

# AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE

## 2007 SCORING GUIDELINES

### Presentational Writing: Personal Letter

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	<b>EXCELLENT</b> Demonstrates excellence in presentational writing	<ul style="list-style-type: none"> <li>Letter addresses all aspects of prompt with thoroughness and detail, including elements typical of a letter (e.g., format, date, closing, set phrases)</li> <li>Well-organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Rich and appropriate vocabulary and idioms, with minimal errors</li> <li>Wide range of grammatical structures, with minimal errors</li> </ul>
5	<b>VERY GOOD</b> Suggests excellence in presentational writing	<ul style="list-style-type: none"> <li>Letter addresses all aspects of prompt, including elements typical of a letter (e.g., format, date, closing, set phrases)</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of register appropriate to situation except for occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate vocabulary and idioms, with sporadic errors</li> <li>Variety of grammatical structures, with sporadic errors</li> </ul>
4	<b>GOOD</b> Demonstrates competence in presentational writing	<ul style="list-style-type: none"> <li>Letter addresses all aspects of prompt, including elements typical of a letter (e.g., format, date, closing, set phrases), but may lack detail or elaboration</li> <li>Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length although sentences may be loosely connected</li> </ul>	<ul style="list-style-type: none"> <li>May include several lapses in otherwise consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning</li> <li>Mostly appropriate grammatical structures, with errors that do not generally obscure meaning</li> </ul>
3	<b>ADEQUATE</b> Suggests competence in presentational writing	<ul style="list-style-type: none"> <li>Letter addresses topic directly, but may not address all aspects of prompt</li> <li>Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Use of register appropriate to situation inconsistent or includes many errors</li> </ul>	<ul style="list-style-type: none"> <li>Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language</li> <li>Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning</li> </ul>
2	<b>WEAK</b> Suggests lack of competence in presentational writing	<ul style="list-style-type: none"> <li>Letter addresses topic only marginally or addresses only some aspects of prompt</li> <li>Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences</li> </ul>	<ul style="list-style-type: none"> <li>Frequent use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language</li> <li>Limited grammatical structures, with frequent errors that obscure meaning</li> </ul>
1	<b>VERY WEAK</b> Demonstrates lack of competence in presentational writing	<ul style="list-style-type: none"> <li>Letter addresses prompt only minimally</li> <li>Lacks organization and coherence; very disjointed sentences or isolated words</li> </ul>	<ul style="list-style-type: none"> <li>Constant use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language</li> <li>Little or no control of grammatical structures, with frequent errors that significantly obscure meaning</li> </ul>
0	<b>UNACCEPTABLE</b> Contains nothing that earns credit	<ul style="list-style-type: none"> <li>Mere restatement of the prompt</li> <li>Clearly does not respond to the prompt; completely irrelevant to the topic</li> <li>Not in Chinese</li> <li>Blank</li> </ul>		

Sample: A

亲爱的笔友：

你好！非常高兴能与你通信。

我住在纽约。这是一个非常刺激的城市。这里的活动多姿多彩。这里每年有美西百货公司举办的感恩节游行、美国独立日的焰火、中央公园的露天音乐表演。纽约是一个大都会。这里的居民来自世界各地。我的好朋友是西班牙移民，我的英文老师来自英国，我的邻居是刚从意大利来的一位科学家。这里还有一个中国城哦！

我最喜欢大都会博物馆。博物馆拥有来自各国的展品、油画、以及其他文物。我最喜欢博物馆中国展区。里面有宋朝诗人的原稿、古老的鼎、以及清朝民间住宅。我从中了解不少中国文化。我从小就跟妈妈去大都会。也就从那时开始，我对中文产生兴趣。

但是，纽约并不是完美的。晚上坐地铁要格外小心。我也非常想了解你的情况。祝天天快乐！

爱丽丝

2007年5月9日

Sample: B

小高,

你好!很高兴和你写信.

