpersonal speaking	<ul style="list-style-type: none"> <li>Addresses prompt minimally or marginally</li> <li>Very disjointed sentences or isolated words</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>
<b>0</b>	<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</li> <li>"I don't know," "I don't understand," "Please repeat," or equivalent in Chinese</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 2014 SCORING COMMENTARY

## 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 ability 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. Each of the six responses received a holistic score based on how well it accomplished the assigned task.

### Sample: A Score: 6

#### Transcript of Student Response

我參加過的一個最有意思的課外活動是跟同學們去植樹。我覺得它很有意思是因為 uh 我們互相合作 uh 一起鬆土、掘地、然後把樹苗放在 c- uh 放在地裏，讓它茁壯成長。我們感覺很有成就感。

#### Commentary

The answer directly addresses the prompt and provides a very thorough and appropriate response including elaboration and detail. Sentences are smoothly connected, and the response is delivered in a natural pace without hesitation or repetition. Rich vocabulary is used with accurate pronunciation: 互相合作、植樹、鬆土、掘地、茁壯成長、成就感. The answer also contains a variety of grammatical structures, using 跟、是因為、讓、把.

### Sample: B Score: 4

#### Transcript of Student Response

我參加最有意思的課外活動是打網球。我覺得打網球是因為很重要的 uh . . 東西對我因為我能把我身體搞好。

#### Commentary

The response directly addresses the prompt and provides an appropriate answer. However, it does not elaborate on 最有意思的活動. The pace is generally consistent, with intermittent hesitation. The response demonstrates good pronunciation and tones, and the vocabulary and grammatical structures are mostly appropriate, with some errors that do not obscure meaning. For example, 打網球是很重要的..東西. It should be 運動 instead of 東西 and 打網球是很重要的..東西對我, where 對我 should be placed before the verb.

**AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE  
2014 SCORING COMMENTARY**

**Interpersonal Speaking: Conversation 1 (continued)**

**Sample: C**

**Score: 1**

**Transcript of Student Response**

Uh 我[wo3]要[yao3] um . . 我覺得很好的 um 活動，因為我很喜歡書法因 um 我很喜歡練習[lian2 xi3] . . 活動。

**Commentary**

The answer addresses the prompt minimally. The pace is very labored, and vocabulary is insufficient. In this response, 活動 and 書法 are the only two words that relate to the prompt. In addition, the sentences are disjointed and incomplete.

**AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE  
2014 SCORING COMMENTARY**

**Interpersonal Speaking: Conversation 2**

**Sample: A**

**Score: 5**

**Transcript of Student Response**

我覺得[jue3 de2]我是最合適的，因為 . . uh 我喜歡畫畫兒。我對 . . 中國文化很 um 有很興趣。Uh 我覺得[jue3 de2]比別的人更好。

**Commentary**

The response directly addresses the prompt and provides an appropriate answer with some elaboration. Sentences are well connected and use varied grammatical structures. The pace of delivery and intonation are generally natural, with occasional hesitation and repetition. There are occasional errors in pronunciation and grammatical structures (有很興趣).

**Sample: B**

**Score: 4**

**Transcript of Student Response**

因為 uh 我不是，我不是一位中國人，可是 uh 我的父母不是中國人，可是我自己自學了中國 uh 怎麼寫中國 uh 中文。還有，uh 我也喜歡中國的畫畫兒，um 對。

**Commentary**

The response provides an appropriate answer in loosely connected sentences. The pace of delivery is generally consistent, with intermittent hesitation and repetition. Vocabulary and grammatical structures are mostly appropriate.

**Sample: C**

**Score: 1**

**Transcript of Student Response**

我覺得 um uh 書法 . . 很合適，uh . . 很多的藝術和寫，uh 很很難說 n- d- k-? [那得看?]。

**Commentary**

The response addresses the prompt minimally with sentence fragments and isolated words. The pace of delivery is labored. Vocabulary is insufficient and inappropriate, with errors that significantly obscure meaning.

**AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE  
2014 SCORING COMMENTARY**

**Interpersonal Speaking: Conversation 3**

**Sample: A**

**Score: 5**

**Transcript of Student Response**

中國書法是一個 . . 很有很有歷史的的藝術[yi2 shu1], 差不多有一千年多的歷史[li2 shi4], uh 是用毛筆[bi1]墨和紙[zhi1]寫一些字, 這些 ju4 [就?]是書法。

**Commentary**

The response directly addresses the prompt with a thorough and appropriate answer. The pace and intonation are generally smooth, with occasional hesitation and repetition. The pronunciation has errors (歷史[li2 shi4]; 紙[zhi1]) that do not obscure meaning. Vocabulary and grammatical structures are appropriate, with sporadic errors (這些 ju4 [就?]是).

**Sample: B**

**Score: 3**

**Transcript of Student Response**

Uh 國畫是用毛筆畫的, uh 是用黑顏色的 . . 油漆畫的。Uh 以前人們用水把黑顏色調整畫畫。

**Commentary**

The response addresses the prompt with a basic answer. The pace and intonation are generally consistent. The response uses limited appropriate vocabulary and simple grammatical structures.

**Sample: C**

**Score: 2**

**Transcript of Student Response**

Uh 中[zhong3]國書法[shu4 fa4]有各[ge3]種各樣的 um . . 各種各樣的樣[yang3]子, uh 因為中國有 uh 很多的 uh 中國的畫[hua3]畫人, uh 畫師很喜歡畫...

