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

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Interpersonal Writing—Email Response**

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

**Question 2: Email Response**

**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 interpersonal writing	Suggests lack of competence in interpersonal writing	Suggests competence in interpersonal writing	Demonstrates competence in interpersonal writing	Suggests excellence in interpersonal writing	Demonstrates excellence in interpersonal writing
<b>TASK COMPLETION</b>	<ul style="list-style-type: none"> <li>Email addresses stimulus only minimally</li> <li>Lacks organization and coherence; very disjointed sentences or isolated words</li> </ul>	<ul style="list-style-type: none"> <li>Email addresses topic only marginally or addresses only some aspects of 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>Email addresses topic directly but may not address all aspects of stimulus</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>Email addresses all aspects of stimulus but may lack detail or elaboration</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>Email addresses all aspects of 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>Email addresses all aspects of stimulus with thoroughness and detail</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)**

## Interpersonal Writing: Email Response

### Sample: A

曉紅你好，

收到你的心讓我很開心。剛好我的老師這個禮拜也在講氣候變化！我住的地方夏天也變得越來越熱，冬天的雪也變得越來越少。我認為這些變化會對我們的生活有不好的影響。比如說，天氣變得越來越熱的時候，水也就會越來越少，然後地會變得比較乾。沒有水就糟糕了！水對人們非常重要因為我們種菜需要水。沒水就沒辦法種菜，就沒東西吃。這就是為什麼我們要注意環境，不能讓環境變得太熱。

這就是我的想法啦。你覺得呢？希望你的作文得一百分！下次再聊！

永安上

### Sample: B

我的朋友，

好久不見，你怎麼樣？對不起，我現在才沒有時間回復你的郵件。你問了我，我住的地方有哪些氣候的變化。我住在美國的東北，所以平常夏天有一點兒熱，冬天有一點兒冷。但是你说的也是对的，在这儿夏天越来越热，冬天的雪下得越来越少。我觉得这些气候的变化特别不好，因为夏天热的时候人多用空调，所以要多发电厂，气候变化越来越大。更热的夏天也是不好的变化因为我真不喜欢热闹的天气，这儿的人同意。

我希望这个邮件对你有用。

你的朋友，  
习亨利

### Sample: C

好所以有地方有很长的夏天或者冬天。我住在一个地方夏天很长。西天很撑因为不是很北边的地方比如说，很北的地方没有好多太阳所以是很冷还有事冬天很久。是对夏天很热还有冬天的时间很少。

## Interpersonal Writing: Email Response (continued)

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

### Overview

This task evaluated writing skills in interpersonal writing by requiring students to respond to an email received from a friend. The course content related to this task is Unit 6: Environmental, Political, and Societal Challenges. Students were allowed 15 minutes to comprehend the email and then write a response addressing all questions posed in the email. To complete the task successfully, students were required to analyze, synthesize, compare, and evaluate the information provided in the text. Students were also expected to pay attention to the specific communicative situation the email creates, as well as the etiquette in interpersonal communication.

The question for the Email Response this year is as follows:

你好！我有个问题，想听听你的看法。今天上课时，老师讲到了我们这里的气候变化的问题，比如夏天变得越来越热，冬天的雪下得越来越少。老师还让我们写一篇作文，讨论气候的变化对我们生活的影响。你住的地方有哪些气候的变化？你认为这些变化对我们的生活有什么影响？谢谢！

The three key words imbedded in the email, i.e., 气候, 变化, and 影响 were crucial to students' understanding of the two questions asked.

### Sample: A

#### Score: 6

The response addresses all aspects of the stimulus with thoroughness and detail. It describes the local climate changes and how the changes affect people's lives (剛好我的老師這個禮拜也在講氣候變; 我住的地方夏天也變得越來越熱; 冬天的雪也變得越來越少; 這些變化會對我們的生活有不好的影響 ... 水也就會越來越少 ...; 沒水就沒辦法種菜). The response is well organized and coherent, with a clear progression of ideas, using transitional elements and cohesive devices (越來越; 比如; 然後; 沒 ... 就沒).

The response employs a rich vocabulary (氣候; 糟糕; 種菜; 注意; 環境) and a wide range of grammatical structures (越來越; 沒 ... 就沒; ... 對 ... 非常重要). The use of the register is consistent and appropriate. The response contains minimal errors (e.g., 收到你的心 instead of 收到你的信). Overall it demonstrates excellence in interpersonal writing.

### Sample: B

#### Score: 4

The response completes the task by addressing all aspects of the stimulus; it describes the local climate changes and how the changes affect people's lives (在这儿夏天越来越热，冬天的雪下得越来越少; 因为夏天热的时候人多用空调). The response is generally organized and uses some cohesive devices and connectives, such as 所以, 但是, 因为.

### **Interpersonal Writing: Email Response (continued)**

The vocabulary and grammatical structures used are mostly appropriate (东边; 气候; 空调; 发电厂) with errors that do not generally obscure meaning (e.g., 我现在才没有时间回复你的邮件 for 我现在才有时间回复你的邮件; 我真不喜欢热闹的天气 for 我真不喜欢热的天气). The response could have earned a higher score if it had more elaboration and detail. The response demonstrates competence in interpersonal writing.

**Sample: C**

**Score: 2**

The response only marginally addresses some aspects of describing local weather (有地方有很长的夏天 ...) but does not address the local effects of climate change. It contains scattered information (西天很撑 ...; 还有事冬天很久; ... 冬天的时间少) in fragmented sentences (好所以有地方有很长的夏天或者冬天), lacking organization and coherence. The only cohesive device used is 因为.

The response uses minimum appropriate vocabulary and grammatical structures, with frequent errors (e.g., 西天很撑[长]; 还有事[是]) that obscure meaning. The response suggests a lack of competence in interpersonal writing.