

2023

AP[®]



AP[®] Chinese Language and Culture

Sample Student Responses and Scoring Commentary

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Interpersonal Speaking—Conversation

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Question 3: Conversation

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 interpersonal speaking	Suggests lack of competence in interpersonal speaking	Suggests competence in interpersonal speaking	Demonstrates competence in interpersonal speaking	Suggests excellence in interpersonal speaking	Demonstrates excellence in interpersonal speaking
TASK COMPLETION	<ul style="list-style-type: none"> Addresses prompt minimally or marginally Very disjointed sentences or isolated words 	<ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate but incomplete answer Fragmented sentences 	<ul style="list-style-type: none"> Directly addresses prompt and provides a basic but appropriate answer Disconnected sentences 	<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"> Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail Connected sentences 	<ul style="list-style-type: none"> Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail Smoothly connected sentences
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 	<ul style="list-style-type: none"> Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language 	<ul style="list-style-type: none"> Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language 	<ul style="list-style-type: none"> Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning 	<ul style="list-style-type: none"> Appropriate vocabulary and idioms, with sporadic errors 	<ul style="list-style-type: none"> Rich and appropriate vocabulary and idioms, with minimal errors

AP® Chinese Language and Culture 2023 Scoring Guidelines

<ul style="list-style-type: none">• Little or no control of grammatical structures, with frequent errors that significantly obscure meaning	<ul style="list-style-type: none">• Limited grammatical structures, with frequent errors that obscure meaning	<ul style="list-style-type: none">• Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning	<ul style="list-style-type: none">• Mostly appropriate grammatical structures, with errors that do not generally obscure meaning	<ul style="list-style-type: none">• Variety of grammatical structures, with sporadic errors	<ul style="list-style-type: none">• Wide range of grammatical structures, with minimal errors
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Score of 0: UNACCEPTABLE performance—Contains nothing that earns credit

- 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

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

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 interpersonal mode of communication by having students respond to a series of questions in a simulated conversation. The AP Chinese Language and Culture Course content related to this question is the Unit on Families and Communities. Students were invited to participate in a conversation by responding to a series of six questions one by one. After hearing each question, students had 20 seconds to respond. To interact appropriately in this process of communication in an unrehearsed, spontaneous fashion, it took a variety of critical thinking skills, such as analyzing, synthesizing, and evaluating information, as well as a clear understanding of the cultural context of the conversation.

The questions for Conversation this year are as follows:

Traditional Chinese characters:

1. 你好！歡迎你來我們中文學校，我是王校長。請你介紹一下你自己吧！
2. 我們學校是週末上課。你平常週末都做些什麼？
3. 我們有書法、唱歌、中國功夫，你想去哪一門課幫忙？為什麼？
4. 你好像很了解中國文化，你為什麼對中國文化這麼感興趣呢？
5. 下個月，我們會帶學生去中國城看看，你跟我們一起去，怎麼樣？
6. 謝謝你來，很高興認識你。那你今天下午還打算做些什麼？

Simplified Chinese characters:

- 1 你好！欢迎你来我们中文学校，我是王校长。请你介绍一下你自己吧！
- 2 我们学校是周末上课。你平常周末都做些什么？
- 3 我们有书法、唱歌、中国功夫，你想去哪一门课帮忙？为什么？
- 4 你好像很了解中国文化，你为什么对中国文化这么感兴趣呢？
- 5 下个月，我们会带学生去中国城看看，你跟我們一起去，怎么样？
- 6 谢谢你来，很高兴认识你。那你今天下午还打算做些什么？

Sample: A

Score: 6

Transcript of Student's Response(s)

你好，我叫 [REDACTED]，我現在上 [REDACTED] 高中，我是十年級學生。我從小到大很喜歡踢足球，uh 我的在我的... [cough] 中文水平很高，還我很喜歡跑步，謝謝，我很喜歡 uh。

Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt and provides a thorough and appropriate response including elaboration and details such as the student's name, name of the school ([REDACTED] 高中), year in school (十年級學生), hobbies (踢足球; 跑步) and Chinese level (中文水平). Sentences are connected by the use of cohesive devices such as 現在 and 還, the latter of which, though, should have been positioned after the subject (我) and before the

