

AP[®] CHINESE LANGUAGE AND CULTURE
2008 SCORING GUIDELINES
Presentation Speaking: Cultural Presentation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in presentational speaking and cultural knowledge	<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 	<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 	<ul style="list-style-type: none"> Rich and appropriate vocabulary and idioms, with minimal errors Wide range of grammatical structures, with minimal errors
5	VERY GOOD Suggests excellence in presentational speaking and cultural knowledge	<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"> 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"> Appropriate vocabulary and idioms, with sporadic errors Variety of grammatical structures, with sporadic errors
4	GOOD Demonstrates competence in presentational speaking and cultural knowledge	<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"> 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"> 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
3	ADEQUATE Suggests competence in presentational speaking and cultural knowledge	<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"> Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension Errors in pronunciation (including tones) sometimes necessitate special listener effort Inconsistent use of register appropriate to situation or includes many errors 	<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
2	WEAK Suggests lack of competence in presentational speaking and cultural knowledge	<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"> 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"> Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language Limited grammatical structures, with frequent errors that obscure meaning
1	VERY WEAK Demonstrates lack of competence in presentational speaking and cultural knowledge	<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"> 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"> 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
0	UNACCEPTABLE Contains nothing that earns credit	<ul style="list-style-type: none"> Mere restatement of the prompt Clearly does not respond to the prompt; completely irrelevant to the topic Not in Chinese Blank (although recording equipment is functioning) or mere sighs 		

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

Presentational Speaking: Cultural Presentation

Overview

This task assesses speaking in the presentational communicative mode by having students make a presentation on a cultural topic to a Chinese class. It consists of a single prompt that identifies a cultural topic and directs students to select an example of that topic, describe it, and explain what makes it significant. Students are allotted 4 minutes to prepare the presentation and 2 minutes to deliver it. The response receives a single holistic score based on how well it accomplishes the assigned task; in addition to language skills, the score reflects the cultural knowledge exhibited in the response.

This year's task asked students to choose one city in mainland China or Taiwan, and then to describe the city and explain its significance.

Sample: A

Score: 5

Transcription of Student Response

大家好。今天我要談一談北京 uh 為什麼很重要，uh 北京有什麼特點。Uh 今年，北京 uh 奧運會，會在北京。Uh 奧運會，很多人會去北京的奧運會。Uh 他們在奧運會，會看到中國 uh 有什麼文化，有什麼特色像，他們可以很多，做很多事情，像去博物館，或者可以去買東西。他們也可以看到中國人的生活怎麼樣，他，中國人怎麼生活。Uh, uh 北京也有很多 uh 不同的景點，旅遊景點像故宮、天安門、萬里長城等。萬里長城是 uh 中，在中國大陸的北方，六千三百多公里。Uh 萬里長城，是了，是北京最有名的旅遊景點。北京也有很多特別的菜，像北京烤鴨，uh 很香，又很，口味很好吃。Uh 如果你有問替，問題，你可以 uh 發我郵 uh 郵件，uh 或者你可以跟我討論一下。

Commentary

The response suggests excellence in presentational speaking and cultural knowledge. The student addresses all aspects of the prompt, starting with the importance of Beijing and then introducing the city's features. The pace of delivery is generally smooth, with intermittent hesitation and occasional errors in pronunciation that do not necessitate special listener effort. The presentation employs appropriate vocabulary and a variety of grammatical structures, with sporadic errors that generally do not obscure meaning.

Sample: B

Score: 3

Transcription of Student Response

同學們好。我有機會說主要城市[cheng4shi2]在中國，我很高興[xing3]。Uh，我要介紹北京[jing4]。Uh 在經濟[ji3] uh 北京很重要，並..最近北京很快發展，所以在世界[ji3]經濟北京是很重要的國.. shu4 dou4 [首都?]。然後在文化[wen4hua2]北京是中國的首都[shu4dou4]和故宮是，故宮在北京。所以在北京我們可以看中國的..五，五千[qin]年[nian4]的文化。Uh zhong4 jian4 zhong4 cai2 ..北京有有名[ming4]的菜 cai2]，它是北京烤鴨。北京烤鴨是很有名。Uh 北京烤鴨是辣的 and 很好吃。Uh 韓國人去游游的時候..大部分去北京，uh 這個..指導北京是最有名的..地名..uh 所以我覺得..北京是..最重要[yao2]的城市[sh i2]。

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Presentational Speaking: Cultural Presentation (continued)

Commentary

The response addresses the prompt directly, talking about the economic and cultural significance of Beijing and mentioning the Forbidden City and Peking duck. But the presentation consists of disconnected sentences that lack organization and coherence. The cultural information presented is generally correct but has some inaccuracies such as 北京烤鴨是辣的. The pace of delivery is inconsistent, and frequent errors of pronunciation and word choice necessitate constant listener effort. The presentation is hampered by insufficient vocabulary and limited control of grammatical structures, with mistakes that sometimes obscure meaning.

Sample: C

Score: 2

Transcription of Student Response

上海比北京新[xin4], 上海很大, um 上海也有很多人。Uh 晚上 uh 的時候, um 關燈, uh 上海很漂亮。你去很多的 uh 真的好的禮物。你坐自行車去幾個地方, 方便上海。上海有很多的工作人, uh 也有很多 uh 的 uh 很多 . . 商, 商店。Uh 你 . . 應該買很多的東西, 你買 uh 衣服, uh, uh 遊戲, 電腦, 電視, uh 禮物。你 . . 我 . . 上海, 上海 uh 在中國。Ah 上海的 . . 話很漂亮, uh 紅花, 粉紅色花, 很漂亮。

Commentary

The response suggests a lack of competence in presentational speaking and cultural knowledge. It only marginally addresses the prompt, trying to describe Shanghai without discussing its significance and presenting only scattered information in fragmented sentences such as 晚上的時候, 關燈, 上海很漂亮. The student struggles in some way with nearly every sentence. Pace and intonation are labored, with frequent hesitation. The presentation is characterized by minimal appropriate vocabulary and limited grammatical structures. Frequent errors of vocabulary and grammar obscure meaning, for example: 你坐自行車去幾個地方, 方便上海.