

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

## 2008 SCORING GUIDELINES

### Interpersonal Writing: E-Mail Response

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> Demonstrates excellence in interpersonal writing	<ul style="list-style-type: none"> <li>E-mail addresses all aspects of stimulus with thoroughness and detail</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>
<b>5</b>	<b>VERY GOOD</b> Suggests excellence in interpersonal writing	<ul style="list-style-type: none"> <li>E-mail addresses all aspects of stimulus</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>
<b>4</b>	<b>GOOD</b> Demonstrates competence in interpersonal writing	<ul style="list-style-type: none"> <li>E-mail addresses all aspects of stimulus, 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>
<b>3</b>	<b>ADEQUATE</b> Suggests competence in interpersonal writing	<ul style="list-style-type: none"> <li>E-mail addresses topic directly, but may not address all aspects of stimulus</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>Inconsistent use of register appropriate to situation 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>
<b>2</b>	<b>WEAK</b> Suggests lack of competence in interpersonal writing	<ul style="list-style-type: none"> <li>E-mail addresses topic only marginally or addresses only some aspects of stimulus</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>
<b>1</b>	<b>VERY WEAK</b> Demonstrates lack of competence in interpersonal writing	<ul style="list-style-type: none"> <li>E-mail addresses stimulus 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>
<b>0</b>	<b>UNACCEPTABLE</b> Contains nothing that earns credit	<ul style="list-style-type: none"> <li>Completely irrelevant to the stimulus</li> <li>Not in Chinese</li> <li>Blank</li> </ul>		

## **E-mail Response**

### **Sample: A**

张文,

太对不起我不能去,给你出这么多麻烦!哪个朋友更喜欢听音乐会?你应该今天晚上问问他们,可能一个室友对音乐会一点也没兴趣。要是他们都喜欢,可能你可以请星期六不忙的室友。大学有那么多功课,可能一个也和我一样没时间。要是他的成绩非常差,他应该星期六好好复习,不应该出去玩。

你可以这次请一个室友,下次再请另一个。虽然我不认识你的室友,我相信他们肯定不会为这件事非常生气的。

亮亮

## **E-mail Response**

### **Sample: B**

亲爱的：张文：你好！

你有两张票，可是有两个室友吗？很麻烦！可是因为我不知道你的室友我不能决定好。你可以问他们“什么人喜欢古典英乐？”如果一个朋友不喜欢你不给她票。可是如果都喜欢我不知道。你也需要问他们“在星期六什么人有空吗？”如果一个朋友没有空你不给她票。我希望我会帮你。

请问你的家人好！

云云  
五月三日

## **E-mail Response**

### **Sample: C**

你好!!

那好棒因他是个好你爱朋友.那你行有他,其实他好那你讲他另应是默默山一声里呢.那他不增谁破你请他办事.那你有自生事实恩格给本他阿诶书里有森胜诶王诶龙苏恩格.还是他以世恩你日升么个.

# AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE 2008 SCORING COMMENTARY

## Interpersonal Writing: E-mail Response

### Overview

This task assesses writing in the interpersonal communicative mode by having the student write an e-mail message in response to one received from a friend. Students are allotted 15 minutes to write the response. The response receives a single holistic score based on how well it accomplishes the assigned task. Students must be able to comprehend the e-mail and then to write a response, addressing all of the questions raised in the e-mail.

This year's e-mail was about a dilemma involving a single extra ticket for a classical music concert. Zhang Wen has two roommates and does not know how to decide which roommate to invite. Zhang Wen asks for advice on how to make this decision and how to appease the one who is not invited.

### Sample: A

**Score: 6**

The response addresses all aspects of the stimulus with detail and elaboration. It is well organized, with a logical progression of ideas. The student employs a range of grammatical structures and appropriate vocabulary (成绩; 复习; 肯定) with minimal errors (室游 instead of 室友).

### Sample: B

**Score: 4**

The response completes the task but lacks detail. It is generally organized, despite extra spacing between words. It presents a paragraph-length discourse with some transitional elements. The vocabulary and grammatical structures are sometimes incorrect (英乐 instead of 音乐; 希弯 instead of 希望; 在星期六什么人有空吗?), but these errors do not obscure meaning. The response demonstrates competence, but does not suggest excellence, in interpersonal writing.

### Sample: C

**Score: 1**

The student minimally addresses the stimulus; only isolated phrases, such as 你好 and 你爱朋友, are relevant to the stimulus. The response exhibits an almost total lack of control of vocabulary, sentence structure, and organization, resulting in a largely incomprehensible text that demonstrates lack of competence in interpersonal writing.