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# AP<sup>®</sup> Chinese Language and Culture

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Presentational Speaking—Cultural Presentation**

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

**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
	<b>Demonstrates lack of competence in presentational speaking and cultural knowledge</b>	<b>Suggests lack of competence in presentational speaking and cultural knowledge</b>	<b>Suggests competence in presentational speaking and cultural knowledge</b>	<b>Demonstrates competence in presentational speaking and cultural knowledge</b>	<b>Suggests excellence in presentational speaking and cultural knowledge</b>	<b>Demonstrates excellence in presentational speaking and cultural knowledge</b>
<b>TASK COMPLETION</b>	<ul style="list-style-type: none"> <li>• Presentation addresses prompt only minimally</li> <li>• Lacks organization and coherence; very disjointed sentences or isolated words</li> <li>• Cultural information has frequent or significant inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation addresses topic only marginally or addresses only some aspects of prompt</li> <li>• Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences</li> <li>• Cultural information has several inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation addresses topic directly but may not address all aspects of prompt</li> <li>• Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences</li> <li>• Cultural information is generally correct but has some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation addresses all aspects of prompt but may lack detail or elaboration</li> <li>• Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected</li> <li>• Cultural information is accurate but may lack detail</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation addresses all aspects of prompt</li> <li>• 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</li> <li>• Cultural information is accurate and detailed</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation addresses all aspects of prompt with thoroughness and detail</li> <li>• Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length</li> <li>• Cultural information is ample, accurate, and detailed</li> </ul>
<b>DELIVERY</b>	<ul style="list-style-type: none"> <li>• Very labored pace and intonation, with constant hesitation and repetition</li> <li>• Frequent errors in pronunciation (including tones) necessitate intense listener effort</li> <li>• Constant use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>• Labored pace and intonation, with frequent hesitation and repetition</li> <li>• Frequent errors in pronunciation (including tones) necessitate constant listener effort</li> <li>• Frequent use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension</li> <li>• Errors in pronunciation (including tones) sometimes necessitate special listener effort</li> <li>• Use of register appropriate to situation is inconsistent or includes many errors</li> </ul>	<ul style="list-style-type: none"> <li>• Generally consistent pace and intonation, with intermittent hesitation and repetition</li> <li>• May have several errors in pronunciation (including tones), which do not necessitate special listener effort</li> <li>• May include several lapses in otherwise consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>• Smooth pace and intonation, with occasional hesitation and repetition</li> <li>• Occasional errors in pronunciation (including tones)</li> <li>• Consistent use of register appropriate to situation except for occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>• Natural pace and intonation, with minimal hesitation or repetition</li> <li>• Accurate pronunciation (including tones), with minimal errors</li> <li>• Consistent use of register appropriate to situation</li> </ul>
<b>LANGUAGE USE</b>	<ul style="list-style-type: none"> <li>• Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language</li> <li>• Little or no control of grammatical structures, with frequent errors that significantly obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language</li> <li>• Limited grammatical structures, with frequent errors that obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language</li> <li>• Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning</li> <li>• Mostly appropriate grammatical structures, with errors that do not generally obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate vocabulary and idioms, with sporadic errors</li> <li>• Variety of grammatical structures, with sporadic errors</li> </ul>	<ul style="list-style-type: none"> <li>• Rich and appropriate vocabulary and idioms, with minimal errors</li> <li>• Wide range of grammatical structures, with minimal errors</li> </ul>

**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**

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## 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 task assessed presentational speaking skills by requiring students to give an oral presentation on a specific Chinese cultural topic as if they were speaking to their Chinese class. The course content related to this task is Unit 5: Factors That Impact the Quality of Life. The task was comprised of a single prompt, which identified the cultural topic and asked students to select an example of that topic, describe it, and explain its significance. After hearing and reading the topic, students had 4 minutes to prepare and 2 minutes to deliver their presentation. In addition to linguistic accuracy in forming a coherent and cohesive discourse in speaking, students were expected to demonstrate cultural knowledge and cultural appropriateness in describing and analyzing specific cultural topics they chose to present.

The question for this year's Cultural Presentation was:

Choose ONE Chinese souvenir that you would like to purchase (for example, tea, toys, accessories, etc.). In your presentation, describe this souvenir and explain its significance.

