

AP[®] CHINESE LANGUAGE AND CULTURE

2012 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 characters Blank 		

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Sample A

今天, 小红和他的爸爸去百货商场逛街. 小红的爸爸在那边挑长绣衣服, 因为天气有点转凉了. 小红坐在地下发呆, 觉得很无聊于是他离开了卖衣服的地方. 等小红的爸爸转身时才发现小红不见了. 小红的爸爸非常着急, 小红的爸爸找了半天还是不知道小红去哪里了. 于是小红的爸爸去柜台找了个售货员, 就解说给那个售货员小红的长相. 售货员带小红的爸爸去了专门卖玩具的地方, 小红正在那儿玩玩具. 小红的爸爸对售货员说了声谢谢, 然后冲过去抱起了小红而且还亲了小红一下.

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Sample B

大为和他的儿子来了一家百货店为了买衣服. 大为选择他买衣服的时候, 儿子坐在他的旁边觉得逛逛街没有意思.

大为选完以后发现他的儿子不在这儿. 他匆匆忙忙得跑去发现一名服务员说明他儿子不在的情况. 一名女服务员说 “我要帮助你! 别着急!” 他们先想他儿子可以去的地方, 比如食品店. 但是他的儿子不在这儿.

最后他们去了买完儿游戏的地方, 他儿子实在在这儿玩儿了.

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Sample C

爸爸帶弟弟買衣服,但是後來弟弟不知道到哪啦,爸爸馬上

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Presentational Writing: Story Narration

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

Overview

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

Sample: A Score: 6

The response has a beginning, middle, and an end, telling a logical and complete story consistent with the prompt. It is well organized and uses appropriate transitional elements and cohesive devices (因为; 于是; 等...时才...; 还是; 就; 正在; 然后). The response also uses appropriate vocabulary and grammatical structures, with one minor error (长绣衣服) and a grammatical error (就解说给那个售货员小红的长相) that does not obscure meaning.

Sample: B Score: 4

This response tells a logical and complete story consistent with the prompt. Though complete, the response lacks details and elaboration. The response is generally organized and uses some transitional elements and cohesive devices (为了; ...的时候; 选完以后; 但是; 最后), though not always accurately. The vocabulary and grammatical structures are mostly appropriate, with errors that generally do not obscure meaning (来了一家百货店为了买衣服; 选择他买衣服的时候; 匆匆忙忙得跑去; 他们先想他儿子可以去的地方; 买完儿游戏的地方; 实在在这儿玩儿了).

Sample: C Score: 2

The response is incomplete. The description of the first two pictures is inadequate, and the third and fourth pictures are completely omitted.