Interpersonal Speaking: Conversation 1 (continued)

verb (喜歡). The response is delivered at a natural pace with minimal hesitation or repetition. It has accurate pronunciation and tones, with minimal errors. The register is appropriate to the situation—the response greets the interviewer (你好) at the beginning and concludes with “thank you” (謝謝), although 您好 may be preferred in some regions in China when one is speaking to elders or those with higher social status. This response uses rich and appropriate vocabulary (上高中; 踢足球; 中文水平; 水平很高), and an idiom (從小到大), with one error: 的 is missing in 十年級學生. This response uses a range of grammatical structures (e.g., 我叫; 我現在; 我從小到大; 很喜歡踢足球; 中文水平很高, with one error (還我很喜歡跑步 for 我還很喜歡跑步).

Sample: B

Score: 4

Transcript of Student’s Response(s)

Uh 你[ni2]好, uh 我[wo2]叫[jiao3] uh [REDACTED], uh 我是一, 我是 uh . . uh 十[shi4]二[er1]年級, uh 我 uh 是一個中 . . 文 uh 學, 學生。

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response including details such as the student’s name, year in school (十二年級), and being a Chinese student (中文學生). The sentences are loosely connected without using transitions or cohesive devices. The response is delivered with intermittent hesitation and repetition (e.g., 我是一, 我是 uh . . uh). It has several errors in tones: 你[ni2]; 我[wo2]; 叫[jiao3]; 十[shi4]二[er1], which, however, do not necessitate special listener effort. The student uses mostly appropriate vocabulary and grammatical structures with errors that do not obscure meaning: 我是十二年級 for 我是十二年級的學生; 中文學生 for 學中文的學生.

Sample: C

Score: 1

Transcript of Student’s Response(s)

[long silence] 你好, 王 . . 老師, 我去學校 en 星期六星期天, 謝謝。

Commentary

This response demonstrates a lack of competence in interpersonal speaking. It addresses the prompt minimally, only greeting the principal (你好, 王 . . 老師) without the self-introduction that the prompt requires. This response is delivered at a very labored pace with long silence at the beginning and has constant hesitation, such as 王 . . 老師 and 我去學校 en 星期六星期天. The response does not contain sufficient or appropriate vocabulary and does not demonstrate control of grammatical structures. There are errors that obscure meaning, such as 我去學校 en 星期六星期天 for 我星期六星期天上學.

Interpersonal Speaking: Conversation 2

Sample: A

Score: 6

Transcript of Student's Response(s)

Uh 我學校給我很多功課，所以 uh 通常學校 uh 週末的時候 uh 我做功課，可是我還有一些時間，我很喜歡跟朋友 uh 去看電影或者 uh 聽音樂。

Commentary

This response directly addresses the prompt and provides a very thorough and appropriate answer (通常 uh 學校 uh 週末的時候 uh 我做功課; 我很喜歡跟朋友去 uh 看電影或者 uh 聽音樂). It also includes elaboration (我學校給我很多功課; 我還有一些時間). Sentences are smoothly connected with connectors (所以; 可是; 還有; 或者). The pace of delivery and intonation is natural with minimal hesitation. The pronunciation and tones are accurate, and the use of vocabulary is rich and appropriate (通常; 一些). The response contains a wide range of grammatical structures (給我; ...的時候; 可是還...; 一些; 跟; 或者) with minimal errors (我學校). This response demonstrates excellence in interpersonal speaking.

Sample: B

Score: 4

Transcript of Student's Response(s)

Uh 週末的時候我常常跟.. 跟我的朋友去[chu1]看電影或者吃[chu1]晚飯[wan2fan3]。Um 我也常常跟我的家人 um 做。

Commentary

This response directly addresses the prompt and provides an appropriate answer (跟我的朋友去 [chu1]看電影或者吃[chu1]晚飯[wan2fan3]). Sentences are loosely connected (或者; 也). The speaking pace and intonation are generally consistent, with intermittent hesitation and errors in pronunciation that do not necessitate special listener effort, e.g., 去[chu1]看電影; 吃[chu1]晚飯 [wan2fan3]. The sample includes mostly appropriate vocabulary and grammatical structures. The response could have received a higher score had it included more details, e.g., 我常常跟我的朋友去看電影或者吃晚飯，我們都喜歡看中國電影，也喜歡吃不同的食物. This response demonstrates competence in interpersonal speaking.

