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# **AP<sup>®</sup> Chinese Language and Culture 2015 Scoring Guidelines**

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

## 2015 SCORING GUIDELINES

### Presentational Writing: Story Narration

|   |   | TASK COMPLETION  | DELIVERY  | LANGUAGE USE  |
|---|---|--|---|---|
| 6 | <b>EXCELLENT</b><br>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>  |
| 5 | <b>VERY GOOD</b><br>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>  |
| 4 | <b>GOOD</b><br>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>   |
| 3 | <b>ADEQUATE</b><br>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>            |
| 2 | <b>WEAK</b><br>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>   |
| 1 | <b>VERY WEAK</b><br>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> |
| 0 | <b>UNACCEPTABLE</b><br>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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## 2015 SCORING GUIDELINES

### Interpersonal Writing: E-mail Response

|          |  | TASK COMPLETION  | DELIVERY  | LANGUAGE USE  |
|----------|--|--|---|---|
| <b>6</b> | <b>EXCELLENT</b><br>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><br>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><br>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><br>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><br>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><br>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><br>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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## 2015 SCORING GUIDELINES

### Interpersonal Speaking: Conversation

|          |   | <b>TASK COMPLETION</b>  | <b>DELIVERY</b>  | <b>LANGUAGE USE</b>   |
|----------|---|---|--|---|
| <b>6</b> | <b>EXCELLENT</b><br>Demonstrates excellence in interpersonal speaking         | <ul style="list-style-type: none"> <li>Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</li> <li>Smoothly connected sentences</li> </ul>  | <ul style="list-style-type: none"> <li>Natural pace and intonation, with minimal hesitation or repetition</li> <li>Accurate pronunciation (including tones), with minimal errors</li> <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><br>Suggests excellence in interpersonal speaking             | <ul style="list-style-type: none"> <li>Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail</li> <li>Connected sentences</li> </ul>   | <ul style="list-style-type: none"> <li>Smooth pace and intonation, with occasional hesitation and repetition</li> <li>Occasional errors in pronunciation (including tones)</li> <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><br>Demonstrates competence in interpersonal speaking              | <ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate response</li> <li>Sentences may be loosely connected</li> </ul>  | <ul style="list-style-type: none"> <li>Generally consistent pace and intonation, with intermittent hesitation and repetition</li> <li>May have several errors in pronunciation (including tones), which do not necessitate special listener effort</li> <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><br>Suggests competence in interpersonal speaking              | <ul style="list-style-type: none"> <li>Directly addresses prompt and provides a basic but appropriate answer</li> <li>Disconnected sentences</li> </ul>   | <ul style="list-style-type: none"> <li>Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension</li> <li>Errors in pronunciation (including tones) sometimes necessitate special listener effort</li> <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><br>Suggests lack of competence in interpersonal speaking          | <ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate but incomplete answer</li> <li>Fragmented sentences</li> </ul>   | <ul style="list-style-type: none"> <li>Labored pace and intonation, with frequent hesitation and repetition</li> <li>Frequent errors in pronunciation (including tones) necessitate constant listener effort</li> <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><br>Demonstrates lack of competence in interpersonal speaking | <ul style="list-style-type: none"> <li>Addresses prompt minimally or marginally</li> <li>Very disjointed sentences or isolated words</li> </ul>   | <ul style="list-style-type: none"> <li>Very labored pace and intonation, with constant hesitation and repetition</li> <li>Frequent errors in pronunciation (including tones) necessitate intense listener effort</li> <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><br>Contains nothing that earns credit                     | <ul style="list-style-type: none"> <li>Mere restatement of the prompt</li> <li>Clearly does not respond to the prompt</li> <li>"I don't know," "I don't understand," "Please repeat," or equivalent in Chinese</li> <li>Not in Mandarin Chinese</li> <li>Blank (although recording equipment is functioning) or mere sighs</li> </ul> |  |   |

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## 2015 SCORING GUIDELINES

### Presentational Speaking: Cultural Presentation

|   |   | TASK COMPLETION  | DELIVERY   | LANGUAGE USE  |
|---|---|--|--|---|
| 6 | <b>EXCELLENT</b><br>Demonstrates excellence in presentational speaking and cultural knowledge         | <ul style="list-style-type: none"> <li>Presentation addresses all aspects of prompt 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> <li>Cultural information is ample, accurate, and detailed</li> </ul>              | <ul style="list-style-type: none"> <li>Natural pace and intonation, with minimal hesitation or repetition</li> <li>Accurate pronunciation (including tones), with minimal errors</li> <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>  |
| 5 | <b>VERY GOOD</b><br>Suggests excellence in presentational speaking and cultural knowledge             | <ul style="list-style-type: none"> <li>Presentation addresses all aspects of prompt</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> <li>Cultural information is accurate and detailed</li> </ul>   | <ul style="list-style-type: none"> <li>Smooth pace and intonation, with occasional hesitation and repetition</li> <li>Occasional errors in pronunciation (including tones)</li> <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>  |
| 4 | <b>GOOD</b><br>Demonstrates competence in presentational speaking and cultural knowledge              | <ul style="list-style-type: none"> <li>Presentation addresses all aspects of prompt 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> <li>Cultural information is accurate but may lack detail</li> </ul> | <ul style="list-style-type: none"> <li>Generally consistent pace and intonation, with intermittent hesitation and repetition</li> <li>May have several errors in pronunciation (including tones), which do not necessitate special listener effort</li> <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>   |
| 3 | <b>ADEQUATE</b><br>Suggests competence in presentational speaking and cultural knowledge              | <ul style="list-style-type: none"> <li>Presentation addresses topic directly but may not address all aspects of prompt</li> <li>Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences</li> <li>Cultural information is generally correct but has some inaccuracies</li> </ul>                                    | <ul style="list-style-type: none"> <li>Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension</li> <li>Errors in pronunciation (including tones) sometimes necessitate special listener effort</li> <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>            |
| 2 | <b>WEAK</b><br>Suggests lack of competence in presentational speaking and cultural knowledge          | <ul style="list-style-type: none"> <li>Presentation addresses topic only marginally or addresses only some aspects of prompt</li> <li>Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences</li> <li>Cultural information has several inaccuracies</li> </ul>                              | <ul style="list-style-type: none"> <li>Labored pace and intonation, with frequent hesitation and repetition</li> <li>Frequent errors in pronunciation (including tones) necessitate constant listener effort</li> <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>   |
| 1 | <b>VERY WEAK</b><br>Demonstrates lack of competence in presentational speaking and cultural knowledge | <ul style="list-style-type: none"> <li>Presentation addresses prompt only minimally</li> <li>Lacks organization and coherence; very disjointed sentences or isolated words</li> <li>Cultural information has frequent or significant inaccuracies</li> </ul>   | <ul style="list-style-type: none"> <li>Very labored pace and intonation, with constant hesitation and repetition</li> <li>Frequent errors in pronunciation (including tones) necessitate intense listener effort</li> <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> |
| 0 | <b>UNACCEPTABLE</b><br>Contains nothing that earns credit   | <ul style="list-style-type: none"> <li>Mere restatement of the prompt</li> <li>Clearly does not respond to the prompt; completely irrelevant to the topic</li> <li>Not in Mandarin Chinese</li> <li>Blank (although recording equipment is functioning) or mere sighs</li> </ul>   |  |   |