
AP[®] Chinese Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] CHINESE LANGUAGE AND CULTURE

2019 SCORING GUIDELINES

Interpersonal Speaking: Conversation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail Smoothly connected sentences 	<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 interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail Connected sentences 	<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 interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate response Sentences may be loosely connected 	<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 interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides a basic but appropriate answer Disconnected sentences 	<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 interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate but incomplete answer Fragmented sentences 	<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 interpersonal speaking	<ul style="list-style-type: none"> Addresses prompt minimally or marginally Very disjointed sentences or isolated words 	<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 “I don’t know”; “I don’t understand”; “Please repeat”; or equivalent in Chinese Not in Mandarin Chinese Blank (although recording equipment is functioning) or mere sighs 		

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2019 SCORING COMMENTARY

Interpersonal Speaking: Conversation 1

Note: Students' 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 question 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. Students should demonstrate ability to interact appropriately, given the specified cultural context, in an unrehearsed, spontaneous fashion, and their responses should reflect integration of a variety of critical thinking skills—such as analyzing, synthesizing, and evaluating—in the process of meaning negotiation.

Sample: A

Score: 6

Transcript of Student Response

真的好久沒跟你聊天，我最近在忙申請大學，我現在是高中四年級的學生，所以我就擔心到明天明年會去上的大學。除了這些以外，我也在忙學校，現在我的課程有點難，我很忙。

Commentary

The response addresses both parts of the prompt directly and provides a thorough answer to the question of 好久沒聊天了，你最近在忙什麼呢？ The student first responds to the greeting (真的好久沒跟你聊天) and identifies a recent activity (我最近在忙申請大學... 我也在忙學校). The speaking pace is natural, without hesitation or repetition, and pronunciation is accurate. Rich and appropriate vocabulary is used (申請; 高中; 四年級; 擔心; 課程). A good range of grammatical structures is also used, such as 除了這些以外; 也; and 所以. Although the response has received a score of 6, it can still be strengthened by properly using adverbs, such as 才. In the sentence 我現在是高中四年級的學生，所以我就擔心到明天明年會去上的大學, if the response had changed 才 to 已經, the response would be stronger. At the 6 score level, minimal errors such as this are still acceptable. This response demonstrates excellence in interpersonal speaking.

Sample: B

Score: 4

Transcript of Student Response

Uh 我最近 uh 忙很多 [duo2] 的事情 [qing1], uh 我忙著 uh uh 我很喜歡跑步，但是 uh 我是在 uh 學 [xue1] 校，我在上學 [xue1]，還我很喜歡我的上學。還有.. 我可 [ke1] 以做很 [hen2] 多的事情，還有.. 有很多的事我喜歡做。

Commentary

The response directly addresses the prompt and provides an appropriate answer: uh 我最近 uh 忙很多[duo2] 的事情... 還有.. 我可 [ke1] 以做很 [hen2] 多的事情, 還有.. 有很多的事我喜歡做. Sentences are loosely connected (e.g., 還有) and speaking pace is generally consistent with intermittent hesitation. Errors in pronunciation include tones which do not necessitate special listener effort, for example 多 [duo2]; 情 [qing1]; 學 [xue1]; 很 [hen2]. The sample includes mostly appropriate vocabulary and grammatical structures with errors that do not generally obscure meaning, such as 我很喜歡我的上學. The response could have received a higher score had it included more details, for example, 我最近忙著很多的事情，我又要準備各種考試，又要參加課外活動，還要申請大學等等. The response demonstrates competence in interpersonal speaking.

