
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

Presentation 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 Families and Communities. The question 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 four minutes to prepare and two 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 Cultural Presentation this year is as follows:

Choose ONE annual Chinese celebration (for example, celebrations that mark the lunar calendar or seasonal changes, celebrations of important political and/or historical people or events, celebrations in honor of women or the elderly, etc.). In your presentation, describe this annual celebration and explain its significance.

Presentational Speaking: Cultural Presentation (continued)**Sample: A****Score: 6****Transcript of Student Response**

大家好，今天我会给你们介绍一下中国的春节。春节是中国的最大、最重要的节日。春节就是中国人庆祝农历的新年。春节有很多不同的传统的习俗。一个是舞狮。舞狮是一个非常热闹的活动。很多人喜欢去看舞狮队表演。舞狮队表演的时候，狮就会扔些桔子。如果你会抓狮子扔的桔子，就是很吉利的话。再一个春节的，呃，习俗是吃饺子，这是因为饺子..的形式很像古代中国，的硬币的，形式，所以吃饺子有，发财的意思。春节的时候，大家都穿红色，这是因为红色是一个很吉利的颜色。如果你会在中国庆祝春节，你一定要入乡随俗，要穿红色。如果你可以，我特别，建，我特别建议你跟一个中国家庭在中国过春节。这是一个非常热闹，非常好玩的节日，表示中国人重视家庭和发财和吉利的意思。

Commentary

This response addresses all aspects of the prompt with thoroughness and detail. The well-organized, coherent presentation reveals a clear progression of ideas (春节是中国的最大，最重要的节日。春节就是中国人庆祝农历的新年). The student goes on to elaborate on various traditional celebrations, such as 舞狮, 吃饺子 and 穿红色 [装]. Well-connected discourse of paragraph length is enhanced by the use of appropriate transitional and cohesive devices (一个是... 再一个春节的，呃，习俗是...). The cultural information provided is ample, accurate, and detailed (如果你会抓狮子扔的桔子，就是很吉利的话; 因为饺子... 的形式很像古代中国，的硬币的，形式，所以吃饺子有，发财的意思; 红色是一个很吉利的颜色). Finally, to conclude, the student makes a suggestion on how to celebrate the Spring Festival (我特别建议你跟一个中国家庭在中国过春节) and highlights the significance of the celebration. The response is delivered at a natural pace and intonation with minimal hesitation. Pronunciation is accurate. The response uses a rich and appropriate vocabulary (吉利, 入乡随俗) with minimal errors (硬币 instead of 元宝) and a wide range of grammatical structures.

Presentational Speaking: Cultural Presentation (continued)**Sample: B****Score: 4****Transcript of Student Response**

大家好，今天我给你介绍春节，在春节有很多的东西是红色，每个人是很开心。在春节的时候，人们给礼物，一些人给糖...果，还是一些人给水果，可是没有给人梨子，因为梨子是一样分开。还有很多人给孩子们红包，红包是一个红色的东西，一个红色的钱 [quan2]包，有钱 [quan2]在里面。还有，呃，[long pause] 还有人们在春节的时候没有学校和工作；因为每个人想跟他们的家人吃菜，和给他们爱的东西，和每个人尊重老人，因为他们是很老的。在中国很多的人尊重老人。和我觉得春节是一个很好的节日，因为每个家人是跟一起和，呃，很多人给人爱，和很多人真高兴和开心在这个节日的时间。我觉得这个很好。

Commentary

This response addresses all aspects of the prompt but lacks detail and provides no elaboration. Cultural information is accurate but also lacks detail. It presents traditional practices for observing the Chinese New Year (给礼物; 给孩子们红包; 跟他们的家人吃菜[饭]) and a slight attempt to talk about the cultural significance of the celebration (在春节的时候，人们给礼物...，可是没有给人梨子，因为梨子是一样分开; 给他们 (老人) 爱的东西 ... 每个人尊重老人). The response is generally organized and coherent with the use of some transitional elements and cohesive devices (一些人...，还是(有)一些人...，...还有...; 因为), although the use of cohesive devices (e.g., 因为) is not always logical and appropriate. Pace and intonation are generally consistent with intermittent hesitation and repetition (还有，呃，[long pause]). The use of vocabulary and grammatical structures is mostly appropriate with errors that do not obscure meaning (糖...果, 尊重, 钱 [quan2]包; 没有学校和工作; 和给他们爱的东西, 和每个人尊重老人). The response could have been improved if it had talked more about the cultural significance of the Chinese New Year celebration.

Sample: C**Score: 2****Transcript of Student Response**

你好，我是 SKYPEE，我高四學 ... 我學中文，四年時 ... 了。中國節是重要的中國節，他過也，他也過。嫦娥奔月和后羿時候，他們吃月餅和餃子。大 [dou1] 家一起來[nai2] 過這個節。中秋節 ... 我 ... [long pause] [laughter] 他的家給你包紅包 ...，我也 ... 我中秋節。[Breath, Laughter] 謝謝你聽我說。再見。

Commentary

The response addresses the prompt only marginally. It provides only scattered information without organization and coherence using no transitional elements and cohesive devices (中國(秋)節是重要的中國節; 他們吃月餅 ...，一起來[nai2] 過這個節; 他過也，他也過). The cultural information has several inaccuracies (嫦娥奔月和后羿時候，他們吃月餅和餃子; 他的家給你包紅包). Pace and intonation are labored with frequent hesitation and repetition. Frequent errors in pronunciation and tones necessitate constant listener effort (他過也?，他也過?; 大 [dou1] 家一起來[nai2]). The response uses minimal appropriate vocabulary and grammatical structures with frequent errors that obscure meaning (高四學 ...?; 四年時 ...?; 我也 ... 我中秋節).