

AP[®] CHINESE LANGUAGE AND CULTURE

2009 SCORING GUIDELINES

Interpersonal Speaking: Conversation

| | | TASK COMPLETION | DELIVERY | LANGUAGE USE |
|----------|--|--|--|---|
| 6 | EXCELLENT Demonstrates excellence in interpersonal speaking | <ul style="list-style-type: none"> Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail Smoothly connected sentences | <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 interpersonal speaking | <ul style="list-style-type: none"> Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail Connected sentences | <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 interpersonal speaking | <ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate response Sentences may be loosely connected | <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 interpersonal speaking | <ul style="list-style-type: none"> Directly addresses prompt and provides a basic but appropriate answer Disconnected sentences | <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"> 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 interpersonal speaking | <ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate but incomplete answer Fragmented sentences | <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 interpersonal speaking | <ul style="list-style-type: none"> Addresses prompt minimally or marginally Very disjointed sentences or isolated words | <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 “I don’t know,” “I don’t understand,” “Please repeat,” or equivalent in Chinese Not in Chinese Blank (although recording equipment is functioning) or mere sighs | | |

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Interpersonal Speaking: Conversation

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

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 their answer addresses the prompt directly and is culturally appropriate.

This year's conversation was with Cheng Lilan, a reporter for a Chinese newspaper, about the student's experience studying Chinese.

Interpersonal Speaking: Conversation 1

Sample: A

Score: 6

Transcript of Student's Response

對，我現在學中文。Um 我現在學中國的社會問題，比如人口問題、污染問題、交通問題等等。我們喜歡[xi1 huan1] 學中國文化，文化[wen4 hua2]。

Commentary

The response directly addresses the prompt and provides a thorough answer, including elaboration and detail in the form of three appropriate examples. The last sentence, which is apparently intended to be a concluding remark, could have been better integrated into the response by the use of a transitional element or cohesive device. The delivery is natural and smooth, with minimal hesitation and repetition. There are some errors in the pronunciation of tones, but nothing that necessitates special listener effort. The use of 對 at the beginning of the response shows a good understanding of the prompt and a degree of fluency in interpersonal communication. The response employs rich vocabulary (社會; 人口; 污染; 交通) and appropriate grammatical structures (比如 . . . 等等).

Sample: B

Score: 4

Transcript of Student's Response

Um 我們學了很多[hen4 duo2]。我們學文化[hua2]，也學漢語。Uh 我覺得是一個很 . . 很好的經驗[yan2]，學了很多。我們的老師都很 . . uh 很好人，uh 教我們教得很好。

Commentary

This appropriate answer addresses the prompt, but it lacks the kind of specific examples that are characteristic of a more thorough response. The sentences are generally complete and clear in meaning, but they are loosely strung together without transitional elements or cohesive devices. The pace and intonation are generally consistent, with intermittent hesitation and repetition. Pronunciation is quite good except for tone errors that for the most part do not necessitate special listener effort. The response

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Interpersonal Speaking: Conversation 1 (continued)

makes use of appropriate vocabulary and grammatical structures, with one obvious mistake (我們的老師都 . . . 很好人) that does not obscure meaning.

Sample: C

Score: 2

Transcript of Student's Response

我們[wo1 men1] 做些[xie3] . . . 很多[hen1 duo2] 漢字[han3 zi2] . . . 我們寫 . . . 我們寫很多 . . . uh 我們寫[xie4] 在[zai2] . . . 電

Commentary

The response directly addresses the prompt but provides an incomplete answer in sentence fragments. Pace and intonation are labored, with frequent hesitation and repetition, and repeated errors in pronunciation necessitate special listener effort. The response employs only minimal vocabulary and very limited grammatical structures.

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Interpersonal Speaking: Conversation 2

Sample: A

Score: 6

Transcript of Student's Response

我覺得中文的 . . 字很，對我來說，h- 很難寫也很難讀，因為我從小是學英文的。看到中文的那種寫法，我覺得又難學又難讀。

Commentary

This thorough and appropriate answer directly addresses the prompt and provides elaboration in response to the “why?” portion of the prompt. The response is delivered in two complete sentences, each composed of smoothly connected clauses. Pace and intonation are natural, with minimal hesitation and repetition, and pronunciation is accurate. The student employs appropriate vocabulary and a wide range of grammatical structures (對我來說; 很難寫也很難讀; 我從小是學英文的; 又難學又難讀).