Sample: C

Score: 1

Transcript of Student's Response(s)

Uh 我喜歡中文，我可以幫我.. um 週末.. 課。

Commentary

This sample only addresses the prompt minimally (週末.. 課) with a very labored pace of delivery and constant hesitation. It contains insufficient and inappropriate vocabulary with errors that significantly obscure meaning (我可以幫我.. um 週末.. 課). The response fails to use appropriate vocabulary, such as words for activities (打球; 看電影) to address the prompt (做些什麼). This response demonstrates lack of competence in interpersonal speaking.

Interpersonal Speaking: Conversation 3

Sample: A

Score: 6

Transcript of Student's Response(s)

我最想要去在書法 men2 uh 幫助，這是因為我對中國書法有很大的興趣，我小時候跟我的中國老師和朋友們一起去[qi4]學楷體字和不同的 um 書法形式。

Commentary

The response directly addresses the prompt and provides a complete answer (我最想要去在書法 men2 uh 幫助; 我對中國書法有很大的興趣), with elaboration and details (我小時候和我的中國老師和朋友們一起去[qi4]學楷體字和不同的 um 書法形式). The sentences are smoothly connected with connectors, like 因為. The response is delivered with a natural pace and intonation, and the pronunciation is accurate with minimal errors (去[qi4]). The response uses rich and appropriate vocabulary (幫助; 中國書法; 興趣; 小時候; 楷體字; 不同; 形式) with minimal errors in word choice (men2 [門] for 課; 幫助 for 幫忙). There is a good range of grammatical structures with minimal errors (要去在書法 men2 幫助 for 要去書法課幫忙). Overall, the response demonstrates excellence in interpersonal speaking.

Sample: B

Score: 4

Transcript of Student's Response(s)

我想去 uh 功，功夫[fu2]，因為我[wa1]以前沒有做功夫，和如果我 uh 去幫助功夫，我會練習和 .. uh 跟 uh 做得別[特別?]好。

Commentary

The response directly addresses the prompt and provides an appropriate but not thorough answer (...和如果我 uh 去幫助功夫[fu2]，我會練習和 .. uh 跟 uh 做得 bie2 好). The response is delivered with a generally consistent pace and intonation, with intermittent hesitation and repetition (我會練習和 .. uh 跟 uh 做得 bie2 好). Several errors in pronunciation and tones appear in the response (夫[fu2]; 我[wa1]; 別好[特別?]). However, they do not necessitate special listener effort. The use of vocabulary and grammatical structures are mostly appropriate with errors that do not generally obscure meaning: 做功夫 for 學功夫 or 練功夫; the use of 和 or 跟 to connect verb phrases, as in 我會練習和 .. uh 跟 uh 做得 bie2 好 (instead of 我會練習也會做得特別好). Overall, the response provides a direct and appropriate but not thorough answer, and the delivery and the language used are mostly consistent and appropriate. Therefore, the response demonstrates competence in interpretational speaking.

Interpersonal Speaking: Conversation 3 (continued)

Sample: C

Score: 2

Transcript of Student's Response(s)

我可以幫 uh 中文，因為我 zi4 zheng4 文好 uh . . 好 . . 非 sang2 好 [laugh] . . 非常好。

Commentary

The response directly addresses the prompt by expressing the intention to help with a course and explaining why (我可以幫 uh 中文，因為我 zi4 zheng4 文好). However, the response does not directly address which course to help out with—although 中文 is relevant to the context, it is not one of the courses asked in the prompt. Therefore, the response is considered incomplete. The response uses basic and fragmented sentences (我 zi4 zheng4 文好; 非 sang2 好). It is delivered with a labored pace (我 zi4 zheng4 文好 uh . . 好 . . 非 sang2 好 [laugh] . . 非常好). Errors in pronunciation and tones (zi4 zheng4 文 [自中文?]) obscure meaning, rendering a series of syllables difficult to comprehend. Vocabulary is minimally appropriate with errors that obscure meaning (zi4 zheng4 文). Grammatical structures are limited and also include errors that obscure meaning. For example, it is not clear what 非常好 means—it could mean 我非常好 or 我的中文非常好. Overall, the response directly responds to the prompt with an incomplete answer. Therefore, the response suggests a lack of competence in interpretational speaking.

