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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 Guideline**
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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 2021 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>

**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): BLANK (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:** Students’ responses 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 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 response received a single holistic score based on how well it accomplished the assigned task. The presentation had to compare an area of the Italian-speaking world to the student’s own or another community, demonstrating understanding of cultural features of the Italian-speaking world. Furthermore, the presentation had to be organized clearly.

The course theme for the cultural comparison task was *Famiglia e società*. The task consisted of a question that asked students about the types of events or activities (for instance, sports, holidays, pastimes, etc.) that are typical in the winter season in an Italian-speaking community that they know well and in another community of their choice. Students had to plan and deliver 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 Students’ Response(s)

*Ci sono aspetti simili e diversi riguardo il ruolo di eventi o attività della stagione invernali in Italia e negli Stati Uniti. Per esempio, lo sci . . uhm . . è importante in entrambi paesi. Per esempio, in inver... uh . . negli Stati Uniti molte persone vanno a Upstate New York o Vermont, Maine e a volte Colorado per sciare perché le montagne lì sono belli. Similarmente in Italia i Dolomiti sono un posto molto molto famoso per lo sci perché sono . . uh . . belli e le panorame sono magnifiche. Anche in Italia, l’alpinismo . . uh . . nei montagni è popolari ma sfortunatamente i americani sono un po’ più pigri, mi dispiace ma è vero, e invece patinano sul ghiaccio forse a Rockefeller Center a New... alla città di New York. Anche . . uh . . le feste sono un po’ differente, anche se il Natale è presente in entrambi paesi . . uhm . . celebrano un po’ differentemente, per esempio in nord di Italia mangiano il panatone o pandoro, un tipo di torta a volte che o che contiene alla frutta dentro. Ma in America . . uh . . scambiano i rigali . . ehm . . sotto un albero . . uh . . con decorazioni . . uh . . rosso e verde. E anche in Imerica c’è un altro . . altra festa . . eh . . Hannukah che non è celebrato in Italia perché non ci sono molte ebrei in Italia e . . uhm . . la maggioranza parte Cattolica e Hannukah ci sono otti giorni di celebrazione . . uh . . perché gli ebrei non fossero molti nei anni avanti Cristo e i miei amici lo celebrano.*

#### Commentary

The response earned a score of 5 because it presents an effective treatment of the topic within the context of the task. It clearly compares the target culture with the student’s own or another community, including supporting details and relevant examples (“*Per esempio, lo sci . . uhm . . è importante in entrambi paesi*”; “*Anche . . uh . . le feste sono un po’ differente, anche se il Natale è presente in entrambi paesi . . uhm . . celebrano un po’ differentemente*”). The response demonstrates understanding of the target culture (“*in nord di Italia mangiano il panatone o pandoro, un tipo di torta a volte che o che contiene alla frutta dentro*”). It is well organized and shows effective use of transitional elements (“*Per esempio*”; “*Similarmente*”; “*Anche*”; “*ma*”; “*invece*”). The response is fully understandable, with occasional errors that do not impede comprehensibility (“*un tipo di torta a volte che o che contiene alla frutta dentro*”; “*la maggioranza parte Cattolica*”). Vocabulary is varied and appropriate (“*entrambi paesi*”; “*alpinismo*”; “*pigri*”; “*scambiano*”). Pronunciation, intonation, and pacing make the response comprehensible. The presence of clarification or self-correction improves comprehensibility (“*c’è un altro . . altra festa*”).

## Question 4 (continued)

### Sample: 4B

Score: 3

#### Transcript of Students' Response(s)

Buongiorno . . uh . . so, in Italia ci sono molte attività di inverno . . uh . . uh . . c'è a fuori a casa. Uh . . per esempio . . uhm . . in il Nord Italia . . uhm . . c'è a fare lo skiing per molte persone nel Alps . . uhm . . vicino alla Svizzera or la francese, la Francia . . uhm . . è molto importante perché fuori è un'attività . . ah . . fisicamente . . ah . . fisica, un'attività fisica. Uhm . . anche . . uhm . . l'inverno . . uhm . . invernale . . uhm . . in Italia è un po' caldo, ha un po' caldo di l'US . . uhm . . specialmente apricolare . . uh . . nel Sud d'Italia . . uhm . . così le persone . . uh . . vado fuori . . uhm . . gioco il calcio e pallacanestro . . uhm . . le due sporte . . uhm . . molte importante in Italia . . uhm . . anche . . uhm . . sono molte . . uhm . . feste in invari, per esempio, in Ntale . . uhm . . le feste di bufanza . . uh . . San Valentino, San Giuseppe, molte feste per i Santi anche, ma in United States . . uhm . . sono di più a un . . un . . po' di . . uh . . attività fuori ma non le . . come Italia, non di queste feste . . uh . . invece . . uhm . . ma inverno importante come Italia . . uh . . l'università chiuso e ci sono . . uh . . skiing in . . uh . . il Nord Est e Nord Vest di United States . . uhm . . perché . . uhm . . il tempo è molto freddo. Uh . . sì... So . . uhm . . queste sono . . uhm . . ah . . in . . in molte modo . . uhm . . la relazione . . uhm . . tra li Stati Uniti . . uh . . e Italia è stesso . . uhm . . nelli sport . . uhm . . nel feste...

#### 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 student's own community with the target culture community and includes a few supporting details and examples (“in United States . . uhm . . sono di più a un . . un . . po' di . . uh . . attività fuori ma non le . . come Italia, non di queste feste”). The response demonstrates a basic understanding of the target culture (“in Italia . . uhm . . anche . . uhm . . sono molte . . uhm . . feste in invari, per esempio, in Ntale . . uhm . . le feste di bufanza . . uh . . San Valentino, San Giuseppe”). There is some organization with limited use of transitional elements. The response is generally understandable, with errors that may impede comprehensibility (“così le persone . . uh . . vado fuori . . uhm . . gioco il calcio e pallacanestro”). There is some control of grammar (“in Italia ci sono molte attività”). Pronunciation makes the response generally comprehensible, with errors that occasionally impede comprehensibility (“apricolare”; “le feste di bufanza”). The presence of some clarification or self-correction sometimes improves comprehensibility (“un'attività . . ah . . fisicamente . . ah . . fisica, un'attività fisica”).

### Sample: 4C

Score: 1

#### Transcript of Students' Response(s)

Ciao, io voglio . . uh . . visita una calcio . . uh . . gioca in lo stadio con la . . la mia famiglia . . uhm . . la mia famiglia piace . . uh . . il calcio molto . . eh . . voglion... vogliono andare . . uh . . un gioca . . un gio... uh . . dopo voglio andare a feste e guarde tutti i persone con i maschere . . maschera e . . uhm . . e voglio mangiare . . uh . . al ristorante con la mia famiglia . . uh . . la cena . . uh . . e questo ristorante . . uh . . vicino al mare e . . o . . anche voglio . . uhm . . camminare . . uhm . . uh . . en la città . . uhm . . uh . . durante il notte e . . e guarde . . uhm . . i luci e . . e tutti . . uhm . . tutti . . case e...

#### Commentary

The response earned a score of 1 because it presents almost no treatment of the topic within the context of the task. It presents information about only one community without specifying which one (“visita una calcio . . uh . . gioca in lo stadio con la . . la mia famiglia”). The response demonstrates no understanding of the target culture, and it has little organization, with very few vocabulary resources (“calcio”; “gioca”; “famiglia”). There is little control of grammar (“la mia famiglia piace”; “tutti i persone”; “guarda . . uhm . . i luci”). Pronunciation, intonation, and pacing make the response difficult to comprehend.