我住在王德岛。我很喜欢这里因为人们很善良。好像我的朋友，英美，她很照顾我。有一次，我想去图书馆，已经五点了，英美还是帮我带到了图书馆。每次考试时，她伴我复习。没有了她，我不知道该怎样是好。

王德岛也有很多鱼。夏天一到，我和我的家人一同吃我们钓的鱼。这些鱼很好吃也很大。我希望下一次，你到我这里的时候，我们可以一同到海滩玩。海滩有很多高中生，你可以和他们交通一下。

祝，

小林

Sample: C

嗨筆友,

我從休士頓來, 我的城市很大, 很多人, 我很喜歡休士頓的歷史和人文, 我

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## Personal Letter

### Overview

This question assesses writing in the presentational communicative mode by having students write a letter to a pen pal at a Chinese partner school. It consists of a single prompt, which identifies a topic and directs students to discuss the topic in general, as well as to select one aspect of that topic and to describe what they either like or dislike about the feature chosen, justifying their opinions with specific examples. Students are allotted 30 minutes to write the letter. The response receives a single, holistic score, based on how well it accomplishes the assigned task. This question is intended not only to see if students can produce a letter that addresses all the points mentioned in the prompt but also to discover if they can write a letter in Chinese according to the conventional Chinese letter format.

This year's prompt asked about the communities in which the students live. They were asked to write about the community in general first, then to choose one particular aspect of the community and describe what they liked or disliked about this particular feature and also to justify their opinions with specific examples.

### Sample: A

#### Score: 6

The response addresses all aspects of the prompt with thoroughness and detail, including correct forms of almost all the elements typical of letter format: salutation, greeting, set-phrase closing, signature, and date. Furthermore, the letter is beautifully written and very well organized, with good introductory topic sentences in each paragraph as well as a clearly presented progression of ideas.

The letter first tells the pen pal that New York is an exciting metropolis and then provides an interesting description of different activities that happen there and the multicultural environment in which the student lives. After describing her community in general, she chooses one aspect of that community that she likes the most—the Metropolitan Museum—and justifies her opinion with a rich array of details about its Chinese collection, which has enchanted the student since childhood.

The letter uses appropriate transitional elements, cohesive devices, and a variety of sentence structures. The student includes very rich vocabulary (感恩节游行、美国独立日的焰火、中央公园的露天音乐表演; 宋朝诗人的原稿、古老的鼎、以及清朝民间住宅) and appropriate idiomatic expressions such as 多姿多彩, 格外小心. The letter also shows consistent use of register appropriate to the situation. The response contains minimal errors in word use (such as 刺激的 instead of 令人兴奋的 in describing New York) and grammar (such as 我从中了解不少中国文化 instead of 我从中了解到不少中国文化; 也就从那时开始, 我对中文产生兴趣 instead of 也就是从那时开始, 我就对中文产生了兴趣).

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**Personal Letter (continued)**

**Sample: B**

**Score: 3**

While the letter addresses the topic directly, it does not respond to all aspects of the prompt; there is no general description of the community in which the student lives. The first paragraph discusses the most pleasant aspect of the community—the kind people in the community, such as Meiyang who has given the student a lot of help. The letter is not well organized and does not make adequate use of transitional elements and cohesive devices. The response includes most of the important elements typical of a letter, but the date is missing. There should be something like 好 or another phrase after 祝 at the end of the letter.

The student demonstrates good control of mostly simple grammatical structures, but the range of vocabulary and idioms is limited. The student mistakenly uses 好像 for 比如 and 一同 for 一块儿. Some of the sentences contain errors, for example: 有一次, 我想到图书馆 should be 有一次, 我想到图书馆去; 没有了她, 我不知道该怎样是好 should be 要是没有她, 我真的不知道该如何是好; 海滩有很多高中生, 你可以和他们交通一下 should be 海滩上有很多高中生, 你可以和他们交流一下. The response would have been improved with more details and elaboration.

**Sample: C**

**Score: 2**

The response only marginally addresses the topic, and the dearth of detail and elaboration suggests lack of competence in presentational writing. The letter is incomplete and includes only a beginning. Except for the salutation in the first line, it lacks typical elements of a letter, such as closing, set phrases, signature, and date.

The student demonstrates very limited control of simple grammatical structures and minimal vocabulary (e.g., 很多人 should be 有很多人; 我很喜歡休十頓的歷史和人文 should be 我很喜歡休十頓的歷史和文化). The response would have been stronger if the letter had addressed the prompt more fully and provided some details about the community in which the student lives.