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2019 SCORING COMMENTARY

Interpersonal Speaking: Conversation 1 (continued)

Sample: C

Score: 2

Transcript of Student Response

Uh 你 [ni1] 好 [hao4], 王美 jin4, 王美英, uh 我剛才 [cai4] 不忙了, uh 除了以外 uh 除了學 [xue4] AP 中 [zhong3] 文 [wen4] 以外, uh 我 x- 我希 yao2 [望?] 你, 你的近來很好。

Commentary

The response directly addresses the prompt and provides an appropriate but incomplete answer: Uh 你 [ni1] 好 [hao4], 王美 jin4, 王美英, uh 我剛才 [cai4] 不忙了, uh 除了以外 uh 除了學 [xue4] AP 中 [zhong3] 文 [wen4] 以外, uh 我 x- 我希 yao2 [望?] 你, 你的近來很好. The student seems to understand the prompt, but the attempts to address it are incomplete. The student begins to identify a recent activity (除了學[xue4] AP 中文以外), but the rest of the meaning is either incorrect or incomplete. (uh 除了以外 uh 除了學 [xue4] AP 中 [zhong3] 文 [wen4] 以外, uh 我 x- 我希 yao2 [望?] 你, 你的近來很好) The speaking pace is very labored, with frequent hesitation and repetition. There are frequent tone errors that necessitate constant listener effort, for example 才 [cai4]; 學 [xue4]; 中 [zhong3]; 文 [wen4]; 希 yao2 [望?]. There are errors in vocabulary that obscure meaning, for example 我剛才 [cai4]不忙了. The use of 最近 instead of 剛才 would clarify the student's meaning. Limited grammatical structures with errors obscure meaning, such as 希 yao2 [望?]. The response would have earned a higher score had it completed the sentence with what the student was busy about, for example, 除了學 AP 中文以外, 我還要準備考試。As it is, the sample suggests a lack of competence in interpersonal speaking.

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2019 SCORING COMMENTARY

Interpersonal Speaking: Conversation 2

Sample: A

Score: 5

Transcript of Student Response

Uh 你一定 uh 應該 uh 來這兒，我覺得 uh 七月最好，因為 uh 天氣很好，和有很多的 uh 飛機 uh 來這兒，所以可以 uh 可能很便宜。

Commentary

The response directly addresses the prompt and provides an appropriate answer (我覺得 uh 七月最好，因為 uh 天氣很好). The response also includes detail (有很多的 uh 飛機 uh 來這兒，所以可以 uh 可能很便宜), and sentences are connected using terms such as 因為 and 所以. There is a logical progression of ideas within the response. Despite occasional hesitation, listeners can easily follow the response as the pace is smooth, and the pronunciation is clear. There are sporadic errors (e.g., 和有很多的 uh 飛機 uh 來這兒 should be 也有很多的航班來這兒); however, none of them are major, and they do not obscure meaning. The use of vocabulary is appropriate with a variety of grammatical structures (你一定 uh 應該; 因為 ... 所以; 可能). The response could be strengthened by limiting hesitation and correcting the sporadic errors mentioned above or by providing additional detail. This response suggests excellence in interpersonal speaking.

Sample: B

Score: 3

Transcript of Student Response

Uh 我覺得三月或者 uh 八月最好，因為不太熱和不太 .. 累，因為 uh 在這裏很。

Commentary

The response directly addresses the prompt with a basic but appropriate answer (三月或者 uh 八月最好，因為不太熱). The pace of delivery is inconsistent with hesitation. The first part of the response is very good, but the student clearly struggles to provide the reason to support the earlier statement. In addition, the response contains limited appropriate vocabulary and errors that sometimes obscure meaning (e.g., should 和不太 .. 累 be 也不太冷 or should it be 也不會覺得太累). This response could be improved by providing more information and using more appropriate vocabulary to further connect the sentences and to complete the task (e.g., 因為在這裏，春天和夏天的天氣都很舒服。).

Sample: C

Score: 1

Transcript of Student Response

He [和?] 我覺得，我的城市有很多的 um .. 很多的 .. uh .. uh 很多的地方你可以吃飯 um dan4 xie4 [但是?] 我需要。

Commentary

The response addresses the prompt only marginally (我的城市) and contains disjointed sentences with insufficient and inappropriate vocabulary (he [和?] 我覺得; dan4 xie4 [但是?] 我需要) that significantly obscure meaning. Listeners can't be certain that the student understood the prompt as the response only contains information mentioning the student's city, rather than the best time to visit. The pace of delivery is labored, with frequent hesitation and repetition (有很多的 um .. 很多的 .. uh .. uh 很多的). The response could be improved by adding a time or specific months to visit, for example 我覺得你七月來我的城市, which is needed to complete the task. This response demonstrates a lack of competence in interpersonal speaking because it addresses the prompt only marginally and does not provide a response to the question.

