

2024



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# AP<sup>®</sup> Italian Language and Culture

## Sample Student Responses and Scoring Commentary

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#### **Task 4—Cultural Comparison**

- Scoring Guidelines**
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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 2024 Scoring Guidelines

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

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**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:** Student samples 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 deliver 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 clearly organized. 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 public celebrations (e.g., institutional, national, or religious holidays, fairs, historical reenactments, etc.) in an Italian-speaking community with which they are familiar and/or in another community of their choice. Students had to organize, prepare, 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 Response

*Buongiorno, oggi parlerò del ruolo che hanno alcune celebrazioni pubbliche uhm nella vita italiana e anche nella vita negli Stati Uniti. Per esempio, hanno alcune celebrazioni più importanti uhm in Italia per esempio da Ferragosto uhm in dove chiudono le persone in Italia chiudono i negozi e . . e questo fa uhm perché le persone possono ah celebrera celebrare tutti insieme anche esistono la celebrazione della Befana che è come Christmas ahm negli Stati Uniti e in più importante perché tuttono tutto possono vedere come ehm si . . si possono si si fanno tutti felice . . anche sta la Pasquetta che negli Stati Uniti si celebra in famiglia e anche . . ehm in Italia si celebra in famiglia e . . per concludere sta li li Ringraziamento uhm che è fa è nel mese di novembre e dove tutte . . tutte nella familia di diversi luoghi uhm del paesi possono ehm essere insieme per celebrare e questo . . hmm . . ehm per concludere io penso che uhm queste celebrazioni sono importante perché queste è un tempo in dove non devono essere stressati e possono rilassarsi tutto ahm . . tutto e anche tutta la familia può essere felice ahm questo è*

### Commentary

The response earned a score of 5 because it shows an effective treatment of topic within the context of the task (“io penso che uhm queste celebrazioni sono importante perché queste è un tempo in dove non devono essere stressati e possono rilassarsi tutto ahm . . tutto e anche tutta la familia può essere felice ahm questo è”). It clearly compares the target culture with the student’s own or another community with supporting details and relevant examples (“la celebrazione della Befana che è come Christmas ahm negli Stati Uniti e in più importante perché tuttono tutto possono vedere come ehm si . . si possono si si fanno tutti felice”; “anche sta la Pasquetta che negli Stati Uniti si celebra in famiglia e anche . . ehm in Italia si celebra in famiglia”). It demonstrates understanding of the target culture (“da Ferragosto

**Question 4 (continued)**

*uhm in dove chiudono le persone in Italia chiudono i negozi*”) despite, a few minor inaccuracies. The response gives an organized presentation with an effective use of transitional elements (“*oggi parlerò del ruolo che hanno alcune celebrazioni pubbliche uhm nella vita italiana e anche nella vita negli Stati Uniti*”; “*Per esempio*”; “*per concludere io penso che*”). It is fully understandable, with ease and clarity of expressions (“*queste è un tempo dove*”; “*questo è*”). The language within the response is strong and displays accuracy and variety in grammar, syntax, and usage (“*oggi parlerò*”; “*si celebra*”). Overall, the response is strong because of its effective treatment of the topic that clearly compares two cultural communities with elaboration.

**Sample: 4B****Score: 3****Transcription of Student Response**

*Ci ciao . . mi chiamo [unintelligible]. Nell'Italia ci sono molti celebrazioni pubbliche. Un esempio è il carnevale dove gli gli italiani hanno costume e mascheri e loro vanno nelle strada con gli costume celebrando eh e anche uh mangiando molto. Una celebrazione pubbliche nella mia vita si chiama Day of the Dead . . è un celebrazione . . uh messicana e celebra i personi morti delli fa familia . . è simile perché uhm . . nel . . nella . . insieme . . a nella . . nelle celebrazioni mangiamo molto e celebriamo molto. Anche un'altra celebrazione italiane è Mardi Gras uhm dove anche mangiando ahm mangianno molto uh . . e celebrano molto. Un'alte [noise] celebrazione pubbliche uh nella mia realtà è . . uh . . è . . il . . eh si chiama Christmas e . . noi uhm e io vado alla chiesa per . . per uhm . . per parlare con . . con . . uhm la mi . . con*

