
AP[®] Chinese Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] CHINESE LANGUAGE AND CULTURE

2019 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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2019 SCORING COMMENTARY

Presentational Speaking: Cultural Presentation

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 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 and 2 minutes to deliver their presentation. In addition to linguistic accuracy in forming coherent and cohesive discourse, students should demonstrate cultural appropriateness in describing and analyzing the specified cultural practice, product, or perspective. Responses to this question should demonstrate accurate cultural knowledge.

Sample: A
Score: 6

Transcript of Student Response

大家好，相信大家都有聽說過外國的情人節，而我們中國呢，也有自己的，一個類似於情人節的節日，叫做七夕節。關於七夕節，它背後有一個非常令人感人的故事。就是在很久以前，有一個仙女下凡，她呢在一個河邊洗澡，然後一個，她的名字叫做織女。然後有一然後有一天，那個牛郎，他把她的衣服偷走了，然後織女找不到她的衣服，最後牛牛郎把那個衣服還給了織女。織女後面就嫁給他。再然後，他們就成親。然後，他們就過著一段男耕女織的生活，並且他們非常幸福。但是有一天呢，天上發現了織女跟一個凡人結婚，他們就把織女給帶走了。那在分開的那段時間，他們兩個非常的思念對方。但是突然有一天，**uh** 有一群喜鵲，為他們搭一座橋，然後織女跟牛郎，就可以相見了。然後在這一天呢，就是七夕，也就是所謂的中國的情人節。在這一天呢，是為了慶祝男女之間的愛情而有的節日，所以每年的這個時候，他們都會相見。

Commentary

The response presents the Chinese love story of 牛郎織女 in the traditional 七夕節 Qixi Festival. The story is well organized with a clear progression of the legend including the following elements: 仙女下凡; 河邊洗澡; 偷衣還衣, 男耕女織, 喜鵲搭橋. Cultural information is rich and described in vivid language. The sample clearly explains the festival's significance: celebrating true love between a man and a woman (為了慶祝男女之間的愛情而有的節日). It is also noteworthy that the student organically connects the Chinese traditional festival 七夕節 with its Western counterpart Valentine's Day, demonstrating the intercultural sensitivity developed through the AP program.

Pace and intonation are natural throughout this presentation. The vocabulary used is rich and appropriate (e.g., 類似; 感人; 成親; 男耕女織; 思念). Sound grammar structures with effective cohesive devices (e.g., 而; 然後; 但是; 所以) help make the flow of presentation smooth and natural despite the slight redundancy of some of these devices (e.g., 然後). Overall, this sample demonstrates excellence in presentational speaking and cultural knowledge.

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2019 SCORING COMMENTARY

Presentational Speaking: Cultural Presentation (continued)

Sample: B

Score: 3

Transcript of Student Response

端午節是一個很有名的臺灣節。這個節是每年五月、六月份才慶祝的。這個節的 um 這個節是很有，哦很久以前開始的。有一個 . . 人，跳進河裏面，因為 um 皇上一直不聽他的，祇是這個人是 um 很 um，所以 um 城市的人不想要他被魚吃掉，所以，um 在這個節他們都會做粽子。還有把粽子丟在河裏面，所以魚會吃粽子，不會吃他。在這個節，他 um 我們也會 uh 騎船，還有我們會騎船是因為我們也不想那個魚吃 um 吃他。所以 um 端午節這個節是吃粽子的跟划船的。

Commentary

The response addresses the prompt 端午節 directly by explaining the date (每年五月, 六月份才慶祝) and origin of the festival (人不想要他被魚吃掉). Cultural information is generally correct (端午節這個節是吃粽子的跟划船的) but does not describe the significance of the holiday.

The pace of the response is inconsistent, with frequent hesitation and “um” scattered throughout the presentation. Vocabulary is appropriate but limited, with errors sometimes obscuring meaning (e.g., 騎船 instead of 坐船).

The response would have been improved had the student provided a more detailed description of the festival activities, included the name of the subject of the festival (屈原) instead of the more general 有一個 . . 人; 這個人; etc., and provided an explanation of the meaning of the festival (e.g., 端午節表示中國人對屈原的尊敬). Overall, this response suggests competence in presentational speaking and cultural knowledge.

Sample: C

Score: 1

Transcript of Student Response

賽龍天。有一天，那時一個男人，男人是一個中國的安 chen2 [大臣?]，但是中國的安 chen2 [大臣?]不喜歡 cha4 [他?]，因為中國的安 chen2 [大臣?]不喜歡他，所以他殺了他。但是中國的人喜歡他。[long pause] 在賽龍舟，中國的人吃餃子和 . . .

Commentary

The response addresses the prompt only minimally. The information provided indicates that the student is referring to 端午節, but errors in both language and cultural information obscure the student’s meaning. The attempt to describe the festival leaves more questions than answers: Who is that 一個男人? Who is 中國的安 chen2? Who is that 他 that 殺了他? Some of the cultural information is inaccurate (在賽龍舟, 中國的人吃餃子). Lack of organization and coherence affects comprehension of the presentation.

Frequent errors in pronunciation and intonation (cha4 instead of 他, ta4 instead of 他) necessitate constant listener effort that obscure comprehension. Vocabulary is very limited (安 chen2 [大臣?]) and grammar structures insufficient. The response would be improved with increased control of basic language structures and clearer information about the festival itself. The presentation demonstrates lack of competence in presentational speaking and cultural knowledge.