Sample: B

Score: 3

Transcript of Student's Response

我覺得 uh 中，最難是[shi3] 寫[xie1] 漢[hàn2] 字。Uh 中文有很[hen2] 多漢[hàn2] 字，uh . . 都不樣。

Commentary

The response directly addresses the prompt and provides a basic but appropriate answer in two disconnected sentences. Pace and intonation are inconsistent, with intermittent hesitation and frequent errors in pronunciation. Vocabulary is limited, and grammatical structures are simple, with an error (不樣 for 不一樣) that does not obscure meaning.

Sample: C

Score: 2

Transcript of Student's Response

說很難很難，uh 你知道我說很難。你，你 t-，你聽，你聽我說，所以你知道，我的 . . 說 ba- uh 說辦法不好。可是我的 uh 寫 h- 和腦子太好了。

Commentary

The response directly addresses the prompt but provides an incomplete answer that fails to respond to the “why?” portion of the prompt. The pace of delivery is inconsistent, with frequent hesitation and repetition, but pronunciation is generally good. The response employs minimal appropriate vocabulary and limited grammatical structures, with frequent errors that obscure meaning (我說很難; 我的說辦法不好; 我的寫和腦子太好了).

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Interpersonal Speaking: Conversation 3

Sample: A

Score: 6

Transcript of Student's Response

Uh 我學習中文的時候，我喜歡自己學，因為如果我是和我的朋友，我不會認真 uh 學習。我可能就一直會和他們聊天，不會 uh 就不能學完 uh 學好。

Commentary

This very thorough and appropriate answer directly addresses the prompt and includes elaboration and detail. The response is delivered in two complete sentences, each with smoothly connected clauses. Pace and intonation are natural, with occasional hesitation and minimal repetition, and pronunciation is generally accurate. The response uses appropriate vocabulary and a variety of grammatical structures with minimal errors, including a couple that are immediately corrected (不會 to 不能; 學完 to 學好).

Sample: B

Score: 3

Transcript of Student's Response

我喜歡跟 uh 同學們 uh 練[liu4] 習 w-, 因為 . . uh 我們可以 . . uh 同 . . 同，同學們 uh . . 說話。

Commentary

The response directly addresses the prompt and provides a basic but appropriate answer. The pace of delivery is inconsistent, with frequent hesitation and repetition, and one pronunciation error (練[liu4] 習) necessitates special listener effort. The response employs limited vocabulary and simple grammatical structures, with errors that do not significantly obscure meaning (我們可以 . . . 同學們說話).

Sample: C

Score: 1

Transcript of Student's Response

Uh 我覺得 ah . . 中文很 . . 很好的語和我覺得學 ah 中文很有意思和好，和我覺

Commentary

The response only minimally addresses the prompt (學中文) in a disjointed run-on sentence. The pace of delivery is very labored, with frequent hesitation and long pauses. Vocabulary is insufficient and inappropriate, and grammatical structures are very limited. The student repeatedly misuses the conjunction 和 and frequently resorts to simple stock phrases (我覺得; 很好; 很有意思).

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Interpersonal Speaking: Conversation 4

Sample: A

Score: 6

Transcript of Student's Response

Mmm . . 我最喜歡“一帆風順”，因為我覺得聽起來很好，而且 . . 我覺得它的意思，它的意義非常好。祝人 . . 他們的生活得非常順利，我覺得那是非常好。

Commentary

This thorough and appropriate response directly addresses the prompt and provides some elaboration in explaining the meaning of the quoted idiom. Pace and intonation are natural, with minimal hesitation and repetition, and pronunciation is generally accurate. The response uses rich vocabulary (意義; 順利) and appropriate grammatical structures, with minimal errors (祝人他們的生活得非常順利).

Sample: B

Score: 3

Transcript of Student's Response

我最喜歡的俗語話是 . . “有了s- 數理化，走遍[pian1] 天下都不怕”，因為這個俗語就是說，學歷史 [or: 學歷是? or: 學力是?] . . 學歷史就是很好 . . xu- 歷史

Commentary

The response directly addresses the prompt and provides a basic answer, but the explanation of the quoted idiom is inaccurate, or at best unclear. The pace of delivery is inconsistent, with hesitation and repetition that interfere with comprehension. Inaccurate and unclear pronunciation necessitates special listener effort, obscures the intended meaning of the last part of the response, and even makes it difficult to judge whether vocabulary and grammatical structures are used appropriately.

