
AP Chinese Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] CHINESE LANGUAGE AND CULTURE

2018 SCORING GUIDELINES

Interpersonal Writing: E-Mail Response

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in interpersonal writing	<ul style="list-style-type: none"> E-mail addresses all aspects of stimulus 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 	<ul style="list-style-type: none"> 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 writing	<ul style="list-style-type: none"> E-mail addresses all aspects of stimulus 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 	<ul style="list-style-type: none"> 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 writing	<ul style="list-style-type: none"> E-mail addresses all aspects of stimulus 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 	<ul style="list-style-type: none"> 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 writing	<ul style="list-style-type: none"> E-mail addresses topic directly but may not address all aspects of stimulus Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences 	<ul style="list-style-type: none"> 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 writing	<ul style="list-style-type: none"> E-mail addresses topic only marginally or addresses only some aspects of stimulus Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences 	<ul style="list-style-type: none"> 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 writing	<ul style="list-style-type: none"> E-mail addresses stimulus only minimally Lacks organization and coherence; very disjointed sentences or isolated words 	<ul style="list-style-type: none"> 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"> Completely irrelevant to the stimulus Not in Chinese characters Blank 		

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Interpersonal Writing: E-Mail Response

Sample: A

你好，

哪裏哪裏，我網球打的不怎麼樣。我覺得你應該找專門教網球的老師。這是因為他們會有很多經驗，所以會知道要怎麼幫助你。我也建議課堂的時候祇有你和老師。這是因為如果有更多人，那老師就不會全部的時間在幫忙你。老師可能會不專心地看你一下，然後就會換到看別人。除了那樣，我覺得網球要打好一定要常常練習和努力用功的打球。那樣，你才會很快進步。

如果你還有問題，那你可以在跟我聯係。祝你打得好!

Sample: B

你好张平!

谢谢! 但是，我打网球打的不好。你打球比我好。

我觉得用功的人很好，因为一个用功的老师是一个好老师。找老师以后就天天练习。天天练习一个小时。两个小时也可以。三个小时特别好! 四个小时太多。我不要你累死了。

加油!

Sample: C

发件人：小

邮件主题：网球

你好朋友! 谢谢，我网球打比起好。网球打不容易，所以我觉得我们应该网球打后学校。我会帮你后我做作业。

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Interpersonal Writing: E-Mail Response

Note: Student samples are quoted verbatim and may contain grammatical errors.

Overview

This question assessed writing ability in the interpersonal mode of communication by requiring students to write a response to an e-mail received from a friend. In the 15 minutes allotted for this task, students must be able to comprehend the e-mail and then write a response that addresses all the questions posed in the e-mail. Students were expected to demonstrate skills such as analyzing, synthesizing, comparing, and evaluating in order to derive meaning and to respond based on the specified situation and cultural context. They should also demonstrate the ability to use language in a culturally appropriate manner.

Sample: A

Score: 6

The response addresses all aspects of the stimulus with thoroughness and detail. It is well organized and coherent with a clear progression of ideas and forms well-connected discourse of paragraph length. It uses rich and appropriate vocabulary such as 專門, 經驗, 課堂, 專心, 用功, and a good range of grammatical structures, with minimal grammatical errors like 的in我網球打的不怎麼樣 and 幫忙in老師就不會全部的時間在幫忙你.

Sample: B

Score: 4

This response addresses all aspects of the prompt and is generally organized and coherent. It includes some use of transitional elements and cohesive devices (但是, 因为). It uses mostly appropriate vocabulary (用功, 特别好) and appropriate grammatical structures with errors that do not generally obscure meaning (e.g., 打的不好, 不要累死你了).

Sample: C

Score: 2

This response addresses the topic marginally (网球打不容易, 所以我觉得我们应该网球打后学校). It uses insufficient, inappropriate vocabulary and shows little control of grammatical structures, with frequent errors that significantly obscure meaning (我网球打比起好, 网球打后学校).