

AP® CHINESE LANGUAGE AND CULTURE
2007 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 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 Blank 		

Sample: A

有一天我跟了我的好朋友张天明到山上骑自行车. 我们已经骑了半个小时以后, 张天明发现他的书包不见了. 我们找了半天也找不到. 终于我想到了一个主意. 张天明一定带了他的手机电话, 放在他的书包里. 我把我的手机拿出来, 给张天明的手机打了电话. 过了几秒钟我们听见了从他的电话铃的音乐. 我们往回走了几分钟就找到他的书包了. 张天明很高兴得感谢了我. 从这天以后, 张天明就一定会带他的手机, 再说他一定会把铃响的声音开的很大.

Sample: B

我跟我的男朋友一起去山上起我们的车。我们去的时候他丢了钱包。我们俩觉得没有办法找他的钱包，可是我记得了他的手机在他的钱包里。所以我给了他的手机打一个电话。因为我有手机所以我们找到了他的钱包。我的男朋友听了他的手机然后会找到了。

Sample: C

有一天有一个女的和一个男的到山上里玩, 看到一个包包, 就打电话回去看看是谁的.

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Story Narration

Overview

This task evaluates writing in the presentational communicative mode by having students narrate a story to a friend, based on a series of four pictures. Students are given 15 minutes to write the narration, and the response receives a single, holistic score, according to how well it accomplishes the assigned task. The purpose of this question is to determine whether students can write a well-organized story with a clear progression of ideas (a beginning, middle, and end), including as many details from the picture sequence as possible. It also gives them a chance to demonstrate their ability to use appropriate transitional elements and cohesive devices, as well as sophistication of sentence structure and vocabulary.

This year's pictures were about two people bicycling in the mountains. One loses his book bag in the woods, and the other helps him to find the bag by calling the cell phone in the bag.

Sample: A

Score: 5

This response tells a complete story—with a beginning, middle, and end—that is consistent with the stimulus. It is well organized and logical throughout. Use of transitional elements, such as time expressions (已经骑了半个小时以后, 过了几秒钟, 从这天以后) and cohesive devices (终于, 就), make the events coherent and easy to follow. The response ends with a moral, introduced with 从这天以后, which adds a nice story-telling quality to the response.

There is a good level of detail and elaboration, especially regarding the process of looking for the bag. Language is appropriate but nonidiomatic. Richer vocabulary and some idiomatic expressions would improve the response.

There are only sporadic grammatical errors that do not interfere with the meaning: for example, in 张天明很高兴得感谢了我, 得 should be 地; and in 有一天我跟了我的好朋友张天明到山上骑自行车, the 了 should be omitted.

Sample: B

Score: 4

This response accomplishes the task by telling a complete story with a beginning, middle, and end. It is consistent with the stimulus and easy to follow. The narration is logical and uses some cohesive devices (因为 ... 所以, 可是) effectively.

Vocabulary is mostly appropriate. Language is nonidiomatic and basic (except for the idiomatic 我们俩) with adequate control of grammatical structures. Errors, such as 我的男朋友听了他的手机然后会找到了, do not interfere with comprehension.

The narration would be better with more elaboration and detail, additional cohesive devices, and richer vocabulary and idioms. It accomplishes the task but needs more description, such as setting or characters, to sound more like a story.

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Story Narration (continued)

Sample: C
Score: 2

This response is incomplete and only somewhat consistent with the stimulus. The single sentence is composed of fragments that minimally relate parts of only the first and third story blocks. There is no mention of bicycle riding or the boy losing the bag.

Grammar and vocabulary are limited, but errors do not interfere with meaning. Only one cohesive element is present (有一天) to begin the story.

The response would have been improved had the student written four shorter sentences depicting the four pictures instead of one long sentence. Writing about one picture at a time, even with limited vocabulary and grammatical control, would at least result in a complete story.