

AP[®] CHINESE LANGUAGE AND CULTURE

2009 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 Blank 		

E-mail Response

Sample: A

发件人: [REDACTED]

邮件主题:我对中学生去国外留学的意见

收到了你的来信,我很高兴.我觉得你得到了一个很好的机会.去国外留学有很多好处.首先,你能在更好的语言环境学习外语.跟很多当地人聊天,你一定能提高你的语言水平.更重要的是,你能接触国外的文化.你能体验他们的饮食文化,生活习惯,等等.

我很希望你靠着我的理由服你妈妈.

E-mail Response

Sample: B

梅梅,你好.

如果你妈妈不要你这夏天去中国学的机会,我能聊天对你妈妈告诉=他让你去.

请告诉你妈妈你不用上大学. 高中学生也可以来.

我也想去因为今年的中国学的机会就是很好.

再见.

E-mail Response

Sample: C

你老实很聪明.你没有很多时间,所以我要你去.中国的大学最好了.

你的妈妈好不好?他病了吗?该你的妈妈你很想去,她准你去.

我喜欢看你

AP[®] CHINESE LANGUAGE AND CULTURE 2009 SCORING COMMENTARY

Interpersonal Writing: E-Mail Response

Note: Students' responses are quoted verbatim and may contain grammatical errors.

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 first to comprehend the e-mail and then to write a response, addressing all the questions raised in the e-mail.

This year's e-mail was sent by Meimei, a high school student who wishes to go to China to study in the summer. Her mother thinks that she is too young and has asked her to wait until she has entered college. Meimei asks for her friend's opinion about high school students studying abroad. She also asks her friend to offer suggestions on how to convince her mother to let her participate in the study-abroad program.

Sample: A

Score: 6

The e-mail addresses all aspects of the stimulus with thoroughness and detail in a well-organized discourse with a clear progression of ideas, making use of appropriate transitional elements and cohesive devices (首先; 更重要的是). The message is written in a suitable register, making use of a variety of grammatical structures and rich vocabulary (当地; 提高; 语言水平; 接触; 体验), with minimal errors (服 for 说服).

Sample: B

Score: 3

The e-mail directly addresses the issues posed in the stimulus, but it lacks thoroughness and detail, especially regarding suggestions for persuading Meimei's mother. Almost no attempt is made to connect sentences with transitional elements or cohesive devices, resulting in a lack of organization and coherence. The response employs only limited vocabulary and simple grammatical structures, with frequent errors (不要你这夏天去中国学的机会; 我能聊天对你妈妈; 我也想你去), which sometimes may obscure the intended meaning (告诉你妈妈你不用上大学).

Sample: C

Score: 1

The e-mail addresses the stimulus only minimally: 我要你去.中国的大学最好了... 该 [告诉?] 你的妈妈你很想,她准你去. The disjointed sentences lack organization and coherence, and much of the response is not relevant to the stimulus (你老实很聪明... 你的妈妈好不好?他病了吗?... 我喜欢看你). Vocabulary and grammatical structures, while somewhat limited, are used correctly for the most part, but the substance of the response falls far short of adequately fulfilling the requirements of the task.