

# AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE

## 2008 SCORING GUIDELINES

### Interpersonal Speaking: Conversation

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> <b>Demonstrates excellence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</li> <li>Smoothly connected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Natural pace and intonation, with minimal hesitation or repetition</li> <li>Accurate pronunciation (including tones), with minimal errors</li> <li>Consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Rich and appropriate vocabulary and idioms, with minimal errors</li> <li>Wide range of grammatical structures, with minimal errors</li> </ul>
<b>5</b>	<b>VERY GOOD</b> <b>Suggests excellence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail</li> <li>Connected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Smooth pace and intonation, with occasional hesitation and repetition</li> <li>Occasional errors in pronunciation (including tones)</li> <li>Consistent use of register appropriate to situation except for occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate vocabulary and idioms, with sporadic errors</li> <li>Variety of grammatical structures, with sporadic errors</li> </ul>
<b>4</b>	<b>GOOD</b> <b>Demonstrates competence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate response</li> <li>Sentences may be loosely connected</li> </ul>	<ul style="list-style-type: none"> <li>Generally consistent pace and intonation, with intermittent hesitation and repetition</li> <li>May have several errors in pronunciation (including tones), which do not necessitate special listener effort</li> <li>May include several lapses in otherwise consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning</li> <li>Mostly appropriate grammatical structures, with errors that do not generally obscure meaning</li> </ul>
<b>3</b>	<b>ADEQUATE</b> <b>Suggests competence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a basic but appropriate answer</li> <li>Disconnected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension</li> <li>Errors in pronunciation (including tones) sometimes necessitate special listener effort</li> <li>Inconsistent use of register appropriate to situation or includes many errors</li> </ul>	<ul style="list-style-type: none"> <li>Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language</li> <li>Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning</li> </ul>
<b>2</b>	<b>WEAK</b> <b>Suggests lack of competence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate but incomplete answer</li> <li>Fragmented sentences</li> </ul>	<ul style="list-style-type: none"> <li>Labored pace and intonation, with frequent hesitation and repetition</li> <li>Frequent errors in pronunciation (including tones) necessitate constant listener effort</li> <li>Frequent use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language</li> <li>Limited grammatical structures, with frequent errors that obscure meaning</li> </ul>
<b>1</b>	<b>VERY WEAK</b> <b>Demonstrates lack of competence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Addresses prompt minimally or marginally</li> <li>Very disjointed sentences or isolated words</li> </ul>	<ul style="list-style-type: none"> <li>Very labored pace and intonation, with constant hesitation and repetition</li> <li>Frequent errors in pronunciation (including tones) necessitate intense listener effort</li> <li>Constant use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language</li> <li>Little or no control of grammatical structures, with frequent errors that significantly obscure meaning</li> </ul>
<b>0</b>	<b>UNACCEPTABLE</b> <b>Contains nothing that earns credit</b>	<ul style="list-style-type: none"> <li>Mere restatement of the prompt</li> <li>Clearly does not respond to the prompt</li> <li>"I don't know," "I don't understand," "Please repeat," or equivalent in Chinese</li> <li>Not in Chinese</li> <li>Blank (although recording equipment is functioning) or mere sighs</li> </ul>		

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Note: In the transcriptions of students' responses, two dots indicate a pause.

### Interpersonal Speaking: Conversation

#### Overview

This task assesses speaking in the interpersonal communicative mode by having the student respond as part of a simulated conversation. It consists of a statement identifying an interlocutor and conversation topic followed by six questions. Students are allotted 20 seconds to speak at each turn in the conversation. Each of the six responses receives a holistic score based on how well it accomplishes the assigned task; all six scores count equally in calculating the total score. Students need to speak clearly with good pronunciation and make sure that the answer addresses the prompt directly and is culturally appropriate.

This year's conversation was with Wang Min, the manager of a Chinese restaurant, about a part-time job waiting on tables.

#### Conversation 1

##### Sample: A

Score: 5

##### Transcription of Student Response

我對這個工作有興趣，因為我覺得我應該幫[bang4]我的家庭賺點錢，讓他們的負擔[fu1dan4] . . 輕一點。而且我 . . 覺得有工作經驗是很重要的。

##### Commentary

The student addresses the prompt directly and provides an appropriate and thorough response in connected sentences. The pace of delivery is smooth, with occasional hesitation and some pronunciation errors. The student uses appropriate vocabulary and a variety of grammatical structures.

