

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

## 2013 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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## 2013 SCORING COMMENTARY

### Story Narration Sample A

王强和林华是大学同学,他们约好了这个星期六去公园打棒球.当他们玩得正在兴头上的时候,王强一不小心用力过渡,棒球就砸破了公园对面一户人家的窗口.王强想马上走人,不想负起砸破玻璃窗的责任,但林华拉着他让他去给那户人家赔偿道歉.王强自己也觉得非常惭愧,就和林华一起来到那户人家的门前.但是林华按了很久的门铃都没有人出来,王强甚至从门上的玻璃窗望向里面,还是找不到人.正当两人不知所措的时候,王强发现了门旁的一个小信箱,他觉得再这么等下去非常浪费时间,建议林华写一个纸条给这户人家.林华掏出笔和纸写下了他们的地址和电话号码,并向主人表达了深深的歉意.事后,两人收到那家主人的回信,表示接受他们的道歉,而且不用他们赔偿窗户的费用.王强顿时感到身上轻松了许多,他感叹道:口"如果当初我就那么走了,结局一定不会这么圆满."

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**Story Narration**  
**Sample B**

今天晚上王朋和小李跟彼此打棒球。王朋打球打到了到一个房子的窗户。王朋和小李感到很紧张，因为房子的主人可以很生气。

因为王朋害怕主人，所以要赶快回家。小李告诉他“我们一定要说对不起和给他们一点儿钱。”然后他们一起去他们的门上说对不起。但是房子的主人不在家里。

然后王朋说“小李，请你写信给他们。”小李写了：“你好！我们跟我们的棒球打了你的窗户。我们来你的房家，但是你们没有在。对不起”最后他们回家。

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**Story Narration  
Sample C**

高力和他的妹妹每天打运动.星期五高力打他们的附近房子.高力去他的房子说对不起.但是没有人在那里.或者他们笔一个思.或者他们都走路回家.

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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 how well students can write a coherent story with a clear progression of ideas (including a beginning, a middle, and an end) based on the picture sequence. The task also assessed students' command of grammatical structures and vocabulary and their ability to use appropriate transitional elements and cohesive devices.

### Sample: A

**Score: 6**

### Commentary

This narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with the prompt. With the effective use of transitional elements and cohesive devices (当; 正在...的时候; 一...就; 马上; 但; 也; 甚至; 还是; 正当...的时候; 并; 事后), the response is well organized and cohesive and presents a clear progression of ideas. The narration uses rich and appropriate vocabulary and a wide range of grammatical structures, with only a few minor errors.

### Sample: B

**Score: 4**

### Commentary

This narration tells a complete story consistent with the prompt but lacks some important details in the logical progression of the story: 小李's strong action of trying to stop 王朋 from running away from the site of the incident in picture 2; 小李 ringing the door bell in picture 3; the function of the mailbox as indicated in picture 4. The narration is generally organized, with some use of transitional elements and cohesive devices (因为...所以...; 然后; 但是; 最后;). The vocabulary and grammatical structures used are mostly appropriate, with errors that generally do not obscure meaning (我们一定要说对不起和给他们一点儿钱).

### Sample: C

**Score: 2**

### Commentary

This narration is minimally relevant to the prompt and contains little narration. It consists of fragmented sentences and lacks organization. The response uses minimal appropriate vocabulary and contains errors (打运动; 打他们的附近房子; 笔一个思) that obscure meaning. The limited grammatical structures also contain errors (或者...或者) that tend to cloud the meaning.