

AP[®] ITALIAN LANGUAGE AND CULTURE

2007 SCORING GUIDELINES

Culture: Composition (Content)

9	EXCELLENT	Demonstrates excellence in cultural knowledge <ul style="list-style-type: none">• Composition fully accomplishes all requirements of the prompt.• Cultural information is accurate and relevant with few and insignificant errors.• Coherent and cohesive synthesis of cultural information; considerable interpretation that goes beyond factual knowledge.
7–8	VERY GOOD	Demonstrates competence in cultural knowledge <ul style="list-style-type: none">• Composition clearly addresses all requirements of the prompt; if composition does not cite at least one cultural work but does fully satisfy all other requirements of this category, it may receive a 7 or an 8.• Cultural information is accurate and relevant with few substantive errors.• Coherent synthesis of cultural information; some interpretation that goes beyond factual knowledge.
5–6	GOOD	Suggests competence in cultural knowledge <ul style="list-style-type: none">• Composition addresses most requirements of the prompt; may describe only one aspect of the example chosen.• Cultural information has some substantial inaccuracies and may be unrelated to the prompt.• Presentation of cultural information is undeveloped; may be presented as a list or as several items in isolation.
3–4	WEAK	Suggests lack of competence in cultural knowledge <ul style="list-style-type: none">• Composition addresses requirements of the prompt partially or inadequately.• Cultural information is frequently inaccurate or irrelevant.• Presentation of cultural information is minimal, sporadic, and undeveloped.
1–2	VERY WEAK	Demonstrates lack of competence in cultural knowledge <ul style="list-style-type: none">• Composition fails to address almost all aspects required by the prompt.• Cultural information is almost entirely lacking or in all cases is inaccurate or irrelevant.
0	UNACCEPTABLE	Contains nothing that earns credit <ul style="list-style-type: none">• Mere restatement of the prompt.• Completely irrelevant to the topic.• Not in Italian.• Blank.

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2007 SCORING GUIDELINES

Culture: Composition (Language)

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|------------|------------------|---|
| 9 | EXCELLENT | Demonstrates excellence in written expression <ul style="list-style-type: none">• Rich vocabulary and idioms.• Excellent use of transitional elements, grammar, and syntax, with minimal errors in complex structures.• Excellent use of orthography, accents, punctuation, and paragraphs.• Very appropriate style and register. |
| 7–8 | VERY GOOD | Demonstrates competence in written expression <ul style="list-style-type: none">• Appropriate vocabulary and idioms.• Very good use of transitional elements, grammar, and syntax, with occasional errors in complex structures.• Very good use of orthography, accents, punctuation, and paragraphs.• Appropriate style and register. |
| 5–6 | GOOD | Suggests competence in written expression <ul style="list-style-type: none">• Mostly appropriate vocabulary and idioms, with occasional interference from another language.• Some use of transitional elements; occasional errors in basic grammar and syntax, which interfere minimally with comprehension.• Occasional errors in orthography, accents, punctuation, and paragraphs.• Mostly appropriate style and register. |
| 3–4 | WEAK | Suggests lack of competence in written expression <ul style="list-style-type: none">• Limited vocabulary and idioms, with frequent interference from another language.• Minimal or no use of transitional elements; numerous errors in basic grammar and syntax, which interfere with comprehension.• Faulty use of orthography, accents, punctuation, and paragraphs.• Lack of appropriate style and register. |

AP[®] ITALIAN LANGUAGE AND CULTURE

2007 SCORING GUIDELINES

Culture: Composition (Language) (continued)

1–2 VERY WEAK

Demonstrates lack of competence in written expression

- Insufficient, inappropriate vocabulary and idioms; constant interference from another language.
- Little or no control of grammar and syntax, which interferes significantly with comprehension.
- Pervasive errors in orthography, accents, punctuation, and paragraphs.

0 UNACCEPTABLE

Contains nothing that earns credit

- Mere restatement of the prompt.
- Not in Italian.
- Blank.

Part B

Suggested time — 30 minutes

and coherent composition of about 150 words on the topic below. Submit it to an Italian writing contest. You should take a few minutes to organize your thoughts before you begin to write your composition. Your work will be evaluated for your knowledge of Italian culture, as well as its organization and clarity, range and appropriateness of vocabulary, grammatical accuracy, and spelling.

22. Scegli UNA specifica festa o celebrazione tradizionale in Italia (una festa religiosa, civile, regionale, ecc.). Descrivi ALMENO DUE elementi diversi (come, perché e dove si celebra, usi e costumi, attività e caratteristiche particolari, ecc.) che la rendono importante e spiega perché.

