
AP[®] Chinese Language and Culture

Sample Student Responses and Scoring Commentary

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Presentational Speaking—Cultural Presentation

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Question 4: Cultural Presentation

6 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

	1 Very weak	2 Weak	3 Adequate	4 Good	5 Very good	6 Excellent
	Demonstrates lack of competence in presentational speaking and cultural knowledge	Suggests lack of competence in presentational speaking and cultural knowledge	Suggests competence in presentational speaking and cultural knowledge	Demonstrates competence in presentational speaking and cultural knowledge	Suggests excellence in presentational speaking and cultural knowledge	Demonstrates excellence in presentational speaking and cultural knowledge
TASK COMPLETION	<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"> • 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"> • 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"> • 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"> • 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"> • 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
DELIVERY	<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"> • 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"> • 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"> • 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"> • 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"> • Natural pace and intonation, with minimal hesitation or repetition • Accurate pronunciation (including tones), with minimal errors • Consistent use of register appropriate to situation
LANGUAGE USE	<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 	<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 	<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 	<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 	<ul style="list-style-type: none"> • Appropriate vocabulary and idioms, with sporadic errors • Variety of grammatical structures, with sporadic errors 	<ul style="list-style-type: none"> • Rich and appropriate vocabulary and idioms, with minimal errors • Wide range of grammatical structures, with minimal errors

Score of 0: UNACCEPTABLE - Contains nothing that earns credit

- Mere restatement of the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- Not in Mandarin Chinese

NR (No Response): BLANK (no response although recording equipment is functioning) or mere sighs

Presentational Speaking: Cultural Presentation

Note: 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. The 2021 question is related to the Units on the Influences of Beauty and Art and the Influence of Language and Culture of the AP Chinese Language and Culture. 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 had to demonstrate cultural appropriateness in describing and analyzing the specified cultural practice, product, or perspective. Responses to this question were expected to demonstrate accurate cultural knowledge. The question for 2021 was as follows:

Choose ONE aspect of Chinese culture that you especially appreciate (Chinese characters, Chinese martial arts, Chinese painting, etc.). In your presentation, describe this aspect of Chinese culture and explain its significance.

Sample: A

Score: 6

Transcript of Student's Response(s)

大家好，今天我要給大家分享的中國文化重要[zhong1yao3]的地方，是中文的名言，對我來說，中文，有很多，非常重要[zhong1yao3]的名言，但是，最重要的是因材施教，因材施教是孔子提出了，他 um 在孔子，是一個老師的時候，他有兩個同學來到他，問，如果，他們要做一件事情，他們要 um 先做，還是，要一會兒再做。um 這個兩個同學，他給，每一個同學，一個不一樣的答案，因為，有一個同學 um 喜歡做， um 事情，在最先，所以他告訴這個同學，要等一會，和有一個同學喜歡，等一會兒做事情，所以，他告訴這個 um 同學要， um 先做，這個事情，不要等太長..好，這個名言是很重要，因為他們，教我們一個非常重要[zhong1yao3]的道理，每個人的性格都是不一樣的，所以教他們的方 ge2，教他們的方法，也都是不一樣的。我覺得這句名言是很重，要，和，每一個名言都是很重要[zhong1yao3]，因為 um 名言會幫助人們，住他們最完美的生活，如果人們沒有名言，我們沒有，規律，告訴我們 um 怎麼做，所以我覺得 um 這些，中文的名言，都是很重要的，好，這就是我給大家分享 um 這個中文名言，的內容，希望我們以後，有更多的機會交流，如果， um 我，可以去中國，我要學更多的名言。謝謝大家聽我的文化演講。

Commentary

This response demonstrates excellence in presentational speaking and cultural knowledge that addresses all aspects of the prompt with thoroughness and detail. The vivid story of Confucius treating his pupils differently according to their individual characters is a telling example of 因材施教 (這個名言是很重要，因為他們，教我們一個非常重要的道理：每個人的性格都是不一樣的，所以教他們的方法，也都是不一樣的).

The response is well organized with a clear progression of the story, proceeding from Confucius' pupils' questions to the master's answers and concluding with the candidate's own comment. It is also noteworthy how the candidate emphasizes the importance of 名言, which reveals the student's cultural and intellectual sensitivity (每一個名言都是很重要，因為名言會幫助人們，住他們最完美的生活，如果人們沒有名言，我們沒有，規律，告訴我們怎麼做).