Interpersonal Speaking: Conversation 4

Sample: A

Score: 5

Transcript of Student's Response(s)

我在六年級 uh 開始 . . 學中文和我中, 我學中文的時候, 也學了中國的文化, 我覺得中國文化非常 . . 有趣和非常 . . 漂亮。

Commentary

This response suggests excellence in interpersonal speaking. It directly addresses the prompt and provides a thorough and appropriate response, including some details (六年級開始學中文; 學中文的時候也學了中國的文化; 中國文化非常有趣.) Sentences are connected with cohesive devices (...的時候; 也). This response is delivered in a smooth pace and intonation, with occasional hesitation (我在六年級 uh 開始 . . 學中文; 我覺得中國文化非常 . . 有趣和非常 . . 漂亮). The response uses appropriate vocabulary and varied grammatical structures with sporadic errors (學中文和我中; 中國文化非常有趣和非常漂亮).

Sample: B

Score: 4

Transcript of Student's Response(s)

我覺[jue4]得文化課 uh 有多關心, 因為, 我 mm 我知道中國的文化 um 很老, 中國歷史很長[chang4]。

Commentary

The response demonstrates competence in interpersonal speaking. It addresses the prompt directly and provides an appropriate answer (e.g., 中國文化很老; 歷史很長). The sentences are loosely connected (e.g., 因為...). The speaking pace is generally consistent with intermittent hesitation. There are several errors in tone (覺[jue4]得; 歷史很長[chang4]), which do not necessitate special listener effort. The response uses mostly appropriate vocabulary and grammatical structures with errors that do not generally obscure meaning (e.g., 我覺得文化課有多關心[關係]).

Sample: C

Score: 2

Transcript of Student's Response(s)

Um 我覺得中國 gen1 興趣是 . . xin4 是很好 [long pause] 還有我可以 [sigh]。

Commentary

The response suggests lack of competence in interpersonal speaking. The response directly addresses the prompt and provides an appropriate but incomplete answer (gen1 興趣是...很好). The sentences are fragmented. The response is delivered in labored pace and intonation, with frequent hesitation. Errors in pronunciation (e.g., gen1 興趣) necessitate constant listener effort. The response uses minimal appropriate vocabulary, with interference from another language (e.g., 是很好 for 很好). The response contains limited grammatical structures (e.g., 是很好; 我可以).

Interpersonal Speaking: Conversation 5

Sample: A

Score: 5

Transcript of Student's Response(s)

對，我想跟你們一起去[qu2]，因為我想可以看到很多的中國的東西，還有我想吃中國的..食物[wu2]，所以我可以知道中國的人吃什麼，還有說什麼，還有些什麼。

Commentary

This response suggests excellence in interpersonal speaking. It directly addresses the prompt and provides a thorough and appropriate response, including details (我想可以看到很多的中國的東西; 我可以知道中國的人吃什麼，還有說什麼，還有些什麼). Transitional and cohesive devices make the response logical and easy to follow (我想跟你們一起去[qu2]，因為...還有...所以...). The pace of the response is smooth, with occasional hesitation (中國的..食物) and occasional errors in pronunciation (一起去[qu2]; 食物[wu2]). Vocabulary use is appropriate, and a variety of grammatical structures are used (...因為...; 還有...; 所以...). More accurate tones and richer vocabulary would make the response more natural with more depth in meaning.