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2019 SCORING COMMENTARY

Interpersonal Speaking: Conversation 3

Sample: A

Score: 5

Transcript of Student Response

Uh 我會帶你去紐約，因為紐約它 uh . . 是所有東西 uh 都聚在一起的地方。然後那裏有比較出名的華爾街，然後還有 uh 自由女神像。

Commentary

The response directly addresses the prompt with connected sentences and provides thorough and appropriate details. The pace is smooth with occasional hesitation (e.g., 它 uh . . 是 ... uh 都 ... uh 自由女神像) and its vocabulary and grammatical structures are appropriate (e.g., 因為; 比較; 出名). The response could have earned a higher score if it had more appropriate vocabulary and less hesitation (e.g., 我家附近的紐約是一個有名的旅遊景點，那兒有很多特別的地方，比如著名的華爾街，時代廣場和自由女神像。). This response suggests excellence in interpersonal speaking.

Sample: B

Score: 4

Transcript of Student Response

Uh 在 uh 我住在康 [kang2] 州，在康 [kang2] 州有 Mark Twain 的家。他是他寫了很多的書 [shu4]，比如 [ru4] Tom Sawyer's Cabin，還有 uh 你可以看看他的書。

Commentary

The response directly addresses the prompt and provides an appropriate answer. The sentences are loosely connected (e.g., 比如). The pace is generally consistent with intermittent hesitation and repetition (uh 在 uh 我住在 ... 在; 他是他寫). It has errors in tones (康 kang2; 書 shu4), which do not necessitate special effort from the listener. The vocabulary and grammatical structures are mostly appropriate with errors that do not obscure meaning. The response could have earned a higher score if it had included less hesitation and more appropriate vocabulary and grammatical structures (e.g., 我住在康州，附近有一個很有名的旅遊景點，就是馬克吐溫的家。在這兒你不但可以參觀他的博物館，而且還可以看看他寫的書。). The response demonstrates competence in interpersonal speaking.

Sample: C

Score: 2

Transcript of Student Response

Uh 我們近有有很多的 uh 很好的地方。我覺得 uh 我我這裏的 uh 地方是特別很好，你很喜歡。有很多的活動。

Commentary

The response addresses the prompt directly and provides an appropriate but incomplete answer. It does not answer the question 什麼旅遊景點 with a specific place to visit, instead it simply suggests that there are “很多.” It has a fragmented sentence (有很多的活動). The response has hesitation and repetition (有有; 我我). It also has a vocabulary error (近) that obscures meaning. The phrase 是特別很好 suggests interference from English. The response could have earned a higher score if it had included more appropriate vocabulary and grammatical structures (e.g., 我們附近有一個非常有意思的公園，週末和假日的時候那兒常常有很多的活動，你會喜歡的。). As it is, the response suggests lack of competence in interpersonal speaking.

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2019 SCORING COMMENTARY

Interpersonal Speaking: Conversation 4

Sample: A

Score: 5

Transcript of Student Response

我建議你試一下..打羽毛球,因為羽毛球是一個很好玩..的運動。在我的學校,也也很流流行,有很多人喜歡打 [da2]。

Commentary

The response directly addresses the prompt. It first provides appropriate answers by naming the activity (打羽毛球) and stating the reason (因為羽毛球是一個很好玩..的運動). Then it includes some elaboration (在我的學校,也...也很流流行,有很多人喜歡打 [da2]). The sentences are connected with the conjunction 因為 and the adverb 也, while the pace and intonation are generally smooth with occasional hesitation. Appropriate vocabulary (很好玩...流行) is also used throughout the response. This response could have earned a higher score had it provided a more detailed description (e.g., 很多人一下課,就衝到體育館去搶場地打羽毛球。) and been presented at a smoother pace with less hesitation. This response suggests excellence in interpersonal speaking.

