

AP[®] CHINESE LANGUAGE AND CULTURE

2015 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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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

我要講一下中文的文字書寫。中國傳統，中國文化有上千年的歷史，文字這方面尤為精緻，從最開始屈，從最開始的造字，再到漢字的各種演變。比如說，從篆書演變成隸書，再從隸書演變成楷書，從原始的甲骨文，演變成這些體的文字，都是一種很，很特殊，很有趣的過程，在這些文字的形成過程中，更是流傳了各種有趣的故事。比方說，甲骨文是中國人以前在龜殼上刻上的文字，他們不知道在，如何去表達，於是就在龜殼上刻下文字，但到後來漢字的文化發展越來越強大，到直到秦始皇統一了文字。統一了文字後，中國人也沒有怠慢文字的發展，慢慢的就有了各種體的文字誕生。比如說楷書、隸書、篆書、小篆、草書、行書。這些字體對應的也有很多代表的書法家。中國的書法也是相當的有名的。在書法的進，進中過程，進化過程中，它已經成為了中國現代的一種代表性的傳統文化。當人們提到中國時，肯肯定會提到它的書法，文字代，中國文字代表的一個人的修養，如果你的字好看，你就很好了。

Commentary

The response addresses all aspects of the prompt with thoroughness and detail. It is well organized and coherent with a clear progression of ideas. Pace of delivery and intonation are natural. Pronunciation is accurate. Vocabulary is rich and appropriate, and the presentation uses a wide variety of grammatical structures.

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Presentational Speaking: Cultural Presentation (continued)

Sample: B

Score: 3

Transcript of Student Response

在中文字有很多的意思，一個字有一個意思，還是 uh uh 和同的字有 uh 有 uh 別的別的意思。一個字有很多的意思。一個字 um 因為 uh 可以，no，所以我們可以說很多的意思，很多的字。Uh 我們可以說一個字，可以說 uh 同的字，uh 不同的意思。Uh 一個字跟一個字有，uh 很多的意思。Uh 好，uh，號，能好和號，uh 可以說你好，可以說很好，還是可以說，uh 可以說，號。Uh 你可以說差，uh 你可以說，你可以喝喝茶，還是說差不多。Uh uh 每，可以有 uh 一個意思，uh 每個天，uh 每個字，還是可以說，uh um 沒有，沒有時間，uh 你可以說媽媽[ma4 ma4]，還可以說罵。

Commentary

The response addresses the prompt and provides an incomplete answer because it does not discuss the significance of the characteristic feature of the Chinese language mentioned in the answer. Pace of delivery is inconsistent with repetition (字有很多的意思; 一個字有很多的意思; 所以我們可以說很多的意思). Vocabulary is limited and appropriate. Grammatical structures are mostly simple.

Sample: C

Score: 1

Transcript of Student Response

大家好，我是易馬瑞，中國的漢字是很好，寫漢語比寫美國是 difficult。同學們寫漢字是 important，很多老師覺得寫漢字很好。同學覺得寫漢字不舒服。中國人覺得說.. 不好。可是寫漢字 yi4 si4 [也是?] 很舒服。中國人會喜歡寫漢字。同學們覺得寫漢字很.. 不舒服。同學們不喜歡寫漢字。可是老師.. 喜歡寫漢字。同學們.. 和.. 中國人.. 會喜歡說漢語。中國的漢字是很好。寫漢語比寫美國是.. 很不舒服。同學們寫漢字是.. 很好。[laughter] 謝謝你，再見。

Commentary

The response addresses the prompt only minimally and lacks organization and coherence. Pace of delivery is labored with constant hesitation and repetition. Vocabulary is insufficient, and there is little control of the grammatical structures.