Giustifica la tua opinione con ALMENO UN riferimento culturale (cinema, letture, arte, musica, ecc.). Puoi anche includere esperienze personali e discussioni in classe.

Una festa tradizionale in Italia o
 può essere Sicilia e nella mia città di
 Trapani in Sicilia che si chiama la
 festa del Cuscus, non sono sicuro se
 si scrive così ma è un pasta di Italia
 che si fa con il pesce ed è molto
 saporito. È pasta piccolo ma ti fa
 pieno e si può fare con molte tipi di
 pesce. Questa festa dura per tre giorni e
 durante sta festa si mangia cuscus a
 tutta forza. Tutti famigli fanno un tipo
 di cuscus alla moda sua e la porta fuori
 alla piazza per tutti e tutti persone mangiano
 qualunque cuscus che vogliono. Adesso, si
 mangia cuscus durante tutte le tre giorni ma
 a terzo giorno normalmente la mia città
 prende un cantante per cantare e tutti
 ballano per tutta la sera fino che si
 stancano e poi ritornano a casa per dormire.
 Non si usa costumi o niente così

Composition (cont'd)

solo si usa la bocca per mangiare tutta questa pasta che voni per gratis. Questa festa e sempre ~~per~~ per tre giorni nel mezzo di Agosto verso le ~~quindici~~ quindici di Agosto fino le diciotto si non piova, se i piova si usa un altra giorno. La festa di cuscus e importante perche fa ricordare che Trapani e una citta di grande pescatore e che ogni anno abbiamo abbastanza pesce per dare a tutti per gratis. Durante questo tempo e sempre un tempo orgoglioso per tutti Trapanese e spero che posso andare li quest' estate per la festa.

Suggested time — 30 minutes

Directions: Write in Italian a well-organized and coherent composition of about 150 words on the topic below. Imagine you are writing the composition to submit it to an Italian writing contest. You should take a few minutes to organize your thoughts before you begin to write your composition. Your work will be evaluated for your knowledge of Italian culture, as well as its organization and clarity, range and appropriateness of vocabulary, grammatical accuracy, and spelling.

22. Scegli UNA specifica festa o celebrazione tradizionale in Italia (una festa religiosa; civile; regionale, ecc.). Descrivi ALMENO DUE elementi diversi (come, perché e dove si celebra, usi e costumi, attività e caratteristiche particolari, ecc.) che la rendono importante e spiega perché.

Giustifica la tua opinione con ALMENO UN riferimento culturale (cinema, letture, arte, musica, ecc.). Puoi anche includere esperienze personali e discussioni in classe.

Una festa d'Italia che è molto interessante è la festa della Befana. Si celebra questa festa in tutt'Italia il sei gennaio, ~~che~~ cioè l'epifania. La storia della Befana è che soave.

Il bambino ~~che~~ Cristo è nato il venticinque dicembre, e tutti le gente importante hanno voluto vederlo e portarlo i regali. I tre Magi, i re di quella terra hanno voluto vederlo anche. Sono partiti per Betlemme, dove il Bambino era nascito, con i regali molti cari. Ma da poco tempo, erano persi. Non hanno conosciuto ~~la~~ la città e la terra intorno da loro, così hanno fermato per chiedere per l'indirizzo. La casa che hanno scelto era la casa della Befana. Befana gli ha detto come andare al Bambino, e sono arrivati a lui il sei gennaio. Comunque, la Befana ha voluto vedere il Bambino anche. Era povera, così ha messo panini così in un sacco ed è partita. Ma non ha trovato il Bambino. Invece, ha dato i regalini ad altri bambini. Oggi, la Befana viene per i bambini di Italia e mette i regalini nelle calze.

Penso che questa tradizione è importante perché è

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Part B

Suggested time — 30 minutes

Write a well-developed and coherent composition of about 150 words on the topic below. You must submit it to an Italian writing contest. You should take a few minutes to plan your composition. Your work will be evaluated for your content, organization and clarity, range and appropriateness of vocabulary,

Choose ONE specific festival or celebration traditional in Italy (una festa religiosa, civile, regionale, ecc.). Describe ALMENO DUE elementi diversi (come, perché e dove si celebra, usi e costumi, attività e caratteristiche particolari, ecc.) che la rendono importante e spiega perché.

Justify in tuo opinione con ALMENO UN riferimento culturale (cinema, letture, arte, musica, ecc.). Puoi anche includere esperienze personali e discussioni in classe.

Una specifica festa o celebrazione è Buon Natale.