Sample: B

Score: 4

Transcript of Student Response

我 [wo1] 在 [zai3] 學校學 tao2 ji1 [陶器?] 和做 tao2 ji1 [陶器?]. Uh 我覺得我的學生最 [zui1] uh 流行的活動 [huo1 dong3] 是 uh 足球, 因為足球是對你的身體很健康, 也是很好玩。

Commentary

The response addresses the prompt directly with an appropriate answer to both parts of the prompt (to name an activity and explain why). Although the response begins with a sentence that contains a pronunciation error (tao2 ji1 [陶器?]) that cannot be readily understood, the rest of the response is characterized by consistent pace with occasional errors in pronunciation (e.g., 最 [zui1]; 活動 [huo1 dong3]) that do not necessitate special listener effort. The vocabulary and grammatical structures used are mostly appropriate with a few errors (足球是對你的身體很健康, 也是很好玩) that do not obscure meaning. This response could have earned a higher score if it included additional elaboration (e.g., 午飯後或者放學後, 常常可以看到很多人在操場上踢足球.). The response demonstrates competence in interpersonal speaking.

Sample: C

Score: 1

Transcript of Student Response

Uh 美國 [mei1 guo3] 的學校 [xue1 xiao3] 很好 [hen1 hao3], 他們的喜歡 [xi4 huan2] uh 美國的 xian4 hao4 [信號? 學校?], 因 [yin3] 為 xian3 hao1 [信號? 學校?] 和孩子 [hai1 zi] 很好。

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Interpersonal Speaking: Conversation 4 (continued)

Commentary

The response addresses the prompt minimally by providing a few isolated but comprehensible words (e.g., 喜歡 ... 美國的 ... 因為) that connect marginally to the question. It is characterized by labored pace and frequent hesitation, such as (uh 美國 [mei1guo3] 的, 學校 [xue1xiao3] 很好 [hen1hao3], 他們的喜歡 [xi4 huan2] . . uh 美國的 xian4 hao4). This response could have earned a higher score had the key word (e.g., the name of the activity) been pronounced accurately and if the reason for suggesting this activity had been articulated with vocabulary and grammatical structure that did not obscure meaning (因為這個活動對學生的身體很好). This response demonstrates lack of competence in interpersonal speaking because it has not clearly identified an activity and given a reason for suggesting that activity.

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2019 SCORING COMMENTARY

Interpersonal Speaking: Conversation 5

Sample: A

Score: 6

Transcript of Student Response

噢，謝謝！我和爸爸，我的爸爸和媽媽特別喜歡中國茶。他們非常喜歡綠茶和烏龍茶，因為他們小時候就喝。他們覺得美國的茶葉子沒有中國的味兒好。所以你給他們帶點兒茶葉子他們會非常感謝你。

Commentary

The response directly addresses the prompt and offers a complete answer (我和爸爸，我的爸爸和媽媽特別喜歡中國茶). It is very thorough, with elaboration and very specific details, such as what kind of tea her parents prefer and why they prefer Chinese tea (他們非常喜歡綠茶和烏龍茶，因為他們小時候就喝。他們覺得美國的茶葉子沒有中國的味兒好). The response has a natural pace and intonation and accurate pronunciation. It has good vocabulary with a minimal error (茶葉子 instead of 茶葉) that does not obscure meaning. This response demonstrates excellence in interpersonal speaking.

