

2023

AP[®]



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 2023 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
		<p>Scoring note: A response that does not explicitly compare may earn a score of 3 if it provides a suitable treatment of the topic, including a basic understanding of the target culture and the student’s own or another community.</p>	<p>Scoring note: A response that does not explicitly compare may earn a score of 4 if it provides a generally effective treatment of the topic, including some understanding of the target culture and the student’s own or another community.</p>	<p>Scoring note: A response that does not explicitly compare cannot earn a score of 5.</p>

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 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 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 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 eating habits (e.g., consuming organic food, gluten-free food, local and seasonal food, 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

Transcript of Student's Response(s)

Buongiorno classe. Oggi vi parleremo del ruolo dell'abitudine alimentari di mangiare al ristorante. Eh . . . quest'attività esiste in tutto il mondo . . . uh . . . ma in Italia e li Stati Uniti la cultura delle risto... dei ristoranti è differente. Primo, in Italia è normale che la famiglia mangia insieme. Questo è il centro della vita, la famiglia, e non è tipico come l'individualismo, come il baabo . . . ehm . . . va al ristorante . . . ristorante con gli amici, ma il resto della famiglia è qui. Non è così in Italia. La famiglia non solamente mangia insieme ma fa il cibo insieme ed a volte la gente invita agli amici alla casa per provare la sua cucina, perché la cucina è molto importante, la gastronomia. Ma a volte, sì, la gente va al ristoranti specialmente quando sta... quando stamo in viaggio e . . . ci sono varie tipi di ristoranti. Ci sono . . . ci so... ci sono come osterie, trattorie, i ristoranti di molta alta qualità che turisti . . . uhm . . . anda... sono andati a Italia specificamente per visitare e il cibo è molto . . . molto focuzato in . . . ingredienti naturali e . . . e locali, per esempio . . . eh . . . sevene McDonald's in Italia utilizza pollo naturale, verdure, tutti naturali e la gos... gastronomia è centrale alla casa in Italia e questa anche...

Question 4 (continued)**Commentary**

The response earned a score of 5 because it shows 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 (“*Primo, in Italia è normale che la famiglia mangia insieme.*”; “*ma il resto della famiglia è qui. Non è così in Italia*”; “*e locali, per esempio . . eh . . sevene McDonald's in Italia utilizza pollo naturale, verdure, tutti naturali*”). It demonstrates understanding of the target culture (“*La famiglia non solamente mangia insieme ma fa il cibo insieme ed a volte la gente invita agli amici alla casa per provare la sua cucina, perché la cucina è molto importante*”; “*ci sono come osterie, trattorie, i ristoranti di molta alta qualità*”). The response offers a well-organized presentation, with a clear introduction (“*Buongiorno classe. Oggi vi parleremo del ruolo dell'abitudine alimentari di mangiare al ristorante.*”). It is fully understandable. A few occasional errors, such as some errors in agreement (“*sono andati a Italia specificamente per visitare e il cibo è molto . . molto focuzato in . . ingredienti naturali*”), do not impede comprehensibility. The language within the response is strong, including varied and appropriate vocabulary (“*non è tipico come l'individualismo*”; “*gastronomia è centrale alla casa in Italia*”).

Sample: 4B**Score: 3****Transcript of Student's Response(s)**

I ruoli delle abitudini alimentari . . di cibo nella Italia e nella Croazia sono molto simili e molto importante. Nella Italia, molti personi cucino e man... mangio... mangianno il cibo biologhico . . il cibo naturale e il cibo molto salute. . . Ehm . . nella Italia, i personi . . ehm . . man... mangiano paste, salse con tomate, la . . molto frutta fresca . . e anche, nella Croazia . . il tutti cibo biologhico, il cibo tutti naturale e il cibo salute e . . i tutti cibi delicosi . . e nella Croazia . . non molto paste . . ma molto carne e anche frutta fresca . . simili di Italia. Italia e Croazia sono in dentro . . ah . . eh . . questo è perché il loro cibo sono molto simili . . e la cultura della Italia e Croazia anche sono molto simili . . e . . questo . . è...

Commentary

The response earned a score of 3 because it presents a suitable treatment of the topic within the context of the task. It compares the target culture with that of the student's culture and includes a few examples (“*I ruoli delle abitudini alimentari . . di cibo nella Italia e nella Croazia sono molto simili e molto importante.*”). It demonstrates a basic understanding of the target culture (“*Nella Italia, molti personi cucino e man... mangio... mangianno il cibo biologhico . . il cibo naturale e il cibo molto salute.*”). There is some organization, including an introduction (“*I ruoli delle abitudini alimentari*”), but the response shows limited transitions to help move the argument forward. It is generally understandable, with errors (“*molti personi cucino*”) that may impede comprehensibility. The response uses appropriate but basic vocabulary (“*cibo biologhico*”; “*il cibo naturale*”; “*paste*”). There is some control of grammar, syntax, and usage (“*sono molto simili*”; “*mangiano paste*”). Pronunciation, intonation, and pacing make the response generally comprehensible.

Question 4 (continued)

Sample: 4C

Score: 1

Transcript of Student’s Response(s)

Ciao . . eh . . in Italia, le persone piacciono a mangiare i festivi perché è molto festivi in Italia. Per esempio, Mardi Gras. In America, le persone piacciono mangiare con la famiglia . . eh . . eh . . per ami... perché non è molto festive come Italia. In Italia, le persone piacciono studiato in scuola o alla casa perché locazione è molto assessibile. In America, le persone studiato restauro... ristorante, libreri, scuola, alla casa, tutti locazione . . uhm . . perché le persone ha molto trasporto e . . ehm . . le . . le persone è molto assessibile . . mo... molto locazione per studiato . . ah . . grazie.

Commentary

The response earned a score of 1 because it presents almost no treatment of the topic within the context of the task and includes unrelated, irrelevant statements (“*In Italia, le persone piacciono studiato in scuola o alla casa perché locazione è molto assessibile.*”). It demonstrates minimal understanding of the target culture (“*in Italia, le persone piacciono a mangiare i festivi perché è molto festivi in Italia.*”). It is barely understandable, with frequent errors that impede comprehensibility (“*Per esempio, Mardi Gras.*”). The response shows very few vocabulary resources and little control of grammar, with many errors that impede comprehensibility (“*In America, le persone studiato restauro... ristorante, libreri, scuola, alla casa, tutti locazione . . uhm . . perché le persone ha molto trasporto*”).