### Sample: A

Score: 6

### Transcript of Student Response

大家好，今天我想谈谈我想买的中国东西。我想买的中国一礼物是筷子，因为筷子是一个很重要的中国文化的一部分。很久以前在美国筷子都没有，是中国移民带来的。用筷子有一些规矩，比如说你不能放筷子在米饭的中里，因为这是没有礼貌的事。在中国每个人都用筷子吃饭，所以是很重要的东西。在美国，人用别的餐具吃饭，所以我觉得如果我买筷子给在美国的朋友的家人，他们会很高兴。筷子是一个很重要的中国的代表事，我也觉得筷子很漂亮，有的筷子很好看，所以我想买很漂亮的给我的朋友和家人，这就是我想谈谈的我想买的中国东西。谢谢大家。

### Commentary

This response addresses all aspects of the prompt with thoroughness and detail (e.g., 很久以前在美国筷子都没有，是中国移民带来的; 用筷子有一些规矩; 在美国，人用别的餐具吃饭). It is well organized with a clear progression of ideas, and it is a well-connected discourse of paragraph length (e.g., 在中国每个人都用筷子吃饭，所以是很重要的东西。在美国，人用别的餐具吃饭，所以我觉得如果我买筷子给在美国的朋友的家人，他们会很高兴。). Cultural information is ample, accurate, and detailed (很久以前在美国筷子都没有，是中国移民带来的。在中国每个人都用筷子吃饭，所以是很重要的东西).

Recognizing the unique cultural characteristics and history of chopsticks that were first brought to the U.S. by Chinese immigrants, the response offers an important table etiquette (不能放筷子在米饭的中里，因为这是没有礼貌的事), a rude behavior by convention. The response further explores the differences of tableware in both China and the U.S. to illustrate the uniqueness of chopsticks, which make them a sensical Chinese souvenir for families and friends.

## Presentational Speaking: Cultural Presentation (continued)

The response proceeds at a natural pace with natural intonation. There are only minimal errors in pronunciation and tones (e.g., 重要[zhong3yao4]; 规矩[guilju1]; 美国[mei3guo1]). Vocabulary is rich and appropriate (for example: 规矩; 礼貌; 代表; 有的). The response uses a wide range of grammatical structures (e.g., 如果我买筷子; 我也觉得) with minimal errors (你不能放筷子在米饭的中里 for 筷子不能竖立在米饭里).

### Sample: B

**Score: 3**

#### Transcript of Student Response

我觉得我要买很多中国茶。我觉得是很好吃，可以给我的家人，因为我的家人很喜欢喝茶。他觉得中国的茶应该是真棒的茶，因为是很好吃，会是很有意思了。茶有很多的东西，它可以给人。绿茶是，我觉得绿茶民族茶是最棒的茶，因为中国人很喜欢这个茶。我喜欢茶，我也喜欢茶是，可是我不能喝很多，因为我有 allergies，所以我可以，不可以喝很多。我的姐姐很喜欢中国茶，因为，所以她去中国喝很多茶。所以我可以给她很多。我觉得她会喜欢很多。我妈妈爸爸不喝太多的茶，可以，可是，我觉得他会喜欢这个东西，因为他是 open-minded 的人。

#### Commentary

This response addresses the topic directly but does not address all aspects of the prompt. Cultural information is generally correct (中国人很喜欢这个茶), but the response fails to explain the cultural significance of tea drinking. Instead, it refers only to the student's personal opinion and family preference (我觉得是很好吃，可以给我的家人，因为我的家人很喜欢喝茶). The response repeats itself (我喜欢茶，我也喜欢茶) and lacks organization and coherence (我妈妈爸爸不喝太多的茶，可以，可是，我觉得他会喜欢这个东西). The response has inconsistent pace and intonation.

The vocabulary used is limited with errors that sometimes obscure meaning (绿茶是; [我也喜欢]茶是) and intermittent interference from another language (e.g., allergies, open-minded). The response would have been improved had the student explained to some extent the significance of tea drinking beyond personal and family experiences and improved the accuracy of vocabulary and grammatical structures.

### Sample: C

**Score: 1**

#### Transcript of Student Response

我很要 ... 得到一个 ... 中国的 ... 好吃。因为呃 ... 的饭很多棒，你很多，呃... 可以，hanni，我很，要得到 fan，因为它很漂亮。呃 ... 有一个呃 ... 不一样，我很要 kanguan 中国 呃 ... 以前，因为我是很漂亮。我要 kanguan 很多的漂亮的呃 ... 地方。我 .. 有一天我去中国，我 呃 .. 得到一个很漂亮的 fan，因为很好和很棒。我有一个 .. 在我的房间 .. 是很棒和很漂亮。我最爱我的 fan。谢谢。

## **Presentational Speaking: Cultural Presentation (continued)**

### **Commentary**

This response addresses the prompt only minimally with the hint of an English word “fan” as a souvenir. The faint attempt to suggest visiting China for the souvenir is marred by the mispronounced “kan1guan3” instead of 参观. The response consists of disjointed sentences and isolated words. It lacks organization and coherence, jumping from food to fan with no links in between.

Pace and intonation are labored, with constant hesitation (呃 ... 有一个 呃 ... 不一样) and repetition (我要 kan1gua3 ... 呃 ... 地方。我 ... 有一天我去中国). Errors in pronunciation demand listener effort (for example, 参观 vs. kan1guan3). The key word “fan” is a clear indication of interference from another language. The vocabulary used is insufficient. There is little control of grammatical structures.