

AP[®] CHINESE LANGUAGE AND CULTURE

2010 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: 夏天快到了!

张红你好! 好久没有收到你的信了, 也好久没给你写信了。上次在你的信里, 你问我这次夏天因该去中国北京好还是去上海好。我觉得你那两个机会都是非常好的机会, 不过我还是觉得你因该去上海。

第一, 上海是个世界有名的城市。人们都上海是亚洲的巴黎, 特别的漂亮。但是上海不光好看, 还有很多的机会可以遇见重要人物。你在公司里实习, 一定会碰到以后对你有帮助的人。

第二, 我认为实习比学习要好。实习可以得到很多学习没法给的经验。在公司里你可以常常说中文, 写中文, 还有听人家讲中文。这会对你的中文又大大的帮助。

还有这次的世博会也在上海!

今年暑假, 我打算呆在纽约复习考大学的课文材料。还有我要准备申请大学。

我希望你在中国玩得开心点!

E-mail Response

Sample: B

亲爱的张红,

你好!你还好吗?

我回选者去北京六个星期的学习的节目. 中国现在很强壮, 中文过了几年会变成世界最大的语原. 在北京, 你也会有很多机会可以找到工作. 如果你来北京, 然你都可以来看我. 北京是一个很好玩的地方. 你可以沧真地的中国餐. 你也可以去我们出名的商场. 你要刚快回我的信!

祝你平安!

小明

2010年5月5日

E-mail Response

Sample: C

我想一个好的变法是在北京参加六个的新期语. 我向他们要上大学, 可是还没出中国. 他们可以处中国学一点中文. 错以他们可以跟中文学生学习. 好吗? 好. 这个变法, 很好. 我几道你有很多问题. 可是这个变法, 很不错. 好把. 谢谢你.

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2010 SCORING COMMENTARY

Interpersonal Writing: E-Mail Response

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

Overview

This task assessed writing in the interpersonal communicative mode by having students write a response to an e-mail message received from a friend. Students were allotted 15 minutes to read the e-mail and write a response. Students first had to comprehend the e-mail and then were required to write a response that addressed all the questions raised in the e-mail.

The e-mail came from Zhang Hong, who was going to start college in the fall and planned to major in Chinese but had not yet been to China. Zhang Hong could choose between two opportunities for spending the summer in China: one was a six-week Chinese language program in Beijing; the other was an internship at a computer company in Shanghai. Zhang Hong asked for advice on which one was a better choice and why. Zhang Hong also wanted to know what the recipient of the e-mail planned to do during the upcoming summer.

Sample: A

Score: 6

The response addresses all aspects of the stimulus with thoroughness and detail. It is well organized and coherent, with a clear progression of ideas, using transitional elements (第一; 第二) and cohesive devices (不过; 但是; 还有). The response employs rich vocabulary (遇见; 经验; 材料; 申请) and a wide range of sentence structures (好久没有...了; 还是; 对...有帮助; 比...好). The use of register is consistent and appropriate. The response contains some relatively minor errors (因该 for 应该; 人们都上海 should be 人们都说上海; 又大大的帮助 for 有很大的帮助), but overall it demonstrates excellence in interpersonal writing.

Sample: B

Score: 3

The response addresses the topic directly but does not address all aspects of the stimulus: it does not state what 小明 plans to do during the summer. Infrequent use of transitional elements and cohesive devices results in a lack of logical connection between sentences. Vocabulary is mostly appropriate but some errors may obscure meaning (回选者 for 会选择; 节目 for 项目; 语原 for 语言; 沧 for 尝; 刚快 for 赶快). Grammatical structures are mostly appropriate, with some errors (然你都可以来看我). Overall the response suggests a degree of competence in interpersonal writing.

Sample: C

Score: 2

The response addresses the topic marginally and ignores the last part of the stimulus (你夏天打算做什么). It has scattered information and lacks organization and coherence (for example, it is not clear who 他们 refers to). The response uses minimally appropriate vocabulary and limited grammatical structures, with frequent errors that sometimes obscure meaning (我想一个好的变法是在北京 should be 我想的一个好办法是去北京 or simply 我觉得去北京比较好; 六个的新期语 for 六个星期的语言学习项目; 我向 for 我想; 出中国 and 处中国 for 去中国; 错以 for 所以). The response suggests lack of competence in interpersonal writing.