
AP[®] Italian Language and Culture

Sample Student Responses and Scoring Commentary

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Question 4: Cultural Comparison

5 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.

AP® Italian Language and Culture 2022 Scoring Guidelines

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> • Almost no treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Unsuitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Suitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Generally effective treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Effective treatment of topic within the context of the task
<ul style="list-style-type: none"> • Presents information only about the target culture or only about the student’s own or another community, and may not include examples 	<ul style="list-style-type: none"> • Presents information about the target culture and the student’s own or another community, but may not compare them; consists mostly of statements with no development 	<ul style="list-style-type: none"> • Compares the target culture with the student’s own or another community, including a few supporting details and examples 	<ul style="list-style-type: none"> • Compares the target culture with the student’s own or another community, including some supporting details and mostly relevant examples 	<ul style="list-style-type: none"> • Clearly compares the target culture with the student’s own or another community, including supporting details and relevant examples
<ul style="list-style-type: none"> • Demonstrates minimal understanding of the target culture; generally inaccurate 	<ul style="list-style-type: none"> • Demonstrates a limited understanding of the target culture; may include several inaccuracies 	<ul style="list-style-type: none"> • Demonstrates a basic understanding of the target culture, despite inaccuracies 	<ul style="list-style-type: none"> • Demonstrates some understanding of the target culture, despite minor inaccuracies 	<ul style="list-style-type: none"> • Demonstrates understanding of the target culture, despite a few minor inaccuracies
<ul style="list-style-type: none"> • Little or no organization; absence of transitional elements and cohesive devices 	<ul style="list-style-type: none"> • Limited organization; ineffective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Some organization; limited use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Organized presentation; some effective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Organized presentation; effective use of transitional elements or cohesive devices
<ul style="list-style-type: none"> • Barely understandable, with frequent or significant errors that impede comprehensibility 	<ul style="list-style-type: none"> • Partially understandable, with errors that force interpretation and cause confusion for the listener 	<ul style="list-style-type: none"> • Generally understandable, with errors that may impede comprehensibility 	<ul style="list-style-type: none"> • Fully understandable, with some errors that do not impede comprehensibility 	<ul style="list-style-type: none"> • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
<ul style="list-style-type: none"> • Very few vocabulary resources 	<ul style="list-style-type: none"> • Limited vocabulary and idiomatic language 	<ul style="list-style-type: none"> • Appropriate but basic vocabulary and idiomatic language 	<ul style="list-style-type: none"> • Varied and generally appropriate vocabulary and idiomatic language 	<ul style="list-style-type: none"> • Varied and appropriate vocabulary and idiomatic language
<ul style="list-style-type: none"> • Little or no control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • Limited control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • Some control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • General control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • Accuracy and variety in grammar, syntax, and usage, with few errors
<ul style="list-style-type: none"> • Minimal or no attention to register 	<ul style="list-style-type: none"> • Use of register is generally inappropriate for the presentation 	<ul style="list-style-type: none"> • Use of register may be inappropriate for the presentation with several shifts 	<ul style="list-style-type: none"> • Generally consistent use of register appropriate for the presentation, except for occasional shifts 	<ul style="list-style-type: none"> • Mostly consistent use of register appropriate for the presentation
<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility 	<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility 	<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility 	<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility 	<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
<ul style="list-style-type: none"> • Clarification or self-correction (if present) does not improve comprehensibility 	<ul style="list-style-type: none"> • Clarification or self-correction (if present) usually does not improve comprehensibility 	<ul style="list-style-type: none"> • Clarification or self-correction (if present) sometimes improves comprehensibility 	<ul style="list-style-type: none"> • Clarification or self-correction (if present) usually improves comprehensibility 	<ul style="list-style-type: none"> • Clarification or self-correction (if present) improves comprehensibility

Score of 0: UNACCEPTABLE

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- “I don’t know,” “I don’t understand,” or equivalent in any language
- Clearly responds to the prompt in English

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

Clarification Notes:

- The term “community” can refer to something as large as a continent or as small as a family unit.
 - The phrase “target culture” can refer to any community, large or small, associated with the target language.
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Question 4

Note: Students' responses are quoted verbatim and may contain spelling and 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 in the presentational communicative mode by having the student make a comparative oral presentation on a cultural topic. Students were allotted 4 minutes to read the topic and prepare the presentation and then 2 minutes to deliver the presentation. The presentation had to compare an area of the Italian-speaking world to the students' own community or another community of their choice, demonstrating understanding of cultural features of the Italian-speaking world. Furthermore, the presentation had to be organized clearly. The response received a single holistic score based on how well it accomplished the assigned task.

The course theme for the cultural comparison task was Contemporary Life (*Vita contemporanea*). The task consisted of a question that asked students about the role of open-air markets (selling food, clothes, etc.) in an Italian-speaking community with which they are familiar and in another community of their choice. Students had to plan and produce a spoken presentation, comparing an area of the Italian-speaking world with another community in relation to the given topic.

