

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

## 2011 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>Use of register appropriate to situation is inconsistent 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 characters</li> <li>Blank</li> </ul>		

**E-mail Response**  
**Sample: A**

小云:

我觉得你应该选一个你很有了解的题目. 要是要我选, 我回选吃残. 不管是从哪里来的, 人们都要吃饭. 还有, 各个国家有不一样的饭, 和不一样的吃法. 要是你选这个题目, 一定会有一个很好, 很有意思的报告. 给报告的时候, 一定要看老师和同学, 不可以从纸上读. 还有, 你应该大声的讲话. 要是老师听不见, 你就不会得到分数. 别害怕, 别紧张. 象形我, 要是你努力的准备报告, 你一定会得到好成绩的.

祝

**E-mail Response**  
**Sample: B**

你好小月！我很感谢你要我的帮忙。

我觉得你题目要很有意识。有题向明星，无力，中国历史，食物，动物，等等。你有很多选择，你应该可以用你最喜欢的题目！我当然不能帮你选应为你这是你的功课。虽然我觉得你应该自己做，我决的你应该用食物应为食物有很多种。但是，食物是个好题目，你要注意东西向

再见！

**E-mail Response**  
**Sample: C**

小月:

我想我因该可以帮你! 我做那个因为我想是很好的机会. 在哪一个, 我可以做很多东西.

你的朋友,  
马怡君

# AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE 2011 SCORING COMMENTARY

## Interpersonal Writing: E-mail Response

### 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. They 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.

### Sample: A

#### Score: 5

This response addresses all aspects of the prompt and is well organized, with a generally clear progression of ideas. Transitional elements such as 还有 are used along with appropriate vocabulary, with sporadic errors (回选 for 会选; 吃残 for 吃饭 or 吃菜; 象形我 for 相信我). It includes a variety of grammatical structures (要是 ... 就 ...; 别 ...), with minimal errors, such as 选一个你很有了解的题目 instead of 选一个你很了解的题目, and an incorrect salutation: 小云 instead of 小月.

### Sample: B

#### Score: 3

This response addresses the topic directly but does not address all aspects of prompt. Parts of the response lack organization and coherence. There is some appropriate vocabulary but with frequent errors (意识 for 意思; 向 for 像; 应为 for 因为; 岁然 for 虽然; 决的 for 觉得), and some of those errors (无力 for 物理?) obscure meaning. Although different types of sentence structures are used, there are grammatical errors, such as 我很感谢你要我的帮忙.

### Sample: C

#### Score: 1

This response only minimally addresses the prompt. It also has insufficient vocabulary and poor control of grammatical structures.