

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

## 2013 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>		

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**E-mail Response  
Sample A**

你好!我很好,不忙,谢谢!你哪?你问我认为什么是营养的午餐,我个人认为多菜小肉的午餐是很好的!因为我们的身体需要很多菜的营养.还有,你问我好的学生餐厅应该注意哪些方面.我想应该是卫生和食物方面吧.因为如果餐厅不卫生的话,学生看到就决不进去.在食物方面,如果食物不好看的话,学生也不想吃.希望我帮到你!

祝  
万事如意!

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**E-mail Response  
Sample B**

您好！

我也很忙，可是我帮你。我觉得大学生在乎你的身体。我的看法是很好。

我要是你想餐厅健康，你用很多素餐。我常常喝茶。茶好身体，可是咖啡色不好身体。  
我觉得美国饭常常不好身体，因为美国饭很油。中国饭很多健康。餐厅有三个饭：早饭，中饭，和晚饭。

学校的餐厅安全。餐厅不吵和漂亮，因为学生要来餐厅。

我想我们看法要帮！你给电话！

你的朋友，史珍恩

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**E-mail Response  
Sample C**

发件人：米可

邮件主题：学校的餐厅

王东 你好！我不听说你很多的时间，你的学习好不好啊？！我希望你的作业完了，对我来说我们多很忙！

除了饭菜以外，一个好的学生餐厅还应该注意桌子方面，无论什么方面，都好学生吃午饭在新的餐厅。

他们可以中国和美国菜，我最喜欢饺子！我希望我得主题帮你！

我知道你非常忙可是你可以找我的老的邮件。

我真的想知道你觉得什么？告诉我如果你想我去学校，我真的看这个新的餐厅。

好好学习和福好！

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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 be able to comprehend the e-mail and then write a response that addresses all the questions posed in the e-mail.

### Sample: A

**Score: 5**

### Commentary

This response addresses all aspects of the prompt and is well organized and coherent. The progression of ideas is generally clear. It includes some use of transitional elements and cohesive devices (还有; 如果...的话,...就...; 在...方面). It uses appropriate vocabulary (营养; 卫生) but contains sporadic errors, for example: 你哪 for 你呢; 决不进去 for 绝不进去(?). A variety of grammatical structures are used (...吧; 多...小[少]...) with periodic errors (希望我帮到你).

### Sample: B

**Score: 3**

### Commentary

This response addresses all aspects of the stimulus, but some portions lack coherence. The response is characterized by disconnected sentences with frequent grammar and vocabulary errors (河茶; 中国饭很多健康. 餐厅有三个饭: 早饭, 中饭, 和晚饭; 我想我们看法要帮! 你给电话!).

### Sample: C

**Score: 2**

### Commentary

This response addresses only one aspect of the prompt (好的学生餐厅还应该注意哪些方面) and provides scattered information that lacks coherence. For example, the discussion moves from 桌子 to 新的餐厅; from 他們 to 我; and from 我的老的邮件 to 你觉得什么. There are frequent vocabulary errors that obscure meaning (方边; 主议; 觉得什么; 福好). Grammatical errors also obscure meaning (都好学生吃午饭在新的餐厅; 我知道你非常忙可是你可以找我的老的邮件). The response also shows repeated interference from English (我不听说你很多的时间; 告诉我如果你想我去学校).