AP® Chinese Language and Culture
Sample Student Responses and Scoring Commentary

Inside:

Presentational Writing—Story Narration

☑ Scoring Guideline
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<table>
<thead>
<tr>
<th>Question 1: Story Narration</th>
<th>6 points</th>
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**General Scoring Note**
When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.
<table>
<thead>
<tr>
<th>TASK COMPLETION</th>
<th>DELIVERY</th>
<th>LANGUAGE USE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very weak</strong></td>
<td><strong>Constant use of register inappropriate to situation</strong></td>
<td><strong>Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language</strong></td>
</tr>
<tr>
<td>Demonstrates lack of competence in presentational writing</td>
<td>Frequent use of register inappropriate to situation</td>
<td>Limited appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language</td>
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<tr>
<td>Suggests lack of competence in presentational writing</td>
<td>Use of register inappropriate to situation is inconsistent or includes many errors</td>
<td>Limited appropriate vocabulary and idioms, with errors that sometimes obscure meaning; intermittent interference from another language</td>
</tr>
<tr>
<td>Suggests competence in presentational writing</td>
<td>May include several lapses in otherwise consistent use of register appropriate to situation</td>
<td>Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning</td>
</tr>
<tr>
<td>Demonstrates competence in presentational writing</td>
<td>Consistent use of register appropriate to situation except for occasional lapses</td>
<td>Appropriate vocabulary and idioms, with sporadic errors</td>
</tr>
<tr>
<td><strong>Very good</strong></td>
<td><strong>Consistent use of register appropriate to situation</strong></td>
<td><strong>Rich and appropriate vocabulary and idioms, with minimal errors</strong></td>
</tr>
<tr>
<td>Suggests excellence in presentational writing</td>
<td><strong>Excellent</strong></td>
<td><strong>Wide range of grammatical structures, with minimal errors</strong></td>
</tr>
<tr>
<td>Demonstrates excellence in presentational writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Score of 0: UNACCEPTABLE - Contains nothing that earns credit
• Completely irrelevant to the stimulus
• Not in Chinese characters

NR (No Response): BLANK (no response)
Presentational Writing: Story Narration

Sample: A

有一天下午，天明在房间里面听手机上的音乐。突然，天明的爸爸走进他的房间里，发现了他的房间乱七八糟，就对天明说他需要先把房间收拾好，才能玩儿。爸爸走了以后，天明就偷偷的把房间里面的所有东西都放在床底下。过了几个小时以后，爸爸又来到天明的房间里检查收拾了怎么样。天有不测风云，爸爸发现了床底下的东西，很吃惊。那时候，天明在楼下玩游戏。爸爸赶快到楼下很生气的跟天明说他需要把东西收拾好。

Sample: B

一天在星期五一个人叫麦可，麦可的爸爸要告诉他如果你要玩在电视你要干净你的地上。然后麦可要干净你的地上，他的爸爸要去看还有看，他放他的篮球，衣服，皮扎在他的睡觉地方。他的爸爸很生气! 他去给他讲话。爸爸说“我很生气在你，你不可以玩电视”！然后他说“去放你的篮球，衣服，和皮扎放起来”！

Sample: C

莫玩篮球房间。爸爸说莫它的。莫怕篮球房间。爸爸不高心有莫。爸爸莫去房
Presentational Writing: Story Narration

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

Overview

This question assessed writing skills in the presentational mode of communication. The AP Chinese Language and Culture Course content related to this question is the Unit on Families in Different Societies. To respond to the question successfully, students needed to demonstrate their proficiency in Chinese language pertaining to everyday family life and the skills required to describe and narrate in paragraph-level discourse. Students were expected to demonstrate their presentational writing skills by narrating a story, depicted in a series of four pictures, about a boy with a messy room who got in trouble with his father for doing a poor job cleaning it. (The four pictures and the instructions for answering this question is on AP Central.) Students were allotted 15 minutes to narrate a complete and coherent story based on the four pictures provided. The narration was expected to reflect a clear progression of ideas, including a beginning, a middle, and an end.

Sample: A
Score: 5

The response tells a logical and complete story, with a beginning, middle, and end consistent with the stimulus. With effective use of transitional elements (突然; 爸爸走了以后; 过了几个小时以后; 那时候) and cohesive devices (就; 才; 又), the response narrates the event in a connected discourse of paragraph length with a clear progression of ideas. The response could have earned a higher score had it elaborated more on the 乱七八糟 situation clearly depicted in stimulus #1 by providing a detailed and specific description of the way things are scattered around the room. The response uses a variety of grammatical structures (such as 把房间收拾好) and appropriate vocabulary and idioms (such as 发现; 乱七八糟; 收拾; 检查; 吃惊), but also contains sporadic errors (偷偷的; 不准确的用天有不测风云; 很生气的跟天明说).

Sample: B
Score: 3

The narration tells a basic story, but it is not entirely consistent with the stimulus. 然后麦可要干净你的地上 无 is not an accurate description of the second in the sequence of four pictures. Sentences are not well connected due to infrequent use of transitional elements and cohesive devices (只; 然后). The narration uses somewhat limited vocabulary with some errors that may obscure meaning (干净你的地上; 方他的篮球; 皮扎). The narration consists of simple grammatical structures, with interference from English (我很生气在你) and frequent errors that obscure meaning (你要玩在电视; 他的爸爸要去看还有看).

Sample: C
Score: 1

The response provides minimum information relevant to the stimulus (房间; 爸爸; 篮球). Consisting mainly of disjointed sentences, the response lacks narrative and is difficult to follow. The vocabulary used are insufficient and inappropriate with errors that significantly obscure meaning (爸爸说莫它的; 爸爸不高心有莫). The response has little control of grammatical structures with errors that significantly obscure meaning (莫玩篮球房间; 爸爸莫去房).