

2015 AP® CHINESE LANGUAGE AND CULTURE FREE-RESPONSE QUESTIONS

AP Chinese Language & Culture - Speaking



Speaking Part Directions: Conversation

You will participate in a simulated conversation. Each time it is your turn to speak, you will have 20 seconds to record. You should respond as fully and as appropriately as possible.

There will be six times when it is your turn to speak.

You will now begin this part.

2015 AP® CHINESE LANGUAGE AND CULTURE FREE-RESPONSE QUESTIONS

AP Chinese Language & Culture - Speaking

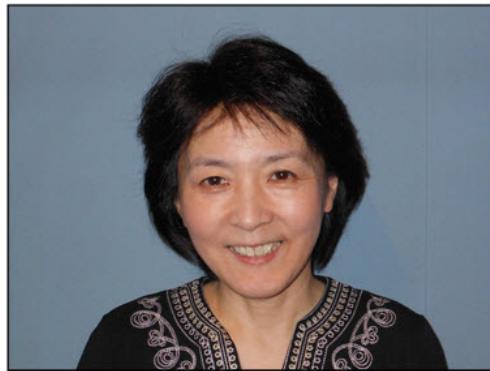


Question 1 of 7



Directions: You will participate in a simulated conversation. Each time it is your turn to speak, you will have 20 seconds to record. You should respond as fully and as appropriately as possible.

You will have a conversation with Zhang Ting, the faculty adviser to your school's Chinese club, about plans for the club's annual daylong field trip.



RESPONSE TIME

00 : 00 : 00

Note: Students saw the exam screen above for each of the individual questions that together compose this task. Only the screen image for the first question is shown here, but during the exam, each of the screens indicated the number of the question the students were responding to.

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The following text is the simplified-character version of the recording script for the audio portion of the task shown in the previous screen image. Students heard this audio during the exam administration, but this text does not appear in the exam and is provided here for reference only.

N: You will have a conversation with Zhang Ting, the faculty adviser to your school's Chinese club, about plans for the club's annual daylong field trip.

Speaking Question 1 of 7

WA: 谢谢你帮同学们安排今年的出游活动。除了附近的中国城，你觉得还可以去哪些地方？为什么？

[TONE]

(20 seconds)

Speaking Question 2 of 7

WA: 你认为大家一起出游时，什么样的活动能让同学们玩儿得更开心？为什么？

[TONE]

(20 seconds)

Speaking Question 3 of 7

WA: 你觉得我们出游的时候，怎么样能让同学们也有机会练习中文？

[TONE]

(20 seconds)

Speaking Question 4 of 7

WA: 如果我们去中国城，可以安排什么样的活动来帮助同学们了解中国文化？为什么？

[TONE]

(20 seconds)

Speaking Question 5 of 7

WA: 办这次活动当然需要钱，你打算用什么方法让更多的人来捐钱，支持我们的活动？

[TONE]

(20 seconds)

Speaking Question 6 of 7

WA: 为了让更多的同学参加这次活动，你认为用什么方式通知大家最好？为什么？

[TONE]

(20 seconds)

2015 AP® CHINESE LANGUAGE AND CULTURE FREE-RESPONSE QUESTIONS

The following text is the traditional-character version of the recording script for the audio portion of the task shown in the previous screen image. Students heard this audio during the exam administration, but this text does not appear in the exam and is provided here for reference only.

N: You will have a conversation with Zhang Ting, the faculty adviser to your school's Chinese club, about plans for the club's annual daylong field trip.

Speaking Question 1 of 7

WA: 謝謝你幫同學們安排今年的出遊活動。除了附近的中國城，你覺得還可以去哪些地方？為什麼？

[TONE]

(20 seconds)

Speaking Question 2 of 7

WA: 你認為大家一起出遊時，什麼樣的活動能讓同學們玩兒得更開心？為什麼？

[TONE]

(20 seconds)

Speaking Question 3 of 7

WA: 你覺得我們出遊的時候，怎麼樣能讓同學們也有機會練習中文？

[TONE]

(20 seconds)

Speaking Question 4 of 7

WA: 如果我們去中國城，可以安排什麼樣的活動來幫助同學們了解中國文化？為什麼？

[TONE]

(20 seconds)

Speaking Question 5 of 7

WA: 辦這次活動當然需要錢，你打算用什麼方法讓更多的人來捐錢，支持我們的活動？

[TONE]

(20 seconds)

Speaking Question 6 of 7

WA: 為了讓更多的同學參加這次活動，你認為用什麼方式通知大家最好？為什麼？

[TONE]

(20 seconds)

AP® CHINESE LANGUAGE AND CULTURE 2015 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 Mandarin Chinese • Blank (although recording equipment is functioning) or mere sighs 		

AP® CHINESE LANGUAGE AND CULTURE 2015 SCORING GUIDELINES

Presentational Speaking: Cultural Presentation

TASK COMPLETION			
DELIVERY			
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
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
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
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 Use of register appropriate to situation is inconsistent or includes many errors
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
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
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 Mandarin Chinese Blank (although recording equipment is functioning) or mere sighs 	<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