

AP[®] CHINESE LANGUAGE AND CULTURE

2010 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

大明和大美今天一大早就去超級市場買菜。今天晚上大美和大明請王先生和王太太來他們的家一起吃一頓晚飯。可是, 大美煮魚的時候, 不小心燒了魚, 魚都冒出煙了。於是, 大明就立刻打電話給一家中國餐廳, 點了幾道菜, 叫他們馬上送到他的家。他們一下子就把菜送來了。大美就當時付他現款。大美急急忙忙地把這些菜裝進碗裏。過了不久, 王先生和王太太就到了, 捧著一束花送給大明和大美, 表現他們的感謝。

Story Narration

Sample: B

明先生和明太太去商店买东西。今晚他们打算跟他们的朋友们吃晚饭。明先生和明太太买鱼，菜和面包。他们回家以后就开始做饭。可是，明先生忘了明太太做的饭都不好。他们买的食品都不会吃了。

已经五点三十五分了，他们的朋友们快二十分钟要来。他们做什么呢？明先生给餐馆一个打电话。十分钟以后，一个人带来中饭给他们。明太太扶他。六点来了，他们的朋友们就来，看到晚饭在桌之上。他们最后吃晚饭和铭先生和明太太一起很开心。

Story Narration

Sample: C

他們出 大市場. 他們回家. 嫂交了! 所以他們買吃的. 普

AP[®] CHINESE LANGUAGE AND CULTURE

2010 SCORING COMMENTARY

Presentational Writing: Story Narration

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

Overview

This task assessed writing in the presentational communicative mode by having students narrate a story to a friend. It comprised a series of four pictures that depicted a story. Students were allotted 15 minutes to write the narration. The purpose of the task was to determine whether students could write a well-organized story with a clear progression of ideas (a beginning, middle and end), including as many details as possible. The task also gave students a chance to demonstrate their ability to use appropriate transitional elements and cohesive devices, as well as their command of sentence structure and vocabulary.

The sequence of pictures was about cooking dinner for guests. The first picture showed a man and a woman leaving a supermarket, each carrying a bag of groceries. The second picture showed the couple in their kitchen. The woman was cooking a fish, which was burning. The contents of another pot were boiling over, and other food items and utensils were spread over the counter in disarray. With the clock on the wall having just passed 5:30, the man was making a phone call. The third picture showed the man taking Chinese take-out boxes out of a bag and putting them on the dining room table while the woman was paying a delivery person at the front door. The fourth picture showed the man opening the front door to welcome two guests, a man and a woman; the woman had brought a bunch of flowers. The dining room table had been set for four people, and the hostess was putting serving dishes filled with food on the table.

Sample: A Score: 6

The narration includes a thorough and detailed beginning, middle and end, telling a logical and complete story that is consistent with the stimulus. It is well organized and coherent, with a clear progression of ideas. The narration uses appropriate transitional elements and cohesive devices (可是; 的時候; 於是; 就; 立刻; 馬上; 一下子就; 當時; 過了不久). It forms a well-connected discourse of paragraph length. The vocabulary and idioms used are rich and appropriate, and there is a wide range of grammatical structures.

Sample: B Score: 4

The narration tells a complete story consistent with the stimulus but lacks some specific details (e.g., the burning fish in the second picture). It is generally organized and coherent, with some use of transitional elements and cohesive devices. The vocabulary and idioms used are generally appropriate, with some errors that generally do not obscure meaning (食品都不会吃了; 明太太扶他). The grammatical structures are also appropriate and varied, with errors that generally do not obscure meaning (朋友们快二十分钟要来; 给餐馆一个打电话; 他们最后吃晚饭和铭先生和明太太一起很开心).

AP[®] CHINESE LANGUAGE AND CULTURE

2010 SCORING COMMENTARY

Presentational Writing: Story Narration (continued)

Sample: C

Score: 2

The response shows some relevance to the stimulus, but there is little narration and the story is incomplete. Fragmented information is loosely put together, with minimal use of transitional elements and cohesive devices, and lacks organization and coherence. The response employs minimal appropriate vocabulary, with errors that significantly obscure meaning (嫂交 for 燒焦 or 糟糕?). Grammatical structures are limited, with an error that obscures meaning (他們出大市場).