Sample: 4A

Score: 5

Transcription of Student's Response(s):

Uh . . in Italia i mercati all'aperto hanno un ruolo molto importante dalla cultura italiano. Uhm . . per esempio . . uhm . . Italia hanno le cose biologiche per fare il cibo fresco. Per esempio, nel sud, i pescatori hanno molto pesce che le che persone comprano. E tutti prodotti alimentari sono freschi e locali per vivere la bella vita. Uh . . anche i prodotti artigianali . . uh . . rapresen-rapresentano la cultura e le persone di Italia. Uhm . . puoi comprare l'abbigliamento artigianale . . uhm . . o altre cose utile. Le cose sono costose ma la qualità è molto buona. In . . uh . . in America . . uhm . . i mercati all'aperto non sono . . uhm molto importanti perché . . uh . . America ha una cultura molto diversa d'Italia. Uhm . . nei alimentari, molto cibo non è fresco. Uhm . . in America le persone non importano molto dei . . uhm prodotti freschi. Uhm ah americani vogliono uhm i-cibo uhm molto veloce. Uhm non ci sono molti prodotti artigianali in America . . uhm . . i americani comprano uhm tutta-tutto abbigliamento che non è costoso . . uhm e la qualità non è buona. Uhm . . americani . . uhm . . vogliono comprare di più e la qualità non è buona. E, in Italia . . uhm . . non (beep).

Commentary

The response earned a score of 5 because it gives an effective treatment of the topic within the context of the task. It clearly compares various aspects of the topic in both the U.S. and Italy and includes a comparative statement (“*America ha una cultura molto diversa d'Italia.*”). It demonstrates understanding of the target culture, along with personal opinions about the nuances of that culture (“*E tutti prodotti alimentari sono freschi e locali per vivere la bella vita.*”). The response gives a well-organized presentation with an introduction (“*in Italia i mercati all'aperto hanno un ruolo molto importante dalla cultura italiano.*”) and offers a variety of evidence and examples (“*per esempio . . uhm*

Question 4 (continued)

. . *Italia hanno le cose biologiche per fare il cibo fresco. Per esempio, nel sud, i pescatori hanno molto pesce*). It is fully understandable; a few occasional errors, such as some errors in agreement (“*dalla cultura italiano*”), do not impede comprehensibility. The language within the response is strong, including varied and appropriate vocabulary (“*hanno le cose biologiche per fare il cibo fresco*”).

Sample: 4B**Score: 3****Transcription of Student’s Response(s):**

Ho imparato che in Italia il mercato all’aperto è più grandi e s’incontrano in piazze . . uh . . in molte città si possono incontrare . . uhm . . uhm . . in la . . in mercati si vendono i prodotti artigianale i prodotte di . . di . . il cibo, il gelato e molte cose che possiamo us . . uhm . . usare. Anche in i Stati Uniti . . uhm . . solo abbiamo i mercati all’aperto in alcune città come New York dove ventono delle spese e si incontrano varie cose . . uhm . . di che usare o mangiare . . uhm . . In i Stati Uniti ci . . c’è un mercato che si chiama il flea market che dove si possono incontrare con un’altra . . altra persone per ventere e spendere i tuoi soldi. Io creo che in Italia e in i Stati Uniti il ruolo del mercato è per . . è per le persone . . va . . per spendere i suoi soldi e comprare il . . uhm . . comprare la . . le cose che sono fascinante per l . . lei . . uhm . . uhm . . I mercati hanno il ruolo di promuovere la unità della persona. (beep)

Commentary

The response earned a score of 3 because it gives a suitable treatment of the topic within the context of the task. It compares the target culture with that of the U.S. and includes a few examples (“*in Italia il mercato all’aperto è più grandi e s’incontrano in piazze*”; “*in i Stati Uniti . . uhm . . solo abbiamo i mercati all’aperto in alcune città*”). It demonstrates a basic understanding of the target culture (“*in Italia il mercato all’aperto è più grandi e s’incontrano in piazze*”). There is some organization, with an introduction (“*Ho imparato che*”), but the response uses few transitions to help move the argument forward. It is generally understandable but includes some errors (“*ventono delle spese*”; “*la unità della persona*”) that may impede comprehensibility. The response uses appropriate but basic vocabulary (“*piazze*”, “*città*”, “*incontrare*”, “*spendere*”, “*soldi*”). There is some control of grammar, syntax, and usage (“*c’è un mercato che si chiama il flea market*”). Pronunciation, intonation, and pacing make the response generally comprehensible.

Sample: 4C**Score: 1****Transcription of Student’s Response(s):**

In la Iunati Stati supermercati con frutta e veggi è molto popolare per . . cena e . . colazione. In Italia . . ci sono mercati con frutta e veggi per . . ho studiato con esame per classe di matematica è molto difficile per la signora è molto . . in la Iunati Stati famili non mangia alla cena, allora in Italia cena è mangiara alla . . un ore per la mamma e la papa con sorella o fratello. In Italia ci sono molti cenant con la famiglia o mangiato pollo e frutta . . uhm . . allora in Italia colla (beep)

Commentary

The response earned a score of 1 because it gives almost no treatment of the topic within the context of the task and includes unrelated, irrelevant statements (“*ho studiato con esame per classe di matematica*”). It demonstrates minimal understanding of the target culture. The response shows little

Question 4 (continued)

organization, with an absence of transitional elements and cohesive devices, and is barely understandable, with frequent errors that impede comprehensibility (“*la Iunati Stati*”). The response shows very few vocabulary resources and little control of grammar, with many errors that impede comprehensibility (“*in la Iunati Stati famili non mangia alla cena, allora in Italia cena è mangiara alla . . un ore per la mamma e la papa con sorella o fratello.*”).