Sample: C

Score: 1

Transcript of Student's Response

我最喜歡的 . . 成語是朋友。朋友是 . . 很重要的成語 . . 因為我們，我們的漢語課上 . . uh 有很多這個 . . 成語。

Commentary

The response only minimally addresses the prompt. It mentions 成語 but fails to quote an example, and the only substantive comment (朋友是很重要的成語) suggests that the student may not have clearly understood the prompt. The pace of delivery is inconsistent, with frequent hesitation. The response uses only limited vocabulary and simple grammatical structures.

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Interpersonal Speaking: Conversation 5

Sample: A

Score: 6

Transcript of Student's Response

Uh 中文和英文有很多不同。Uh . . 我覺得 uh 說中文比[bi4] 說英[ying3] 文難，因為中文有聲[sheng3] 調，uh 還有 uh 漢[hàn3] 字，有簡體[ti2] 字。

Commentary

The response directly addresses the prompt and provides a thorough answer, including appropriate examples. The pace of delivery is good, with occasional hesitation and no repetition. Pronunciation is generally accurate, with some errors in tones. The response employs appropriate vocabulary and grammatical structures.

Sample: B

Score: 4

Transcript of Student's Response

中 we-, 中文和 . . uh 英文 . . 有很多的不同[bu3 tong1]。Uh 中國 . . 中文 . . uh 的寫[xie1] 的時候[shi3 hou4] 太，很[hen4] 難，但[dan3] 是 . . uh 英文[ying3 wen4] 的寫，的語法不 d-, 不，很[hen4] 難。

Commentary

The response directly addresses the prompt and provides an appropriate answer: Chinese writing is very difficult and English grammar is very difficult. The pace of delivery is somewhat inconsistent, with frequent hesitation and repetition, which necessitate a degree of listener effort. Tones are often mispronounced, but the response remains intelligible because only basic vocabulary and simple grammatical structures are employed.

Sample: C

Score: 1

Transcript of Student's Response

Um 在中 g-, 中 uh 中文跟英文 um 的 x-, x-, 西方 . . uh 有很多不同。Um 吃的東西，坐的車 . . 都，都不，都不同的。Um . . yeah . . 我

Commentary

The response begins with what seems to be an attempt to address the prompt (中文跟英文 . . . 有很多不同), but it ends up citing differences (food, transportation) that are not related to language and are therefore irrelevant to the prompt. The pace of delivery is labored—frequent hesitation and repetition necessitate constant listener effort—but pronunciation is generally good. Vocabulary and grammatical structures are limited, with errors that significantly obscure meaning (在中文跟英文的西方有很多不同).

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Interpersonal Speaking: Conversation 6

Sample: A

Score: 6

Transcript of Student's Response

Um 怎麼學好中文? Um 你應該多練習, 多練習, 多看, 多說[shuo4]。Um 你要[yang1] 記住很多 z-
句[ju2] 子, ch- 知道怎麼用 unh 或者什麼意思。

Commentary

The response directly addresses the prompt and provides a thorough and appropriate answer, with some elaboration, in logically connected sentences. The pace of delivery is generally smooth, with occasional hesitation and a few pronunciation errors. The response employs appropriate vocabulary and grammatical structures.

Sample: B

Score: 3

Transcript of Student's Response

Uh . . 第一次, 你要 . . 你要學ㄅ[bo] ㄆ[po] ㄇ[mo] ㄉ[fo] 的聲音。我覺得 . . uh 我的, 我的老師 . . 教我 . .
這個 . . uh . . zun4 [?] . . ㄅㄆㄇ。

Commentary

The response directly addresses the prompt and provides a basic but appropriate answer in loosely connected sentences. The pace of delivery is inconsistent, with frequent hesitation and repetition, and the pronunciation of one word is unintelligible. The response uses only limited vocabulary and simple grammatical structures.

Sample: C

Score: 1

Transcript of Student's Response

Uh 如果你是新中國學生 . . 新中文學生, 我告訴你, . . unh . . 如果你 . . 很[hen1] . . mm . . mm . . ahhh

Commentary

The response begins with an attempt to address the prompt (essentially by repeating the first part of the prompt), but the sentence is incomplete, and no substantive answer is given. The pace is labored, with increasing hesitation and repetition, and the response finally trails off into unintelligible sounds.