
AP Chinese Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] CHINESE LANGUAGE AND CULTURE

2018 SCORING GUIDELINES

Presentational Writing: Story Narration

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in presentational writing	<ul style="list-style-type: none"> Narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with stimulus 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 presentational writing	<ul style="list-style-type: none"> Narration includes a beginning, middle, and end that tell a logical and complete story consistent with 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 presentational writing	<ul style="list-style-type: none"> Narration tells a complete story consistent with stimulus but may lack detail or elaboration or have minor inconsistencies in its logical progression from beginning to end 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 presentational writing	<ul style="list-style-type: none"> Narration tells a basic story consistent with stimulus but may have inconsistencies in its logical progression from beginning to end 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 presentational writing	<ul style="list-style-type: none"> Response characterized by description or listing, with little narration; may be inconsistent with 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 presentational writing	<ul style="list-style-type: none"> Response incomplete and difficult to follow; lacks narrative elements; may be inconsistent with stimulus 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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Presentational Writing: Story Narration

Sample: A

小红是一个很热爱运动的女生。这一天，她和妈妈出去逛街，然后她被一家商店里的橱窗中的足球吸引了注意力。小红很想要这颗足球，但是妈妈告诉她要用自己的努力来换来想要的东西。小红很理解妈妈的话，于是她就开始在家里帮忙来攒钱。小红开始经常帮妈妈洗碗和帮爸爸洗车。一个月后，当妈妈把最后一份小红打工的钱放进她的储蓄罐里时，小红惊喜的发现她的钱攒够了，一共是一百五十元钱。她和妈妈兴冲冲的来到了商店买下了足球。妈妈笑着告诉小红，" 用自己的努力换来东西真的很棒！ "

Sample: B

今天小红下课一点早，所以她的妈妈带小红去运动商店。小红在商店看到许多绿色的网球和橙色的篮球。但是，小红最喜欢黑色和白色的足球。从三岁到七岁，小红喜欢去朋友的家踢足球。但是，她没有自己的足球。小红问妈妈，“你可不可以买我一个足球？”妈妈说，“如果你做工作，你可以自己买。”回家的时候，小红帮爸爸洗汽车，也帮妈妈洗盘子。做完以后，妈妈和爸爸给她一点钱。每天小红做工作，然后放在猪子。下两个星期，小红回去运动员买一个足球。她很高兴。

Sample: C

有一天，一格努生，开立横喜欢足额，开立找到一个陈。它很喜欢戳所以她要买。但是他的妈妈说他不可以因为她没有缺。他去甲和这很多能姑息所以开立可以买。它洗车，和他的妈妈该开立陈。开立有很多陈所以她可以买到足额。开立很开行！她可以瓦人到他的足额。

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Presentational Writing: Story Narration

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

Overview

This question assessed writing ability in the presentational mode of communication by requiring students to narrate a story, which was depicted in a series of four pictures, as if writing to a friend. Students should demonstrate the ability to produce paragraph-level discourse with linguistic accuracy using appropriate transitional elements and cohesive devices, and the response's narration should reflect a clear progression of ideas, including a beginning, a middle, and an end. Students were allotted 15 minutes for this task, the successful completion of which requires the ability to use the language to narrate a complete and coherent story based on the four pictures provided.

Sample: A

Score: 6

The narrative includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with the stimulus. It is well organized, with a clear progression of ideas. With the effective use of a series of transitional elements and cohesive devices (这一天; 然后; 但是; 于是她就开始 ... ; 开始 ... ; 一个月后; 当 ... 时; 小红惊喜的发现 ..., etc.), the narrative forms a well-connected discourse of paragraph length. The response uses a rich and appropriate vocabulary and a variety of grammatical structures, with minimal errors (e.g., 然后她被一家商店里的橱窗中的足球吸引了注意力).

Sample: B

Score: 4

The response tells a complete story consistent with the stimulus but lacks detail in its progression. It is generally organized, using some transitional elements and cohesive devices (所以; 但是; 如果; ... 的时候; ... 以后; 每天; 然后, etc.). The response uses mostly appropriate vocabulary and grammatical structures, with sporadic errors that do not generally obscure meaning (下课一点早; 买我一个足球; 每天小红做工作; 下两个星期; 小红回去运动员, etc.).

Sample: C

Score: 1

The response is incomplete and difficult to follow. It is inconsistent with the stimulus and lacks narrative elements. There is no organization to speak of. The response uses insufficient and inappropriate vocabulary and grammatical structures, with frequent errors (e.g., 一格努生, 足额, 没有缺) that significantly obscure meaning.