##### Sample: B

Score: 3

##### Transcription of Student Response

因為我以後 . . uh 以後長大就要做一個 . . uh 要開一個飯店。所以現在，如果有這一個 . . 有這一個 . . sh 有

##### Commentary

The student directly addresses the prompt and provides a basic answer in a couple of disconnected sentences, the second of which is left uncompleted. The pace of delivery is inconsistent, with frequent hesitation and repetition. The response employs limited vocabulary and mostly simple grammatical structures.

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**Conversation 1 (continued)**

**Sample: C**

**Score: 1**

**Transcription of Student Response**

我有 . . uh . . 中國[go]很 . . wan 很多錢。

**Commentary**

The student addresses the prompt minimally and marginally in a disjointed sentence that is not fully comprehensible. The pace of delivery is very labored, with frequent hesitation. The response is characterized by insufficient vocabulary and inadequate control of grammatical structures.

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**Conversation 2**

**Sample: A**

**Score: 5**

**Transcription of Student Response**

我知道中國的歷史很長，飯菜也有很多種。Um, . . . ci 各個 uh 民族呢也有不，各個的不同的 uh 飯菜。Um . . . 各個，民，各個地方的飯菜呢也會有所不同。

**Commentary**

The response addresses the prompt directly and appropriately but without elaboration. The pace of delivery is generally smooth, with occasional hesitation and repetition. There are no pronunciation errors. The student uses appropriate vocabulary and a variety of grammatical structures.

**Sample: B**

**Score: 3**

**Transcription of Student Response**

Uh 我對中國生菜有一些了解，因為我媽媽 . . . 每天叫我 . . . 多煮一點中國飯，像 um 清蒸魚或菠菜或白，白菜一樣。我也 . . . 煮過排骨。

**Commentary**

The student provides a basic response to the prompt, including a list of some Chinese dishes. The pace of delivery is uneven, and vocabulary and grammatical structures are somewhat limited.

**Sample: C**

**Score: 1**

**Transcription of Student Response**

Uh, 我會做，我會做中國 . . . 我不太會做中國 . . . 有 uh 飯菜。Uh . . . uh 對不起。Hm . . . 真的。

**Commentary**

The student minimally and marginally addresses the prompt in disjointed sentences and isolated phrases. The pace is very labored, with frequent hesitation and repetition. The response suffers from insufficient vocabulary and inadequate control of grammar.

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**Conversation 3**

**Sample: A**

**Score: 5**

**Transcription of Student Response**

Oh, uh, 中餐的是有很多不同的菜擺放在臺上，讓不同的人一起吃。但是西餐呢，西餐就有自己的菜，自己，自己吃自己選的。

**Commentary**

The student directly addresses the prompt with a thorough and appropriate response in connected sentences. The pace of delivery is smooth, with few pronunciation errors. Vocabulary is mostly appropriate, with sporadic errors.

**Sample: B**

**Score: 3**

**Transcription of Student Response**

我就會說，我比較喜中餐，中，中餐比較好。西餐的話，他們有自己，就是，各有自己的特色。我覺得就是可能要看他們自己的口味，他們比較喜歡吃什麼 uh . . 我覺得我比較喜歡吃中餐，對。

**Commentary**

The response addresses the prompt directly and provides a basic answer. However, the student only says that she prefers Chinese food and fails to explain the differences between Chinese and Western food.

**Sample: C**

**Score: 1**

**Transcription of Student Response**

Uh 我 . . 要 . . 做 um 午飯 . . uh . . 我覺得 uh 這，這不是真的 uh . . 我 zhi shi de shi, hm . . 對不起。

**Commentary**

The response addresses the prompt marginally with sentence fragments and isolated words. The pace is very labored, with frequent hesitation. Pronunciation errors necessitate constant listener effort. Vocabulary is insufficient, with errors that obscure meaning, and control of grammar is almost nonexistent.

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**Conversation 4**

**Sample: A**

**Score: 5**

**Transcription of Student Response**

要注意不會，要，要提醒客人點什麼比較好吃，給他們意見，然後，盡量不要趕他們，然後也不要傷害到他們，像把盤子用翻，或把水用翻，和不要急他們。

**Commentary**

The student directly addresses the prompt with a thorough and appropriate response in one long run-on sentence. The pace of delivery is smooth, with occasional errors in pronunciation. Vocabulary and grammar are appropriate, with sporadic errors such as 像把盤子用翻，或把水用翻，和不要急他們.

