

AP[®] CHINESE LANGUAGE AND CULTURE

2016 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

中國有很多美麗的傳說，牛郎和織女的故事是一個美麗的愛情的故事。織女下凡的時候，牛郎經過一些指點，而遇到了織女。他們在一起之後，生下了一個兒子和一個女兒。當玉皇大帝和王母娘娘發現了這件事情之後，她強烈地反對這件事情，然而拔下了髮簪，把牛郎，然後把牛郎和織女分開了。織女被迫地回到了天庭上，而牛郎卻只能自己一個人留在凡間。牛郎的牛其實是一個神仙，而且告訴他，披上了它的牛皮可以飛上天空去找織女。不過王母娘娘把自己的簪子拔下來，在牛郎和織女之間劃過了一條...線，而那條線也就是現在所謂的銀河。不過牛郎和織女的故事，感動了一些喜鵲，這些喜鵲搭成了鵲橋，他們在每年的七月七，能在鵲橋上相聚。這個故事代表了人們對愛情的憧憬，每年的七月七，大家都會仰望天空，在葡萄籐下，竊聽織女和牛郎的秘密、甜蜜的私語。他們的相遇代表了中國人對愛情的期待，而這也代表了中國人的誠實，而且努力去追求自己的夢想。

Commentary

The response addresses the prompt with thoroughness and detail. The vivid account of the love story between the human cowherd 牛郎 and immortal weaver girl 織女 and its significance is filled with rich vocabulary (下凡, 指點, 強烈, 被迫, 鵲橋) and a wide range of grammatical structures. The response is delivered in a natural pace and intonation with accurate pronunciation.

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Presentational Speaking: Cultural Presentation (continued)

Sample: B
Score: 4

Transcript of Student Response

Uh 花木蘭的事，花木蘭很小的時候，是個很美麗的女人，每個人喜歡花木蘭[lan4]，但是花木蘭喜歡跟小男人打架了。花木蘭很強，這個時候蒙古族不太喜歡中國人，所以蒙古軍隊跟中國軍隊打架了。中國軍隊告訴花木蘭的爸爸，你應該參加我們的軍隊。爸爸太老[lao1]了，爸爸不可以，不要 uh 參加軍隊，所以花木蘭穿男人的衣服，參加軍隊。花木蘭是那麼好的，每個人不知道花木蘭是個女[nu1]人。花木蘭幫助人們做火[huo4]藥，火藥讓中國人贏了。蒙古軍隊被中國軍隊跟花木蘭打敗了，這是非常重要的事，因為現在蒙古族住在外蒙古[gu1]還是內蒙古，蒙古是蒙古族是一個少數民族在中國。這是非常重要的歷史，因為中國很長，很強，um 因為花木蘭很強，蒙古軍隊被中國軍隊跟花木蘭打敗了，非常好[hao4]，非常有名[ming4]，花木蘭那麼好，非常好。謝謝。

Commentary

The response addresses all aspects of the prompt and provides an appropriate answer. Pace of delivery is generally consistent but with intermittent repetition. Errors in pronunciation and tones, such as 老[lao1], 女[nu1]人, 火[huo4]藥, 外蒙古[gu1], 非常有名[ming4], do not necessitate special listener effort. Use of vocabulary and grammatical structures are mostly appropriate.

Sample: C
Score: 2

Transcript of Student Response

好的，中文課坐下，Jerry Lee 要坐下，我想跟[gan3]你們說的中文寫[?]，我不知道 the cowherd and the weaver girl，但是我知道的花木蘭。花木蘭是個很壯的女，中國人不知道她是女，因為她做的男運動，和她會做很多的女活動，不是，她們，她會做的男活動。每天她想做什麼，她想做男做什麼，她不想做的女活動，因為她是壯，不是的很女。每天她 .. 知道怎麼 .. 做的男活動，所以，她穿[chun1]的男毛衣，和吃的麻婆豆腐，和去[chu4]的男 army。然後，在那兒，uh 她做的男活動。謝謝你中文課，你有好的天。再見，Jerry。

Commentary

The response addresses the prompt only marginally. Sentences are fragmented (她想做男做什麼, 她不想做的女活動), which shows limited grammatical knowledge. Frequent errors in vocabulary and pronunciation obscure meaning (很壯的女, 男活動) and necessitate constant listener effort. Repeated interference from English (因為她是壯, 你有好的天) is also evident.