
AP[®] Chinese Language and Culture

Sample Student Responses and Scoring Commentary

Inside:

Presentational Speaking—Cultural Presentation

- ☒ **Scoring Guidelines**
- ☒ **Student Samples**
- ☒ **Scoring Commentary**

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

The question overviews can be found in the “Chief Reader Report on Student Responses” on [AP Central](#).

Sample: A

Score: 6

Transcript of Student Response

老师好[hao4], 今天我想给你介绍一个在中国文化上[sheng4]很有意义的中国传统活动[huo4dong3]: 太极拳。Uh 太极拳是一zh- . . uh 是一种中国传统的武术[wu4shu2], 一定对[dei3]身体很好。Uh 现在很多中国老[lao4]人做太极拳, uh 在欧洲, 美[mei4]国和别的地方你也可以看到很多人 uh 打太极拳。Uh . . 如果你去北[bei4]京或者别的中国城市 uh 每天早晨你都可以 uh 在公园 um 看到很多老人打太极拳。很多人 uh 不知道中国老人为什么身体健康[kang4], 可是是因为打太极拳对他们身体有很多好处, 让他们有很长[chang4]的生活。太极拳 uh 对我和我的家人也有意义。我的 uh . . 奶奶是美国人, 可是有很多中国人的朋友, Uh 他们都是老太太, 可是 uh 每天早晨都打太极拳。Uh 我 uh 奶奶开始打太极拳以来, uh 她越来越瘦, uh 她的身体很健康[kang4], 所以我觉得太极拳一定有 uh 很多好处[chu2]。Uh 我也觉得 uh 太极拳很好, 因为让 uh 中国人的身体很健康。谢谢!

Commentary

This response addresses all aspects of the prompt with thoroughness and detail. The well-organized, coherent presentation reveals a clear progression of ideas (中国老[lao4]人做太极拳; 中国城市 uh 每天早晨你都可以 uh 在公园 um 看到很多老人打太极拳; 打太极拳对他们身体有很多好处, 有很长[chang4]的生活; 对我和我的家人也有意义; 让 uh 中国人的身体很健康). The response continues to elaborate the prompt by adding more information (在欧洲, 美[mei4]国和别的地方你也可以看到很多人 uh 打太极拳). With the use of appropriate transitional elements and cohesive devices (很多人 uh 不知道中国老人为什么身体健康[kang4], 可是是因为打太极拳对他们身体有很多好处, 让他们有很长[chang4]的生活), the response forms a well-connected discourse of paragraph length. The response is delivered at a natural pace and intonation with minimal hesitation. Pronunciation is accurate.

Sample: B

Score: 4

Transcript of Student Response

很多的中国人会 . . 会用太极[qi2]。Um太极[qi2]是一个很重要的事情。我去中国跟中国人会做太极[qi2], um 是又[you2] . . 又[you2]好玩又[you2]重要的, um 是很重要因为他们的 . . 很多的家人会做, 也是个重要的东西, 因为 um . . 帮他们做不一样的活动, um 所以, um 比如说, 他们会去外面很多和他们跟他们的朋友会可以做, um 所以他们是 um . . 又 . . 又高兴又兴奋。Um . . 我做的 . . 我会做 um, 是很好玩儿, um 我做的是 um 一边 um 做太极[qi2], 一边跟他们说话。我一边跟他们说话因为 um 我不知道为他们做, 我不知道为什么他们做太极[qi2], 所以我会问他们, 和 um 他们给我说 um 很多的东西, um 比如说, . . um 是很重要, 还有是很好玩儿。Um 谢谢!

Presentational Speaking: Cultural Presentation (continued)

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 expresses traditional practices of 太极 is popular among Chinese community (很多的家人会做; 他们会去外面很多和他们跟他们的朋友会可以做). The response is generally organized and coherent with the use of some transitional elements and cohesive devices (such as 所以他们是 um . . 又 . . 又高兴又兴奋; 我做的是 um 一边 um 做太极[qi2], 一边跟他们说话). The response is delivered in a generally consistent pace, but has several errors in pronunciation including tones (中国人会做太极[qi2], um 是又[you2] . . 又[you2]好玩又[you2]重要的). The use of vocabulary is mostly appropriate (很重要的事情; 高兴; 兴奋; 好玩儿), and the use of grammatical structures is mostly appropriate (一边 . . 一边 . . ; 又 . . 又 . .). The response could have been improved if it had elaborated more about the cultural significance of 太极 in the Chinese cultural tradition.

Sample: C

Score: 2

Transcript of Student Response

我爱[ai3]中国，我在中国，我觉得很漂亮。我觉得打太极[qi4]很好[hao4]。在太极[qi4]人[ren4]有很多了玩儿，太极[qi4]有很中国人[ren4]，也是我有很area。中国比美国太好了。太极[qi4]有很有意思还是太极[qi4]有很 fighting，所以 . . uh . . 父母[mu4]常常觉得太极[qi4]不很好。也是太极[qi4]很不有意思。Uh . . 他们的，他们常常 uh . . uh Peking Opera 很，很漂亮 [laughter]。Unfortunately [laughter] 太极[qi4]不

Commentary

The response addresses the prompt only marginally. It provides scattered information without organization and coherence using no transitional elements and cohesive devices (我觉得打太极[qi4]很好[hao4]; 在太极[qi4]人[ren4]有很多了玩儿，太极[qi4]有很中国人[ren4]). Pace and intonation are labored with frequent hesitation and repetition. Frequent errors in pronunciation and tones necessitate constant listener effort (在太极[qi4]人[ren4]有很多了玩儿; 他们常常 uh . . uh Peking Opera 很，很漂亮). The response uses minimal appropriate vocabulary. Grammatical structures are limited with frequent errors (太极[qi4]有很中国人; 太极[qi4]有很有意思; 中国比美国太好了). This response is very much interfered with another language (area; fighting; Peking Opera; unfortunately).