Sample: B

Score: 4

Transcript of Student's Response(s)

哦，對[dui2]對[dui2]對[dui2]，我要去，和你們一起去。因為我覺得我要看這個的東西，和我覺得是很好玩[wan3]，和我覺得是很好，和我可以有很高興，對[dui2]，對[dui2]，對。

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (哦，對[dui2]對[dui2]對[dui2]，我要去，和你們一起去). A few sentences are used to provide a reason, but all are loosely connected with only one connective word (e.g., 因為我覺得我要看這個的東西，和我覺得是很好玩[wan3]，和我覺得是很好，和我可以有很高興). The response has a consistent pace with intermittent hesitation and repetition (對[dui2]對[dui2]對[dui2]). Errors in tones, however, do not necessitate special listener effort (對[dui2]; 好玩[wan3]). Grammatical structures are mostly appropriate, with errors that do not obscure the meaning (我可以有很高興 for 我可以很高興). The response could have earned a higher score if more connective devices (not just 和) were used to enhance the logical connections between sentences. More accurate tones and fewer repetitions would also make the response more natural and smoother.

Interpersonal Speaking: Conversation 5 (continued)

Sample: C

Score: 1

Transcript of Student's Response(s)

我常常..uh..去，這次和..uh..與..uh是..uh努力。

Commentary

This response demonstrates lack of competence in interpersonal speaking. It only addresses the prompt minimally by saying 我常常...去，這次和...與...努力. The sentences are very disjointed, with isolated words in the second half (這次和..uh..與..uh是..uh努力). The delivery has a very labored pace with constant hesitation. The isolated words suggest insufficient vocabulary with frequent errors and little control of grammatical structures, which significantly obscure meaning. The response could have earned a higher score if a complete sentence that directly addressed the prompt was produced.

Interpersonal Speaking: Conversation 6

Sample: A

Score: 6

Transcript of Student's Response(s)

謝謝。我也[ye1]很高興認識你。Uh 我今[jin4]天[tian4]有很多功課，所以我今天下午[wu1]做 uh 我的功課。Uh 我有英文[wen1]，數學[xue1]，uh 物理功課。但是我覺得我的英文功課最難的。

Commentary

The response directly addresses the prompt and provides a very thorough and appropriate answer. It includes elaboration and details (我今天有很多功課，所以我今天下午做我的功課; 我有英文，數學，物理功課; 但是我覺得我的英文功課最難的). The sentences are smoothly connected. The pace and intonation are natural with minimal hesitation. The pronunciation is accurate with minimal errors (今[jin4]天[tian4]; 下午[wu1]; 英文[wen1]; 數學[xue1]). The use of register is consistent and appropriate to the situation (謝謝。我也[ye1]很高興認識你). The vocabulary used (也; 覺得; 最難) is rich and appropriate. The response contains a wide range of grammatical structures (我也; 所以; 但是) with minimal errors (我的英文功課最難的).

Sample: B

Score: 3

Transcript of Student's Response(s)

我.. 沒有.. 打算.. 所以我可以幫[bang3]你[ni1].. 跟你的課[ke1].. uh 很[hen1].. 好認識你。很多[duo4]謝謝。

Commentary

The response directly addresses the prompt and provides a basic but appropriate answer (沒有打算; 所以我可以幫[bang3]你[ni1]; 跟你的課[ke1]). The sentences are disconnected. The pace and intonation are inconsistent with hesitation. Errors in pronunciation sometimes necessitate special listener effort (幫[bang3]你[ni1]; 跟你的課[ke1]; 很[hen1]). The response uses appropriate vocabulary and grammatical structures with errors that sometimes obscure meaning (可以幫[bang3]你[ni1].. 跟你的課[ke1]). The response could have earned a higher score if the student spoke more about the kind of help the student can provide (e.g., 幫你準備書法課). This response suggests competence in interpersonal speaking.

Interpersonal Speaking: Conversation 6 (continued)

Sample: C

Score: 1

Transcript of Student's Response(s)

我[wo1]會..做..在..你們的 [long pause] 數學..的課[ke1]因為我需要[yao2]。

Commentary

The response addresses the prompt minimally and marginally (我[wo1]會..做..在..你們的 [long pause] 數學..的課[ke1]). It contains very disjointed sentences and isolated words. Its pace and intonation are very labored with constant hesitation and repetition. The response contains insufficient, inappropriate vocabulary and grammatical structures with frequent errors that significantly obscure meaning (我[wo1]會..做..在..你們的 [long pause] 數學..的課[ke1]因為我需要[yao2]). This response could have earned a higher score had it included a specific learning activity and/or an explanation of an activity. This response demonstrates a lack of competence in interpersonal speaking.