
AP Chinese Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] CHINESE LANGUAGE AND CULTURE

2017 SCORING GUIDELINES

Interpersonal Writing: E-Mail Response

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in interpersonal writing	<ul style="list-style-type: none"> E-mail addresses all aspects of stimulus with thoroughness and detail Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length 	<ul style="list-style-type: none"> Consistent use of register appropriate to situation 	<ul style="list-style-type: none"> Rich and appropriate vocabulary and idioms, with minimal errors Wide range of grammatical structures, with minimal errors
5	VERY GOOD Suggests excellence in interpersonal writing	<ul style="list-style-type: none"> E-mail addresses all aspects of stimulus 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 	<ul style="list-style-type: none"> Consistent use of register appropriate to situation except for occasional lapses 	<ul style="list-style-type: none"> Appropriate vocabulary and idioms, with sporadic errors Variety of grammatical structures, with sporadic errors
4	GOOD Demonstrates competence in interpersonal writing	<ul style="list-style-type: none"> E-mail addresses all aspects of stimulus but may lack detail or elaboration Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected 	<ul style="list-style-type: none"> May include several lapses in otherwise consistent use of register appropriate to situation 	<ul style="list-style-type: none"> Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning Mostly appropriate grammatical structures, with errors that do not generally obscure meaning
3	ADEQUATE Suggests competence in interpersonal writing	<ul style="list-style-type: none"> E-mail addresses topic directly but may not address all aspects of stimulus Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences 	<ul style="list-style-type: none"> Use of register appropriate to situation is inconsistent or includes many errors 	<ul style="list-style-type: none"> Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning
2	WEAK Suggests lack of competence in interpersonal writing	<ul style="list-style-type: none"> E-mail addresses topic only marginally or addresses only some aspects of stimulus Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences 	<ul style="list-style-type: none"> Frequent use of register inappropriate to situation 	<ul style="list-style-type: none"> Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language Limited grammatical structures, with frequent errors that obscure meaning
1	VERY WEAK Demonstrates lack of competence in interpersonal writing	<ul style="list-style-type: none"> E-mail addresses stimulus only minimally Lacks organization and coherence; very disjointed sentences or isolated words 	<ul style="list-style-type: none"> Constant use of register inappropriate to situation 	<ul style="list-style-type: none"> Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language Little or no control of grammatical structures, with frequent errors that significantly obscure meaning
0	UNACCEPTABLE Contains nothing that earns credit	<ul style="list-style-type: none"> Completely irrelevant to the stimulus Not in Chinese characters Blank 		

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2017 SCORING COMMENTARY**

Interpersonal Writing: E-mail Response

Sample: A

发件人: 小爱

邮件主题: 如何欢迎新生

我觉得一些欢迎外国新生的点子就是带他们去四周看看。你可以带他们去购物的地方,比如说一些有人气的小街,这样,你们可以边聊天边看到一些有趣又有中国味的东西。你还可以带他们去吃美味的中国小吃,比如说烧烤和麻辣烫。但是,你带他们去吃中国小吃之前一定得先确认他们的胃好,以及不会对食物过敏。我觉得开学一,两天前办活动比较好,因为这样你们就会有一整天的时间可以玩和安排活动,第二天他们也会有熟悉的人可以交流。祝你们玩的开兴。

Sample: B

国华你好,

我觉得你可以带他们去吃饭,吃那种一道的中国菜,这样就会省下很多的钱,我还觉得你们应该开学前两天半活动,因为这样不会耽误开学的重要的事情。

此致

Sample: C

读你写的问题,我觉得最好的答案就是跟国外的学生去看电影.电影院没有很贵.你说没有很多钱,但还有几十块吧?

电影很好玩儿,然后外国的学生也可以学一些英文.电影院没有离学校很远.我觉得下课时,外国学生应该挺累的;去看电影不用力气.如果你怕学生不会喜欢你选的电影,你也可以问他们喜欢那种电影,让他们选.

祝你好,

小明

AP[®] CHINESE LANGUAGE AND CULTURE 2017 SCORING COMMENTARY

Interpersonal Writing: E-mail Response

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

Overview

This task assessed writing ability in the interpersonal mode of communication by requiring students to write a response to an e-mail received from a friend. In the 15 minutes allotted for this task students must be able to comprehend the e-mail and then write a response that addresses all the questions posed in the e-mail. Students were expected to demonstrate skills such as analyzing, synthesizing, comparing, and evaluating in order to derive meaning and to respond based on the specified situation and cultural context. They should also demonstrate the ability to use language in a culturally appropriate manner.

Sample: A

Score: 6

This response addresses all aspects of the prompt with thoroughness and detail. It is well-organized and coherent with a clear progression of ideas that produce a well-connected paragraph length discourse. It uses appropriate transitional elements and cohesive devices such as 比如说, 还可以, 但是, 以及, 因为这样, etc. It also uses rich and appropriate vocabulary (点子, 四周, 有人气的小街, 烧烤和麻辣烫, 确认, 安排活动) with one small error (玩的开兴 in 祝你们玩的开兴). It contains a wide range of grammatical structures (就是, 边聊天边看到, 有趣又有中国味, ...之前一定得先..., 比较, etc). In addition, this response uses register consistently appropriate to the situation.

Sample: B

Score: 4

This response addresses all aspects of the prompt but lacks detail or elaboration. It is generally organized and coherent and its register is appropriate to the situation. Its vocabulary and structures, such as 带他们去吃饭; 这样就会省下很多的钱; 耽误 are mostly appropriate, and errors, such as 那种一道的中国菜, 半活动 do not generally obscure meaning.

Sample: C

Score: 3

The response addresses the prompt topic (歡迎新生) directly but does not address the questions: 你覺得是開學前一、兩天還是開學那一天辦活動比較好? 為什麼呢? Portions lack coherence, and it has limited appropriate vocabulary with errors (e.g., 电影院没有很贵) that sometimes obscure meaning.