

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

## 2016 SCORING GUIDELINES

### Presentational Writing: Story Narration

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	<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>
5	<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>
4	<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>
3	<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>
2	<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>
1	<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>
0	<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

星期天的下午小红和她的父亲一起去超市买了一些吃的东西。回家的路上，小红的她的父亲正在边走路边聊天的时候，小红发现路旁的树上有一个寻狗启示。小红非常希望能够帮助失主找回丢失的小狗，在一旁抱着购物袋的父亲也这么觉得。

于是回到家以后，小红的父亲把买回来的蔬菜，面包，牛奶等食物放到了冰箱里。然后立刻带着小红开车出去寻找丢失的小狗。小红坐在副驾驶上焦急地四处张望。终于，在路左侧的一边草地上，小红发现了丢失的小狗。

小红的父亲把车停到路边以后，小红马上下车并抓住了小狗。小红的父亲把手机拿了出来，小红把小狗项圈上写的电话号码包给了父亲。父亲很快就拨通了电话并得知了失主家的地址。

把小狗带到车上，小红与她的父亲一路开到了刚刚得知的地址。在那里，一位美国妇女和她的儿子正站在车库门前焦急地等待小狗的出现。一看到小狗，失主的儿子就冲到小狗面前保住了小狗。小红在一旁欣慰的看着他们的团圆。同时，失主非常感激地握住了小红父亲的手表示她最忠诚的谢意。

### Sample: B

有一天，小鎮陪她的爸爸去菜市場買菜。他們正在走到停車場時，看見了一張紙貼在樹上。上面寫著有一隻咖啡色和白色的狗不見了。兩個人都覺得那隻狗很可憐，還有家人一定很擔心。

沒想到，爸爸在開車會家的時候，小鎮看見了那隻不小心弄不見的狗。小鎮用手指著那隻狗，給爸爸看。

爸爸馬上停車去追那隻狗。把那隻狗抓住了，爸爸就打點話給那隻狗的主人。

那個主人正好有在家，接了電話，請了那個爸爸帶狗回去他們的家。爸爸就開車去那家去送狗回家。

一會家，那個家人，有媽媽和孩子，就很高心，媽媽也放心了。媽媽感謝了爸爸，小 nan

### Sample: C

第一，是一个爸爸和的人回家。他们看是一个购。牛人很南国所以他们是公务员。他们在里面开车的时候，他们看是一个购。

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## Presentational Writing: Story Narration

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

### Overview

This task assessed writing ability in the presentational mode of communication by requiring students to narrate a story, depicted in a series of four pictures, to a friend. Students were allotted 15 minutes to write the narration. The response received a single holistic score based on how well it accomplishes the assigned task. 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 allowed students to demonstrate their ability to produce paragraph-level discourse using appropriate transitional elements and cohesive devices.

### Sample: A

#### Score: 6

The narration includes a thorough and detailed beginning, middle, and end of a story consistent with prompts. The rich details it provides allow a clear understanding of the whole situation.

The narration is well organized and coherent, using a series of well-chosen transitional words and phrases and cohesive devices (正在...的时候, 边...边..., 也, 于是, 然后, 立刻, 终于, 以后, 马上, 并, 一...就..., 同时, etc.) to sustain a clear progression of ideas in this discourse of paragraph length. The response uses a rich and appropriate vocabulary and a wide range of grammatical structures, with only minimal errors (包给, 保住了小狗, 忠诚的谢意).

### Sample: B

#### Score: 4

The response tells a complete story consistent with stimulus, but lacks detail and elaboration and has several minor inconsistencies in its logical progression. For example, the narration does not mention the interaction between the girl and the dog, or the girl relating the phone number on the dog tag to her father in picture 3. And the specifics of the activities of the two groups of people (for example, the two adults shaking hands, and the little boy hugging the dog beside the girl watching happily) in picture 4 are ignored.

The narration is generally organized and coherent with some use of transitional elements and cohesive devices, such as 正在...時, 沒想到, 馬上, 正好, 就, 一...就..., etc. The vocabulary and grammatical structures used are mostly appropriate, with a few errors and awkward expressions (弄不見的狗, 打點話, 有在家, 去那家去送狗回家, 會家, 那個家人, 有媽媽和孩子) that do not obscure meaning.

### Sample: C

#### Score: 1

The response provides minimal information relevant to the stimulus, such as 回家, 开车, 购 [狗]. Consisting mainly of disjointed sentences, the response lacks organization and coherence. The vocabulary and grammatical structures used are insufficient and inappropriate, with frequent errors (such as 购 [狗], 牛人很南国, etc.) that significantly obscure meaning.