**Commentary**

The response earned a score of 3 because it gives a suitable treatment of the topic within the context of the task (“*Nell'Italia ci sono molti celebrazioni pubbliche. Un esempio è il carnevale*”). It compares the target culture with that of the student’s culture and includes a few examples (“*Nell'Italia ci sono molti celebrazioni pubbliche. Un esempio è il carnevale dove gli gli italiani hanno costume e mascheri e loro vanno nelle strada con gli costume celebrando eh e anche uh mangiando molto. Una celebrazione pubbliche nella mia vita si chiama Day of the Dead*”). It demonstrates a basic understanding of the target culture (“*Un esempio è il carnevale*”; “*Anche un'altra celebrazione italiane è Mardi Gras*”). There is some organization, but the response shows limited transitions to help move the argument forward (“*ciao . . mi chiamo*”; “*è simile perché uhm . . nel . . nella . . insieme*”). It is generally understandable, with errors (“*dove anche mangiando ahm mangianno molto uh . . e celebrano molto*”; “*noi uhm e io vado alla chiesa*”) that may impede comprehensibility. The response uses appropriate but basic vocabulary (“*il Carnevale*”; “*celebrazione*”; “*costume*”), with some control of grammar, syntax, and usage (“*Nell'Italia ci sono molti celebrazioni pubbliche. Un esempio è il carnevale*”; “*Una celebrazione pubbliche nella mia vita*”). Overall, the response is fair because it suitably treats the topic, demonstrating a basic understanding of the target culture despite minor inaccuracies.

**Question 4 (continued)****Sample: 4C****Score: 1****Transcription of Student Response**

Ciao . . il simile e differenza tra Stati Uniti e . . Italia è molto ehm difficile a . . comprendo perché c'è molto aspetto con il religiosi sare locoli e rigionoli ah e manifestari storichi in costum ecera ecere. Ma c'è molto differenze tra il mio scelta perché secondo me il religiosi ha lentato nella Stati Uniti perché tutta nuova in inf inform informazone nelle mondo e solo in Stati Uniti è molto grande e Gesus è mettere in . . eh non è disponibitiglia in scuola eh . . non lo so per . . in Italia ma questo mil opinione . . ehm Italian in confronto con Stati Uniti con studiare è . . Stati Uniti un molto intelligente

**Commentary**

The response earned a score of 1 because it presents almost no treatment of the topic within the context of the task (“*Italian in confronto con Stati Uniti con studiare è . . Stati Uniti un molto intelligente*”). It demonstrates minimal understanding of the target culture and is generally inaccurate (“*il simile e differenza tra Stati Uniti e . . Italia è molto ehm difficile a . . comprendo perché c'è molto aspetto con il religiosi sare locoli e rigionoli ah e manifestari storichi in costum ecera ecere.*”). It shows very few vocabulary resources (“*rigionoli*”; “*manifestari*”; “*disponibitiglia*”), with little or no organization. It lacks the use of transitional elements and cohesive devices. The response is barely understandable and contains frequent or significant errors that impede comprehensibility (“*il simile e differenza tra Stati Uniti e . . Italia è molto ehm difficile a . . comprendo perché c'è molto aspetto con il religiosi sare locoli e rigionoli*”; “*c'è molto differenze tra il mio scelta perché secondo me il religiosi ha lentato nella Stati Uniti perché tutta nuova in inf inform informazone nelle mondo*”). Pronunciation, intonation, and pacing make the response difficult to comprehend (“*manifestari storichi*”; “*costum ecera ecere*”). Overall, the response is poor because there is almost no treatment of the topic demonstrating minimal understanding of the target culture.