

AP[®] CHINESE LANGUAGE AND CULTURE

2012 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 characters Blank 		

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E-mail Response

Sample A

你好,

我個人認為小芳會比較喜歡電子遊戲,因為她非常愛玩遊戲。小時候我們之所以認識,就是因為談關於遊戲的事認識的。後來又因為我們兩都喜歡玩遊戲,有一樣的愛好,所以成爲了好朋友。在我們這高中生喜歡手工的禮物,就是自己親自做的小東西。我們這邊流行這種東西是因為這樣在能表達自己對那個人的感情。

小明

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Sample B

玉蘭你好!

其實,你們送的禮物小芳一定會喜歡的!但是這樣來說吧,運動衣服衣會比較多用除.我們在美國差不多每天都會做運動,所以她穿的機會也會比較多!電子遊戲機對小芳來所也沒有設麼憶時.而且她也不是特別喜歡玩電子遊戲.如果油選澤,紅色或藍色會更好!

在美國,現在買書或衣服給朋友很流行的.所以朋友開派對都會受到哪些禮物的!

永子

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Sample C

我觉得何以买了电脑,电视.高中的学生喜欢电脑,电视.不喜欢给封信.老师们也都不喜欢给封信.老师们都喜欢看电视,上网.

林铁

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Interpersonal Writing: E-mail Response

Note: Student samples are quoted verbatim and may contain grammatical errors.

Overview

This task assessed writing in the interpersonal mode of communication 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 had to comprehend the e-mail and then write a response that addressed all the questions posed in the e-mail.

Sample: A

Score: 6

The response addresses all aspects of the prompt with thoroughness and detail. It is well organized and coherent, with appropriate transitional elements and cohesive devices (因為; 之所以..., 就是因為; 後來). It has a clear progression of ideas and uses rich and appropriate vocabulary with minimal errors, such as 在能表達.

Sample: B

Score: 4

The response addresses all aspects of the prompt but lacks elaboration in addressing the second aspect. It is organized and generally coherent. It uses mostly appropriate vocabulary and grammatical structures, with errors that generally do not obscure meaning (但是這樣來說吧; 多用除; 對小芳來所; 設麼憶時; 油選擇, 受到; 哪些).

Sample: C

Score: 2

The response addresses some aspects of the stimulus but generally lacks organization and coherence. It employs minimal appropriate vocabulary and limited grammatical structures, with almost no use of transitional elements and cohesive devices.