

2023

AP[®]



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: 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 AP Chinese Language and Culture Course content related to this question is the Unit on Influences on Beauty and Aesthetics. The question 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. 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. Expressions of perspective and opinions should be presented, ideally with details and examples.

The question for Cultural Presentation this year is as follows:

Choose ONE type of Chinese art expression or style (for example, Yue Opera or regional dances, open courtyard homes or buildings, and pottery or sculpture, etc.). In your presentation, describe this type of Chinese art and explain its significance.

Sample: A

Score: 6

Transcript of Student's Response(s)

大家好，今天我來介紹一個中國的藝術，詩[shi4]。首先，我來說說詩[shi4]。很久以前，一個人叫李白，寫一個詩叫《靜夜思[si4]》。在[zai2]他，在[zai2]他的裏，他說月[yue2]亮[liang2]象徵他的家[jia4]。詩裏有五個字在句子，還有一共有四個句子。在[zai2]中國，每個小孩子還有人知道這個詩，是一個非常有名的詩。他們去學校的時候會說這個詩，因為是很有意思。而且[qie1]我來說說詩的重要性。詩非常重要，是中國文化的一部分。一提到[dao2]中國的藝術，就想到詩[shi4]。人們需要詩[shi2]，因為在中文班我們學習 um 詩，還有它們的意思。我也[ye2]在中文俱樂部[bu2]學了還有學習詩[shi4]。詩也有正面影響，詩讓[rang2]我們更了解中國的文化。讀詩是一個非常好[hao2]的文化體驗。我想教我的美國朋友中國的詩，因為他們對中國的文化非常感興趣。我希望有一天可以去中國的高中，跟同學們一起[qie1]學習中國中文的詩[shi4]。我的演講完了，謝謝大家[jia4]。

Presentational Speaking: Cultural Presentation (continued)

Commentary

This response addresses all aspects of the prompt with thoroughness and detail. It is well organized with a clear progression of ideas by introducing first the genre poetry (詩) as one of Chinese arts (一個中國的藝術), which leads naturally to the poet 李白 and his most recognizable work 靜夜思 (在中國，每個小孩子...知道這個詩...一個非常有名的詩). Cultural information is ample, accurate and detailed (他說月亮象徵他的家。詩裏有五個字在句子...一共有四個句子; 詩非常重要，是中國文化的一部分; 詩...有正面影響...讓我們更了解中國的文化). It is worth noting the excitement and desire of the student to share the passion for Chinese poetry with friends both in the U.S. and China (讀詩是一個非常好的文化體驗。我想教我的美國朋友中國的詩...我希望有一天可以去中國的高中，跟同學們一起學習中國...的詩). The response has a natural pace and intonation with minimal hesitation and repetition (學了還有學習). Pronunciation is accurate and vocabulary is rich and appropriate (象徵; 正面影響; 文化體驗; 了解; 对...感興趣) with minimal errors: 說這個詩 instead of 讀 or 討論. The response has a wide range of grammatical structures (首先; 一...就...; 而且).

Sample: B

Score: 3

Transcript of Student's Response(s)

在北[bei2]京有一個是北京京劇，和它有，它有，人在京劇有不一樣的名字是旦、丑、生和淨。有不一樣的顏色有紅色，uh 紅色是 uh 是 uh 是很好的人，和有白色是不好了，還有不一樣，不一樣的顏色，有不一樣的 uh 不一樣的東西，是不一樣的.. 不一樣的 meaning。有很多不一樣的顏色和在京劇有，有唱歌和跳舞和功[gong2]夫[fu4]。有.. 有在跳舞功夫和.. 這.. 有很多不一樣的東西，他們做.. 在.. 在 uh 功夫他們可以唱，他們可以是唱歌，他們說一個故事，做一起的.. 和北北京 opera 是，北京京，京劇是很[hen4]，很[hen4]好的，和我很喜歡的，和我覺得是太好的東西，和有很多的，謝謝聽我 sh- 我的音樂，音 mian4。

Commentary

This response addresses the topic directly but does not address all aspects of the prompt. Cultural information is generally correct but has some inaccuracies. It provides a brief description of the Peking opera (京劇) with its roles (旦、丑、生和淨) and the associated colors (紅色是 uh 是 uh 是很好的人，和有白色是不好了), but does not provide an explanation of the significance (京劇是...很好的，和我很喜歡的，和我覺得是太好的東西). The response lacks organization and coherence, with repetition and hesitation in disconnected sentences (有不一樣的 uh 不一樣的東西，是不一樣的.. 不一樣的 meaning). Pace and intonation are inconsistent in a way that interferes with comprehension (有.. 有在跳舞功夫和.. 這.. 有很多不一樣的東西). Vocabulary is appropriate but limited, and grammatical structures are simple with frequent errors that sometimes obscure meaning (我的音樂，音 mian4; 他們說一個故事，做一起的). The use of English words (meaning; opera) suggests intermittent interference from another language. The response would have been improved had the student demonstrated better control of vocabulary and grammatical structures and provided a plausible explanation of the significance of the Peking opera on a personal level and beyond.

Presentational Speaking: Cultural Presentation (continued)

Sample: C

Score: 1

Transcript of Student's Response(s)

畫畫[hua2]很[hen1]漂亮[liang2]，人們很[hen1] kan1 [開?] 心，因為他們喜歡畫畫。你們可以畫畫，因為很 wan2 [玩?] er1 [兒?]。畫畫有很多..意思，因為..我..很[hen4]喜歡畫畫，我跟我的朋友畫畫，我很開心。很多人們畫畫 [long pause] zhuang1 [中?] 畫 [hua2] 還很漂亮。畫畫人..uh..畫畫人很[hen4]漂亮，畫畫 [long pause] 很多..人們..喜歡畫畫兒 [long pause] [sneeze] 因為他們喜歡畫畫兒，他們畫畫兒。

Commentary

The response addresses the prompt only minimally. The vague idea of painting and its beauty is lost in disjointed sentences and isolated words (我..很 [hen4] 喜歡畫畫; zhuang1 [中?] 畫 [hua2] 還很漂亮). The response lacks organization with little cultural information relevant to the topic; it does not include specific Chinese art expressions or styles (畫畫人很[hen4]漂亮; 很多..人們..喜歡畫畫兒; 因為他們喜歡畫畫兒，他們畫畫兒). Pace and intonation are very labored with constant hesitation (畫畫有很多..意思，因為..我..) and repetition (喜歡畫畫; 我跟我的朋友畫畫; 畫畫 [long pause] 很多..人們..喜歡畫畫兒). Frequent errors in pronunciation and tones (很[hen1]漂亮 [liang2]; wan2 [玩?] er1 [兒?]; zhuang1 [中?] 畫 [hua2]) necessitate listener effort. The vocabulary used is insufficient and grammatical structures indicate little or no control.