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# AP<sup>®</sup> Chinese Language and Culture

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Presentational Writing—Story Narration**

- Scoring Guidelines**
- Student Samples**
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**Question 1: Story Narration**

**6 points**

**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.

	1 Very weak	2 Weak	3 Adequate	4 Good	5 Very good	6 Excellent
	Demonstrates lack of competence in presentational writing	Suggests lack of competence in presentational writing	Suggests competence in presentational writing	Demonstrates competence in presentational writing	Suggests excellence in presentational writing	Demonstrates excellence in presentational writing
<b>TASK COMPLETION</b>	<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>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>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>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>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>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>
<b>DELIVERY</b>	<ul style="list-style-type: none"> <li>Constant use of register inappropriate to situation</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>Use of register appropriate to situation is inconsistent or includes many errors</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>Consistent use of register appropriate to situation except for occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of register appropriate to situation</li> </ul>
<b>LANGUAGE USE</b>	<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>	<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>	<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>	<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>	<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>	<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>

**Score of 0: UNACCEPTABLE**—Contains nothing that earns credit

- Completely irrelevant to the stimulus
- Not in Chinese characters

**NR (No Response): BLANK (no response)**

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## Presentational Writing: Story Narration

### Sample: A

有一天，李美決定了他想坐飛機去日本。她覺得日本很漂亮，她也有很多朋友住在日本。所以他買了飛機票，去飛機場。李美到飛機場的時候，她用她的手機看幾點她會坐飛機。她看到了她還有一個小時，所以去一個小餐館叫 **Cafe Mexico** 買午飯。她餓死了，告訴餐館的男人，『請你等一下，我會想想什麼買。』但是李美想的時候，她放手機在前面的桌子。李美點她的菜。她吃完以後，去 **Gate A8**，因為她會做的飛機在這裡。可要李美會坐飛機的時候，突然想想，『我的手機在哪裡？』兩分以後，她覺得她知道手機在哪裡。李美快地跑步回去 **Cafe Mexico**。她到了 **Cafe Mexico** 的時候，餐館的男人給她她的手機。李美說，『謝謝你，謝謝你，我真的丟三落四的，對不起。』男人說『哈哈，沒問題。』李美拿著她的手機，很高興，因為這樣她可以坐飛機去日本。

### Sample: B

今天是小美第一次坐飞机去中国北京。小美到飞机场检查她的手机先看她的飞机票。她找到她要去的门儿以后感觉很饿，所以小美去找一家饼店。她点饭的时候留他的手机在桌子上，又饿又着急小美忘了拿她的手机。小美赶快回去她的门儿之后，突然她发现她忘了她的手机在饼店。她速度快跑去接她的手机。

### Sample: C

有一天早上七点半卧在床和我去了飞机窗。在飞机窗我用我的手机，因为我可以看一个餐厅。我社非常饿。我去了一个很好的西班牙的饭店。我说“我可以买了一个科拉和一个 **taco**”。

如果我忘记了我的手机。

**Presentational Writing: Story Narration (continued)**

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

**Overview**

This task assessed presentational writing skills; the course content related to this task is Unit 5: Factors That Impact the Quality of Life and Unit 4: How Science and Technology Affect Our Lives. To respond successfully, students needed to demonstrate their proficiency in Chinese language pertaining to everyday 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 woman losing her cell phone at an airport restaurant. The four pictures and the instructions for answering this task are available on AP Central. Students were allotted 15 minutes to use the information provided in the pictures to produce a complete and coherent story, which reflects a clear progression of ideas, with a beginning, a middle, and an end. This task expected students to use the pictures to discuss a setting (travel, airport, shop/food stand, etc.) and scenario (losing and then finding a cellphone) that falls well within the scope of AP course content. Students were expected to use the vocabulary and grammatical structures they had learned to narrate the story.

**Sample: A****Score: 6**

The response includes a thorough and detailed beginning, middle, and end that tells a logical and complete story consistent with stimulus. It is well organized and coherent with a clear progression of ideas (有一天, 李美決定了他想坐飛機去日本 ... 她用她的手機看幾點她會坐飛機 ... 她放手機在前面的桌子 ... 李美說, 『謝謝你, 謝謝你, 我真的丟三落四的, 對不起。』因為這樣她可以坐飛機去日本。). The response is a well-connected discourse of paragraph length with the use of appropriate transitional elements and conjunctions, such as: 所以; 但是; 以后; 因为.

The response contains rich and appropriate vocabulary and idioms (餓死了; 突然; 丟三落四) with minimal errors, including uses of English (e.g., Gate A8). There are a wide range of grammatical structures (李美拿著她的手機, 很高興, 因為這樣她可以坐飛機去日本) with minimal errors (我會想想什麼買).

**Sample: B****Score: 4**

The response tells a complete story. While the narration is consistent with the stimulus in general, it lacks details and elaboration in some places (e.g., it does not mention the interaction between characters in the fourth panel). The narration is generally organized and coherent with some transitional elements (e.g., 以后; 所以). However, use of transitional elements is sometimes inconsistent (e.g., 小美到飞机场检查她的手机“先”看她的飞机票).

The response uses mostly appropriate vocabulary and mostly appropriate grammatical structures, with errors that do not obscure meaning (e.g., 检查她的手机; 她要去的门; 速度快跑; 接她的手机; 留他的手机在桌子上).

## **Presentational Writing: Story Narration (continued)**

### **Sample: C**

#### **Score: 2**

This response is characterized by description and listing with little narration. It is inconsistent with the stimulus. Consisting of scattered information, the response lacks organization and coherence, with minimal use of transitional elements and cohesive devices (e.g., 因为).

The response uses minimal appropriate vocabulary (e.g., 手机) with several errors (e.g., 卧在床; 飞机窗; 买了一个科拉) that obscure meaning. There is also interference from another language (e.g., taco). The response uses limited grammatical structures with errors (e.g., 我社非常饿; 我可以买了一个科拉) that obscure meaning.