

AP[®] CHINESE LANGUAGE AND CULTURE

2014 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 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 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. The response received a single holistic score based on how well it accomplishes the assigned task. In addition to language skills, the task assessed students' cultural knowledge as presented in their responses.

Sample: A
Score: 6

Transcript of Student Response

大家好！我今天要講一講我最喜歡的電影就是《西遊記》。《西遊記》的故事就是從中國的四大名著的《西遊記》書來的。Uh 這個故事就是講的一位和尚名字唐僧的經過。他有三個徒弟，沙和尚、豬八戒還有孫悟空。我最喜歡的就是孫悟空，因為他有七十二般變化，他也有火[hong2]眼金睛能看出誰是妖怪。他們去西天取經的經過的時候，有很多妖怪想吃唐僧肉，所以 uh 孫悟空特別保護，特別保護他的師傅。我最喜歡的故事就是三打白骨精。就是他們遇遇到了一位妖怪叫白骨精能變出別人的形狀，每次唐僧以為是好人，但是孫悟空能看出，孫悟空能看出白骨精真正的是一位是一個妖怪，把她打死了。Uh 唐僧把孫悟空開除了，但是白骨精馬上就要吃唐僧了，孫悟空又把唐僧救了。這個 uh 電影講的就特別在中國文化特別重要，因為我們能我們能知道中國人們特別尊重他們的師傅 uh 和老師。有一位，有一句道理是一日為師，終生為父，這個道理就在這個電影裏能看出，因為唐僧的三個徒弟都特別尊重他。這就是我對《西遊記》的了解。謝謝大家！

Commentary

The response addresses all aspects of the topic with thoroughness and detail. It is well organized with a clear progression of ideas. It has rich and appropriate vocabulary, such as: 火眼金睛，一日為師，終生為父. Cultural information is ample, accurate, and detailed (中國人特別尊重他們的師傅和老師). The pace and intonation are natural, and pronunciation is accurate.

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Presentational Speaking: Cultural Presentation (continued)

Sample: B

Score: 3

Transcript of Student Response

大家好！我是小青，今天我要給你介紹[shu4]一下... 中國的電影。這個電影是《霸王別姬[zhi1]》。這個電影漢語是是 1993 的電影，我特別喜歡這個電[dian2]影，因為《霸王別姬》有傳統也歷史的意義。這個電影包括京劇[jing4 ju2]。京劇很有意思，比如說他們的臉[lin4]譜，紅[hong4]的面是很[hen4]好的人，白面是壞的人。《霸王別姬》包括兩[liang4]個男孩[hai3]子，一個男孩子當老[男?]人，別的男孩子當女人，他們都是很好的朋友。可是當的男人愛他的朋友，可是他的朋[peng4]友不愛他[ta2]。《霸王的別姬》包括改革，[long pause] 愛朋友的人死了。這這個問題很重要，為什麼？因為他的這個電影給我們介紹一下別的中國也有很[hen4]多傳統也事實的東西。我去中國很多次，每個次我看這個電影很好看。

Commentary

The response addresses the topic directly but does not address all aspects; it fails to explore the significance of the movie. It contains limited vocabulary and mostly simple grammatical structures with some errors, such as: 紅[hong4]的面是很好的人 for 紅臉的是好人; 別的中國也有很[heng4]多傳統 for 中國也有很多其他的傳統. The pace of delivery is inconsistent. Some pronunciation errors, including tone, necessitate special listener effort. Cultural information is generally accurate.

Sample: C

Score: 1

Transcript of Student Response

這個 uh 我我最喜歡我我的中文的... 我最喜歡的 Forbidden Symbol [?], 這是這個看電這個看電影[ying4] uh 很[hen4]有意思，因為這個看電影有有 Jet Li 和 Jackie Chan。這個看電影用用功夫很多[duo4]，我喜歡功夫[gong2 fu4]，所以我真的我我的知道我喜歡這個看電影。可是 Jet Li 的功夫比 Jackie Chan 的功夫好很多，因為 Jet Li 非常非常好。我喜歡 Jet Li 和 Jackie Chan uh 用功夫... 用功夫... 在... 在... 在別的在別的別的 k- 別的... 看電影[laughter], uh 因為我最喜歡這個看電影。

Commentary

The response minimally addresses the prompt in disjointed sentences and isolated words that lack organization. The pace of delivery is very labored, with frequent errors in pronunciation, necessitating intense listener effort. Inappropriate vocabulary significantly obscures meaning, and cultural information is insufficient.