Presentational Speaking: Cultural Presentation (continued)

The response presents a rich vocabulary appropriate to the story (因材施教; 答案; 道理; 性格; 規律; 交流; 希望我們以後有更多的機會交流). Grammatical errors are minimal (喜欢; 事情; 最先). Pace and intonation are natural with minimal hesitation and repetition (重要[zhong1yao3]).

Sample: B

Score: 4

Transcript of Student's Response(s)

你好，今天我介紹你們.. 為什麼我喜歡中國文化，特別太極拳，太極[di1]拳有[hen1]長的歷史.. 太極拳.. 對我們身[shen3]體很健康.. 太極拳有很好 wa.. 也有很好玩。在中國公[gong3]園你可以看到.. 很多人太極拳，.. 太極拳.. 也對我們的.. 心.. 很好，.. 在中文課，.. 如果我們有.. 一個考試，我的.. 中文[wen4]老師.. 教我們太極拳，所以我們.. um um 教.. 太極拳以後我們.. 不緊張，因為我.. 們很 an1 qing2.. 太極拳.. uh 對中國文化.. 很有意思，因為太極拳有很.. 長的歷史。中國人很喜歡.. 太極拳。如 [ru4]果.. 我去.. 中國，我.. 很想去中[chong2]國公園，所以我可以.. 太極拳。

Commentary

The response focuses on 太極拳, a unique Chinese traditional exercise. It states from the beginning its impact on and benefits to the student (有[hen1]長的歷史, 太極拳也有很好玩, 如果我們有.. 一個考試, 太極拳以後我們.. 不緊張). While accurate, the response lacks detail in its description of the exercise. Sentences are loosely connected. Pace is generally consistent, with intermittent hesitation and repetition (我.. 們很 an1 qing2.. 太極拳.. uh 對中國文化.. 很有意思). Vocabulary and grammatical structures used are mostly appropriate, with errors (太極拳.. 也對我們的.. 心.. 很好) that do not obscure meaning.

The response could have been improved had the student provided a more detailed description of the exercise 太極拳, and presented with a more tightly connected structure. Overall, this response demonstrates competence in presentational speaking and cultural knowledge.

Sample: C

Score: 2

Transcript of Student's Response(s)

你好，我想我的最好[haol]的中文的 um 好棒的東西是 uh 中國文化。我想是最棒的因為 uh 很久以前很多人 um 要做這個? 因為他們都有很多東西可以是他們的很好的畫和很多人非常喜歡因為是好看有很多的顏色和是非常好看。Um 我想很多的人 Um 很多的老人非常喜歡。因為他們他們的爸爸和媽媽有在他們的家里和也看在中國地方 uh 很很很非常好的中國地方，很多人喜歡看? 和我想 uh 人不是老，不有很好的.. 很好的意思喜歡因為，他們他們不看非常好因為他們的爸爸媽媽不告訴他們因為意思是他們最喜歡和我想.. uh 這個畫是有.. 另外的意思

Commentary

This response addresses the prompt only marginally. It takes listener effort to sift through scattered information before one may get a vague sense of the intended topic (中國畫). Who likes 中國畫? 很多的老人? 他們的爸爸和媽媽? Why do they like it? 很多的顏色和是非常好看? Fragmented sentences increase the difficulty on the part of a listener (很多人 um 要做這個? 因為他們都有很多東西). Cultural information has significant inaccuracies (很多人喜歡看? 和我想 uh 人不是老, 不有很好的.. 很好的意思喜歡). Lack of organization and coherence affects comprehension of the presentation.

Presentational Speaking: Cultural Presentation (continued)

Frequent errors in pronunciation and intonation necessitate constant listener effort (最好[hao1]的中文的), in particular errors in the key word (這個畫) that significantly obscure the intended meaning. Limited grammar structures and appropriate vocabulary further jeopardize comprehension. The response would be improved with increased control of basic language skills. Better and clearer information on the subject 中國畫 would be no doubt of help. Overall, this response suggests lack of competence in presentational speaking and cultural knowledge.