È una festa religiosa per la ~~notte~~^{notte} di Gesù. Quasi gente

~~credono~~ credano che sia nostro salvatore. Persone celebrano

che lui ha nato perché ha salvato nostro. Ogni anni regala

manderà a una amore. Giochi ~~hanno~~^{hanno} performed su suo giorno

di natale. Lenti ~~ottengono~~^{ottengono} saluti per che amore e hanno in

~~sono~~ loro vite, benché molti persone ~~hanno~~^{abbiano} perso che Buon Natale

è per. Loro comprano regali ~~regole~~^{regole} per tutto e dimenticano

che lui fa per nostro. La cultura ~~ha~~ ha musica, cinema, ~~letter~~

lettere e arte di Dio ma nessuno combatterano per lui a stare

in nostro paese. ~~Ogni~~ Ogni domenica milioni di gente ~~andano~~^{vadano}

a chiesa e ascoltano a musica. Cioè canzoni in ogni

paese ~~e~~ di Dio in ogni città gente ~~o~~ senta sua ~~e~~ nome

~~La~~ festa è ~~ricordare~~ ricordare tutto che ha fatto. Il

Papa serve a ~~e~~ dice ~~per~~ i parole di Dio e

aiuta la gente non dimentica ~~è~~ lui di vita.

AP[®] ITALIAN LANGUAGE AND CULTURE 2007 SCORING COMMENTARY

Culture: Composition (Content and Language)

Overview

This task assesses the ability to write a formal composition on a cultural topic. It consists of a single prompt that identifies a cultural topic, directs students to select an example of that topic and explain what makes it significant, and specifies that the response should be supported by references to specific cultural information. Students are allotted 30 minutes to write a composition of about 150 words. The response receives two holistic scores—one for content (that is, cultural knowledge) and one for language usage—based on the criteria outlined in the task directions. In calculating the total score, the content score is weighted 80 percent, and the language score is weighted 20 percent. Students must write a well-organized and coherent composition, as if they were submitting it to an Italian writing contest. The work is evaluated for knowledge of Italian culture, as well as organization and clarity, range and appropriateness of vocabulary, grammatical accuracy, and spelling.

The 2008-10 *Italian Language and Culture Course Description* lists five general areas from which the composition's subject may be taken. This year's topic asked students to choose a specific religious, civil, or regional holiday or cultural celebration in Italy. Students were further directed to describe at least two different aspects of the holiday (how, why, and where it is celebrated, along with related customs, specific characteristics, and so forth) that make it important and to explain why. Moreover, they were instructed to justify their opinion with at least one cultural reference (film, readings, art, or music). In addition to the required cultural reference, students were allowed to cite personal experiences and class discussions.

Sample: 1

Content Score: 8

Language Score: 6

Content: This composition received a score of 8 because it demonstrates competence in cultural knowledge. It addresses clearly all requirements of the prompt except for a reference to a cultural work. The information is accurate and relevant, and it is nicely linked to the personal experience of the student. After the introduction, which gives some general information about this celebration, the student explores its various characteristics: first the duration (“*dura per tre giorni*”), and then the modalities (“*Tutti famigli fanno un tipo di cuscus alla moda sua e la porta fuori alla piazza per tutti e tutti persone mangiano qualunque cuscus che volgiono, “a terzo giorno normalmente la mia città prende un cantante per cantare e tutti ballano per tutta la sera*”). The synthesis of cultural information is coherent and cohesive. There is considerable interpretation that goes beyond factual knowledge, thus linking the celebration to the reasons behind it (“*fa ricordare che Trapani e una città di grande pescatore e che ogni anno abbiamo abbastanza pesce per dare a tutti per gratis*”).

Language: This composition received a score of 6 because it displays competence in written expression. Some advanced structures are employed correctly, like the use of the *si impersonale* (“*si scrive,*” “*si fa,*” “*si mangia,*” and “*si usa*”) and the *si passivante*, though there are occasional problems with this form (“*Non si usa costumi*” for *Non si usano costumi*). Vocabulary and idioms are mostly appropriate, and there is some good use of Italian idiomatic expression (“*si mangia cuscus a tutta forza*”) and transitional elements (“*Adesso,*” “*Durante*”). On the other hand, there are several spelling mistakes (“*puo tosto*” for *piuttosto*, “*pò*” for *può*, “*volgiono*” for *vogliono*, “*ritoranno*” for *ritornano*, “*fina*” for *fino*, “*voui*” for *vuoi*, “*si*” for *se*, “*Agusto*” for *agosto*, “*orgolioso*” for *orgoglioso*); some interference from English (“*per gratis*”); and incorrect use of noun–adjective agreement (“*pasta . . . saporito,*” “*pasta piccolo,*” “*molte tipi*”). Some syntactical problems that interfere minimally with comprehension (“*Tutti famigli,*” “*tutte le tre giorni,*” “*si non piova*”) are present, along with a nearly total absence of accents. The style and register are generally appropriate.

