

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

## 2012 SCORING GUIDELINES

### Presentational Writing: Story Narration

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> Demonstrates excellence in presentational writing	<ul style="list-style-type: none"> <li>Narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with stimulus</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 presentational writing	<ul style="list-style-type: none"> <li>Narration includes a beginning, middle, and end that tell a logical and complete story consistent with 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 presentational writing	<ul style="list-style-type: none"> <li>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</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 presentational writing	<ul style="list-style-type: none"> <li>Narration tells a basic story consistent with stimulus but may have inconsistencies in its logical progression from beginning to end</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 presentational writing	<ul style="list-style-type: none"> <li>Response characterized by description or listing, with little narration; may be inconsistent with 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 presentational writing	<ul style="list-style-type: none"> <li>Response incomplete and difficult to follow; lacks narrative elements; may be inconsistent with stimulus</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>		

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**Presentational Writing: Story Narration**

**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.