**Commentary**

The response addresses the prompt with an incomplete answer. The pace and intonation are labored, with frequent hesitation and repetition. The response uses minimal appropriate vocabulary and very limited grammatical structures.

**AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE  
2014 SCORING COMMENTARY**

**Interpersonal Speaking: Conversation 4**

**Sample: A**

**Score: 6**

**Transcript of Student Response**

如果我們給同學們看下一個中國書法的記錄片，或者別的电影我覺得他們可以學到 uh 中國書法[fa1] 或者畫畫畫的特點，因為這些記錄片可以給他[ta3]們看一下 uh 中國文化的特點，中國文化的 uh 獨特性。

**Commentary**

The response provides a very thorough and appropriate answer in connected sentences including elaboration and detail. The pace and intonation are natural, and the pronunciation is accurate. Vocabulary is rich and appropriate, and the response contains a wide range of grammatical structures.

**Sample: B**

**Score: 4**

**Transcript of Student Response**

我覺得，最最好幫同學了解中國文化，是要去學學看他們是怎麼寫 w- 書法的。因為要自己做才能學到以前人[le2]是怎樣做的。

**Commentary**

The response directly addresses the prompt and provides an appropriate answer in loosely connected sentences. Pace and intonation are generally consistent, with intermittent hesitation and repetition. Grammatical structures are mostly appropriate, with errors that do not generally obscure meaning: ...是要去學學看.

**Sample: C**

**Score: 2**

**Transcript of Student Response**

我覺得...自自己寫 uh 書法，對 b- 對幫 uh 學生有幫助他們寫的 uh 他們的字，因為自己寫很...讓你 wu2[無?] zhe1[這?]。

**Commentary**

The response directly addresses the prompt and provides an appropriate but incomplete answer in fragmented sentences. It does not address the "why" question. The pace is labored, with frequent hesitation and repetition. Vocabulary is minimally appropriate and grammatical structures are limited, with frequent errors that obscure meaning. There is also repeated interference from another language.

**AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE  
2014 SCORING COMMENTARY**

**Interpersonal Speaking: Conversation 5**

**Sample: A**

**Score: 5**

**Transcript of Student Response**

我覺得如果我當 uh 社長[zhang1]，我應該 uh 在網上告訴我們的，我的同學[tong1 xue1]們 x- 學書法[shu4 fa1]。我也覺得我 yi- 我會 uh 告訴別人 uh 關於書法的歷史[shi1]，讓[ruang4]他們 uh 開始學書[shu2]法。

**Commentary**

The response directly addresses the prompt in connected sentences. It contains some elaboration and detail, including ideas on how to attract more students to the club. The pace is generally smooth, with occasional hesitation. There are some tone pronunciation errors, such as 社長[zhang1]; 同學[tong1xue1]; 書法[shu4fa1]; 歷史[shi1]; 書[shu2]法. There is one structural mistake: 我會告訴別人關於書法的歷史.

**Sample: B**

**Score: 3**

**Transcript of Student Response**

Uh 我可以 um 給我的同學 um . . 一個地方，他可以看 uh 中國畫畫畫，也可以談談他的 opinions。

**Commentary**

The response directly addresses the prompt in disconnected sentences. However, it uses limited vocabulary and grammatical structures and is delivered with inconsistent pace and intonation. It also contains an English word (opinions).

**Sample: C**

**Score: 2**

**Transcript of Student Response**

Uh 我想我有很[hen4]多 uh 書法，uh h- 對不起 um。我想 uh 關於這個問題，我應該想[xiang4]一想，uh 所以我 . . 昨天可[ke4]以，對不起 m- 就是。

**Commentary**

The response marginally addresses the prompt by mentioning calligraphy but fails to offer a plan to attract more students to the club. The answer contains insufficient vocabulary and limited grammatical structures.

**AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE  
2014 SCORING COMMENTARY**

**Interpersonal Speaking: Conversation 6**

**Sample: A**

**Score: 6**

**Transcript of Student Response**

我認為 uh 我應該會把活動安排在週末，因為放課的 sh- 有的人放課的時候也有要參加一些別的課外活動，有的人放課後會覺得很累。如果是週末的話，大家差不多都會有時間來參加活動。

**Commentary**

The response directly addresses the prompt and provides a thorough and appropriate answer. It includes elaboration and detail by explaining why weekdays are not a good time to meet. Sentences are smoothly connected, pace and intonation are natural, and vocabulary is rich and appropriate. A wide range of grammatical structures are used in the response (因為，有的，有的，如果).

**Sample: B**

**Score: 4**

**Transcript of Student Response**

我覺[jue1]得最好的時間是剛 x- uh 下學的時候，uh 因為 uh 人們剛 x- 下學，很少 sh- sh- uh 很少時候有另[ling3]外的東西做。

**Commentary**

The response directly addresses the prompt and provides an appropriate answer with intermittent hesitation and several errors in pronunciation (jue1 de instead of jue2 de 覺得, ling3 wai4 instead of ling4 wai4 另外). Vocabulary is mostly appropriate, with errors (下學的時候，...有另外的東西做) that do not obscure meaning.

**Sample: C**

**Score: 1**

**Transcript of Student Response**

Uh 我覺得 um um uh 最好 uh 花 uh 花時間最好 uh 就是 um 給 uh uh 讓 uh 同學們 uh 寫字，給他們寫字，uh 給他們 uh 教一下。

**Commentary**

The response addresses the prompt minimally in disjointed phrases. Its pace and intonation are very labored, with frequent hesitation and repetition.