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Culture: Composition (Content and Language) (continued)

Sample: KK

Content Score: 6

Language Score: 6

Content: This composition received a score of 6 because it suggests competence in cultural knowledge, and it addresses most requirements of the prompt. The description of the celebration of this holiday in Italy is limited to the introduction, where the date of the celebration and the places where it is celebrated are indicated, and the end of the second paragraph, where a sentence (“*Oggi, la Befana viene per i bambini d’Italia e mette i regalini nelle calze*”) illustrates the tradition of leaving presents in stockings for the children. The main body of the composition clearly explains the legend behind the Italian witch; this part is well developed, but there are almost no efforts to explain why this element makes the celebration of *la befana* important. In fact, it is too generic to say that this holiday is important only because “*è una tradizione differente ed è trovato solo in Italia.*” Essentially, in this essay there is no interpretation that goes beyond factual knowledge.

Language: This composition received a score of 6 because it suggests competence in written expression, such as the correct use of some advanced structures like the *si impersonale* (“*Si celebra*”). Vocabulary is generally appropriate, with some interference from another language (“*anche*” used at the ends of two sentences, and “*chiedere per . . . direzione*”). Transitional elements are periodically employed (“*Comunque,*” “*Invece,*” “*Oggi*”), and register and style are mostly appropriate. There are several spelling mistakes (“*regini*” for *re*, “*nascito*” for *nato*, “*datto*” for *dato*, “*esperiezna*” for *esperienza*, “*famigli*” for *famiglia*, “*sarrebbe*” for *sarebbe*); some errors in basic syntax, which interfere minimally with comprehension (“*Ma da poco tempo, eravano perso,*” “*così hanno fermato per chiedere per le direzione*”); and incorrect use of noun–adjective agreement (“*tutti le gente importante,*” “*pochi così,*” “*la esperiezna personali*”). Accents also are occasionally omitted (“*così,*” “*perche*”).

Sample: D

Content Score: 3

Language Score: 1

Content: This composition received a score of 3 because it suggests lack of competence in cultural knowledge. It addresses the requirements of the prompt only partially; in fact, the student picks the celebration of Christmas, indicating the reason behind it—that is, the birth of Jesus Christ (“*È una festa religiosa per la natate di Jesus*”)—but then, rather than offering information pertinent to the Italian celebration of *Natale*, the student concentrates on the importance of Jesus and religion in our society. Most of the cultural information is either inaccurate (“*Buon Natale,*” “*Gioci hanno performato su suo giorno di natate*”) or irrelevant to the topic (“*Ogni domentica milioni di gente vadano a chiesa e ascoltano a musica. Cioè canzoni in ogni paesa di Dia in ogni citta gente senta sua nome*”). On the other hand, the student briefly talks about the tradition of exchanging gifts during this time (“*Loro comprano regole per tutto e dimenticano che lui fa per nostro*”), alluding to the consumeristic view of Christmas that ignores the true reasons behind the celebration of this holiday.

Language: This composition received a score of 1 because it demonstrates lack of competence in written expression. Inappropriate vocabulary pervades the composition throughout, along with constant interference from other languages (“*Jesus,*” “*che Buon Natale è per*” [with the preposition at the end of the sentence], “*Gioci hanno performato,*” “*perchè ha salvato nostro*”). There is very little control of grammar and syntax, which results in sentences that are difficult to understand, and thus interferes significantly with comprehension (“*Ogni anni regole manderà a una amore,*” “*Gioci hanno performato su suo giorno di natate,*” “*Genti ottenano saluti per che amore e hanno in loro vite, benche . . . abbiano perso che Buon Natale è per,*”

**AP[®] ITALIAN LANGUAGE AND CULTURE
2007 SCORING COMMENTARY**

Culture: Composition (Content and Language) (continued)

“La cultura ha musica, cinema, letture e arte di Dia ma nessuno combatterano per lui a stare in nostro paesa”). Pervasive errors in orthography (“*natare*” for *nascita*, “*Gioci*” for *Giochi*, “*Dia*” for *Dio*, “*paesa*” for *paese*, “*auita*” for *aiuta*) and accents (“*benche*,” “*citta*”) are another reason for the low score.