**Sample: B**

**Score: 3**

**Transcription of Student Response**

一定要注意...我m...我們一定要注意...我們不了解...中國的文化。

**Commentary**

The student directly addresses the prompt and provides a basic answer. The pace of delivery is inconsistent, with repetition and hesitation. The student uses limited vocabulary and grammatical structures.

**Sample: C**

**Score: 1**

**Transcription of Student Response**

我的這個工作...uh...是很好，所以我要這個工作。

**Commentary**

The student addresses the prompt minimally and marginally in disjointed phrases. 工作 is the only word that is clearly related to the prompt. The pace of delivery is very labored, and the response shows very little control of grammar.

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**Conversation 5**

**Sample: A**

**Score: 5**

**Transcription of Student Response**

我覺得打工可影響學習，因為.. 如果你打工，你沒有.. 很多時間學習。可是我覺得打工不是浪費時.. 時間的。如果你打工，我覺得是學習的一樣。

**Commentary**

The student addresses the prompt directly and provides a thorough and appropriate answer in connected sentences. The pace of delivery is generally consistent, with occasional hesitation. Vocabulary is appropriate but with sporadic errors: 打工可影響學習 should be 打工會影響學習; 打工... 是學習的一樣 should be 打工同樣也能學到東西. The student uses a variety of grammatical structures and cohesive devices (因為; 可是; 如果).

**Sample: B**

**Score: 3**

**Transcription of Student Response**

打工確實會影響學習，也但是.. 但是這.. uh 但是自己掙點兒小錢，自己掙點兒，掙點兒，課外.. uh 這是一個，這應該算一個課外的工作，所以自己掙一點點，自己，自己掙一點點錢會.. 可以自己

**Commentary**

The response addresses the prompt in one continuous run-on sentence that is not completed. Frequent hesitation and repetition interfere with comprehension and prevent the student from completing the thought he is trying to express. Vocabulary and grammatical structures are mostly appropriate but limited and fragmented because of continual repetition.

**Sample: C**

**Score: 1**

**Transcription of Student Response**

我，我覺得.. uh 我會工作，還.. uh 還 ci, um.. 做學習... Huh

**Commentary**

The response addresses the prompt only minimally in a single fragmented sentence. The pace is very labored, with frequent hesitation and repetition. The response suffers from insufficient vocabulary and very limited control of grammatical structures.

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**Conversation 6**

**Sample: A**

**Score: 6**

**Transcription of Student Response**

我一整個禮拜都能來工作。最好是能早上九點之後到晚上十點之前。Uh, 其他的方面, 我並沒有什麼特別的要求。Uh, 只希望我有, 中間有一個可以休息吃午餐的時間。謝謝。

**Commentary**

The response addresses the prompt directly and provides a thorough and appropriate answer, including some elaboration and detail, in smoothly connected sentences. The pace of delivery is natural, and use of register is consistently appropriate. The response employs rich and appropriate vocabulary (其他的方面; 特別的要求) and a variety of grammatical structures (一整個 ... 都能; ... 之後到 ... 之前; 並沒有什麼; 只希望 ... 有).

**Sample: B**

**Score: 4**

**Transcription of Student Response**

Uh 每天我可以來工作, um .. 八點早上到 um .. 三點 uh 下午 .. um

**Commentary**

The response directly addresses the prompt and provides an appropriate answer in a somewhat disjointed sentence. The pace of delivery is uneven, with recurrent hesitation. There are errors in grammatical structures that do not obscure meaning: 每天我可以來工作 could be better expressed as 我每天都來工作; 八點早上到 ... should be 早上八點到 ... .

**Sample: C**

**Score: 2**

**Transcription of Student Response**

我覺得, 一個星期中是[只?]有星期天我可以來工作。並且 um 星期六我覺得, 可以在下午和星期天在, 也可以在下午

**Commentary**

While the response directly addresses the prompt, it is difficult to interpret. The pace of delivery is inconsistent, stopping and restarting abruptly, and errors of grammatical structure significantly obscure the student's intended meaning: the second sentence is incomplete and seems to contradict the first sentence.