

AP[®] CHINESE LANGUAGE AND CULTURE

2009 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 Blank 		

Story Narration

Sample: A

今天是我们搬家的大日子。一大早,我们一家就到了新家去。一辆搬家具的货车也刚到。很快的,我们开始卸货,慢慢把种种箱子和家具搬进屋里。

我和爸爸是全家里唯一的两个大男人,所以最沉重的家具当然由我们负责。我们正扛着一台电视机的时候,我的手一不小心没抓好电视机,那么重的一台机器就从手栏边往下掉。

我妈妈听到了“砰”的一声,吓得一直叫个不停。但发现我们没有多大受伤后,就立刻把我和爸爸训了一顿,喊我们立刻把破坏了的电视机处理掉。我和爸爸扛着电视机到垃圾箱去,我也就一边想着要买新的一台。对着爸爸,我说出了要买新电视的想法,但是,我只见爸爸愁眉苦脸的。我相信,他是因为钱的关系而不高兴。

我很乐意地告诉爸爸我想为家人做一点善意,我正想利用自己的储蓄给家人买一架新的电视机。爸爸全了我不要乱花金钱,但是最后也同意了,因为我计算过,买了一台电视机后,还是有足够的金钱付我以后上大学的学费。有了一台新电视机,我们办完新家后,差不多每天晚上三人都会一起聚在客厅里观赏电视节目。

Story Narration

Sample: B

有一天,小王和小李来到张太太的家帮助他搬到新的家去.他们拿起来电视的时候,小王觉得很重,但是他觉得它能应付.所以小王和小李走下楼的时候,电视丢了,坏了!真糟糕了!他们怎么办呢?小王想起来一个想法。他们可以买一个新的电视,比老的电视好看。但是小李觉得太贵了,他很喜欢老的电视,他觉得他们浪费了一个很好的电视,但是他们应该给张太太一个新的电视所以他觉得他们应该买一个新的电视。这让大家很高兴因为张太太搬到新的家的时候,清小王和小李来到她家,看打篮球。小王和小李接受了,都很高兴。连他们的帽子很高兴!

Story Narration

Sample: C

我的电视是很大.我的电视去-下在.那电视是很好.我喜欢看电视.

AP[®] CHINESE LANGUAGE AND CULTURE 2009 SCORING COMMENTARY

Presentational Writing: Story Narration

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

Overview

This task tests writing in the presentational communicative mode by having the student narrate a story to a friend. It comprises a series of four pictures that depict a story. The student is allotted 15 minutes to write the narration. The response receives a single holistic score based on 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 as possible. It also gives them a chance to demonstrate their ability to use appropriate transitional elements and cohesive devices, as well as their command of sentence structure and vocabulary.

This year's pictures showed a family (father, mother, and son) moving into a new condo. While the father and son are carrying a television up the stairs, they accidentally drop it. As they dispose of the broken TV, the father worries that it will cost a lot of money to replace, but the son is looking forward to having a new flat-screen TV. The final picture shows all three family members watching the new TV in their new living room.

Sample: A Score: 6

The narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with the stimulus. The story is well organized and coherent, with a clear progression of ideas and appropriate use of transitional elements and cohesive devices. The narration also makes use of a wide range of grammatical structures and rich vocabulary, with minimal errors (爸爸全了我 for 爸爸劝了我).

Sample: B Score: 4

The response tells a complete story that is largely consistent with the stimulus but also contains some illogical elements; for example, why is Xiao Li so fond of a TV (他很喜欢老的电视) that does not belong to him? This illogical or ambiguous quality is partly attributable to the inappropriate use of certain transitional elements and cohesive devices (所以; 因为; 但是 appears twice in one sentence). Vocabulary is mostly appropriate, with errors that in most cases do not obscure meaning (他 for 她; 清 for 请; 帽子 for 猫). Grammatical structures are generally comprehensible but often awkward (他们拿起来电视; 小王想起来一个想法; one long run-on sentence: 但是小李 . . . 新的电视).

Sample: C Score: 1

The response is incomplete, lacks narrative elements, and relates to the stimulus only in that it mentions 电视 in each of its four brief sentences. No attempt is made to link these sentences into a coherent whole, and the second sentence (我的电视去-下在) is unintelligible. Vocabulary and grammatical structures are rudimentary.