Sample: B

Score: 3

Transcript of Student Response

噢，謝謝你給我爸爸 [ba3 ba2] 和媽媽 [ma3 ma2] 禮物 [li1 wu2]。和他們 [ta3 men] 喜歡 [xi1 huan2] um 他們喜歡 [xi1 huan2] 龍和這 [zhe3] 東西和動物 [dong2 wu1]。是他們喜歡動物 [dong2 wu2] 東西，和他們是最 [zui1] 喜歡 [xi1 huan2] 這個。好。

Commentary

The response directly addresses the prompt. The student expresses his appreciation for the gift (謝謝你給我爸爸 [ba3 ba2] 和媽媽 [ma3 ma2] 禮物 [li1 wu2]), which is appropriate and polite. The response provides the specific gifts (他們喜歡 [xi1 huan2] 龍和這 [zhe3] 東西和動物 [dong2 wu1]). The response could have earned a higher score if the student spoke more about the Chinese gifts that the student's parents like. There are some errors in tones, such as 爸爸 [ba3 ba2] 和媽媽 [ma3 ma2]; 禮物 [li1 wu2]; 喜歡 [xi1 huan2]; 最 [zui1], which necessitates listener effort (他們喜歡 [xi1 huan2] 龍和這 [zhe3] 東西). This response suggests competence in interpersonal speaking.

Sample: C

Score: 2

Transcript of Student Response

Uh 我，中國是一個，中國特色 [ce4 suo4] uh 的東西我喜歡。Uh 沒事，我喜歡中國的特，中國的東西，特色 [ce4 suo4] 東西。

Commentary

The response directly addresses the prompt (中國特色 [ce4 suo4] uh 的東西). However, the response does not mention what gift the parents might like (instead mentioning what the speaker likes). Therefore, it is an incomplete answer. The response features a labored pace with frequent hesitation. There is minimal vocabulary in this response, and the pronunciation error (特色 [ce4 suo4]) obscures meaning and necessitates listener effort. An improved response to this prompt would include a specific suggestion of a gift the parents might like (e.g., 有中國特色的衣服). This response suggests a lack of competence in interpersonal speaking.

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2019 SCORING COMMENTARY

Interpersonal Speaking: Conversation 6

Sample: A
Score: 5

Transcript of Student Response

Um 你肯定要帶一點衣服，只是我也建議你帶一個 um 你帶一個照相機，因為春天的時候，我的城市非常美麗，如果你帶一個照相機，你能照下來這些美麗的 uh 景點。

Commentary

The response directly addresses the prompt and provides a thorough and appropriate response (帶一點衣服; 帶一個照相機, 因為春天的時候, 我的城市非常美麗). It includes elaboration and detail (春天的時候, 我的城市非常美麗; 你能照下來這些美麗的 uh 景點). The pace and intonation are smooth with occasional hesitation and repetition. Vocabulary and sentence structure are appropriate. This response could have earned a higher score had it included what kind of clothing to bring, (e.g. 正式的衣服) given a reason for doing so, and been presented with less hesitation. The response suggests excellence in interpersonal speaking.

Sample: B
Score: 4

Transcript of Student Response

我覺得你也.. 應該.. 帶錢 [qian4], 因為我們每天要去 uh 其他的地方, 所以你要.. 花錢。

Commentary

The response addresses the prompt directly and provides an appropriate answer by suggesting what to bring and a simple reason (應該.. 帶錢 [qian4] ... 你要.. 花錢). The response is delivered at a generally consistent pace with intermittent hesitation (你也.. 應該.. 帶錢 [qian4], 因為我們每天要去 uh 其他的地方). It also has errors in tones (e.g. 錢 [qian4]) which do not necessitate special listener effort. The vocabulary and grammatical structures are mostly appropriate (e.g. 覺得, 應該, 帶錢 [qian4], 因為, 所以, 花錢). This response could have earned a higher score had it suggested another item to bring, and explained with additional elaboration and detail. The response demonstrates competence in interpersonal speaking.

Sample: C
Score: 1

Transcript of Student Response

Uh 我應該, 我覺得你應該 uh 做 uh 很多 uh 美國的 uh 活動, 和去很多 uh 旅遊。

Commentary

The response addresses the prompt only marginally by mentioning “美國的活動和旅遊,” touching on the topic of the question without actually responding to it. The sentences are very disjointed. The pace is very labored with constant hesitation (e.g., 應該 uh 做 uh 很多 uh 美國的 uh 活動, 和去很多 uh 旅遊). This response could have earned a higher score had it included a specific item and a reason for bring this item. This response demonstrates a lack of competence in interpersonal speaking.