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AP<sup>®</sup>



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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**
- Scoring Commentary**

**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

周末早上的时候，小明在他家里的厨房包饺子和包子。他打算今天自己去公园吃午餐和弹吉他。小明十一点半包完饺子和包子，他十二点到了公园。他拿出包子和饺子，觉得食物很香可是他现在不太饿。他想自己先休息一点，然后再吃。小明戴上耳机然后放上他最喜欢的中文歌，《热爱一百零五度》。他听音乐不专心看他的食物，突然一只狗跑到小明坐的地方。狗发生小明做的时候很香，它一下子就把食物吃了。小明不知道要做什么。带着狗的人叫丽丽，她跟小明说“对不起！因为我的狗吃了你的食物，你可以跟我和我的朋友一起郊游！”所以小明跟丽丽走到丽丽的朋友那里。因为小明很内向他没有说很多可是丽丽的朋友对他很好。他们一边在听音乐，一边吃饭和聊天。小明认识很多新朋友。小明不但跟他们说话而且跟他们弹吉他和吃饭。

### Sample: B

有一天，小花准备他的午饭。他准备一个苹果，四个饺子，两个面包，一杯瓶水，等等。因为小花喜欢音乐，他不仅唱歌而且听音乐。

他准备午饭以后，小花去公园。在公园的时候，他不仅听音乐，而且吃午饭。但是小花的后边是一个狗的跑步。

突然，一个狗吃小花的午饭！狗的朋友说，“对不起！我是小美，你想跟我的朋友吃午饭，因为我的狗吃你的午饭？”因此，小美带小花去她的朋友吃午饭！

### Sample: C

有一天，小王做饭。他是做。他的持作饭，你的一狗吃他们做饭。小美“不好狗，你好吗？”他是小王“没关系，很好，我喜欢你的狗”。

”他是你的朋友是什么？怎么样？”小美“他是来来来！你们是我的朋友！”

“大家好你们！谢谢你是吃饭我，我妈哟朋友。。。”

“没关系！你们喜欢他”

## Presentational Writing: Story Narration (continued)

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

### Overview

This question assessed the 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 and communities. To respond to the question successfully, students need 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 young man encountering an incident during a picnic and then meeting a group of new friends. 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.

### Sample: A

#### Score: 6

The response includes a thorough and detailed beginning, middle, and end that tells a logical and complete story consistent with the stimulus. It is well organized and coherent with a clear progression of ideas (周末早上的时候, 小明在他家里的厨房包饺子和包子...他十二点到了公园。他拿出包子和饺子...突然一只狗跑到小明坐的地方...它一下子就把食物吃了...带着狗的人叫丽丽, 她跟小明说“对不起! 因为我的狗吃了你的食物, 你可以跟我和我的朋友一起郊游!”所以小明跟丽丽走到丽丽的朋友那里...小明不但跟他们说话而且跟他们弹吉他和吃饭). The response is a well-connected discourse of paragraph length with the use of appropriate transitional elements and conjunctions, such as 然后; 突然; 一下子; 不但...而且...; 因为. The response contains rich and appropriate vocabulary and idioms (包子; 饺子; 戴上耳机; 内向; 带着狗的人) with minimal errors (e.g., 狗发生小明做的时候很香 for 狗发现小明做的食物很香). There is a wide range of grammatical structures (一边...一边...; verb 着; resultative complements—verb 到).

### 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., 不仅...而且...; 但是...). However, the use of transitional elements is sometimes inconsistent (e.g., 他不仅听音乐, 而且吃午饭。“但是”小花的后边是一个狗的跑步). The response uses mostly appropriate vocabulary and mostly appropriate grammatical structures (e.g., 准备午饭; 不仅唱歌而且听音乐) with errors that do not generally obscure meaning (e.g., 一杯瓶水[一瓶水]; 带小花去她的朋友吃午饭 for 带小花去她的朋友那儿吃午饭).

## **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. There are also fragmented sentences (e.g., 他是做。) The response uses minimal appropriate vocabulary (e.g., 做饭) with several errors (我妈哟[没有]朋友) that obscure meaning. The response uses limited grammatical structures with errors (e.g., 谢谢你是吃饭我 for 谢谢你请我吃饭) that obscure meaning.