



AP[®] Chinese Language and Culture

Sample Student Responses and Scoring Commentary

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Interpersonal Writing—Email Response

- Scoring Guidelines**
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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
TASK COMPLETION	<ul style="list-style-type: none"> Email addresses stimulus only minimally Lacks organization and coherence; very disjointed sentences or isolated words 	<ul style="list-style-type: none"> Email 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"> Email 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"> Email 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"> Email 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"> Email 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
DELIVERY	<ul style="list-style-type: none"> Constant use of register inappropriate to situation 	<ul style="list-style-type: none"> Frequent use of register inappropriate to situation 	<ul style="list-style-type: none"> Use of register appropriate to situation is inconsistent or includes many errors 	<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"> Consistent use of register appropriate to situation except for occasional lapses 	<ul style="list-style-type: none"> Consistent use of register appropriate to situation
LANGUAGE USE	<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 	<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 	<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 	<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 	<ul style="list-style-type: none"> Appropriate vocabulary and idioms, with sporadic errors Variety of grammatical structures, with sporadic errors 	<ul style="list-style-type: none"> Rich and appropriate vocabulary and idioms, with minimal errors Wide range of grammatical structures, with minimal errors

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

發件人：小白
收件人：小青
郵件主題：城市介紹

二零二三年五月二日

親愛的小青：

好久不見！我的中文課老師也讓我們做個口語報告，但是他讓我們介紹一個中國城市或者台灣城市，所以我介紹台北。因為你只可以介紹一個中國城市我建議你介紹比較大城市。比較小的城市沒有很多有意思的活動。我覺得你最好介紹北京因為北京有很多名勝古蹟，好吃的食物和很多景點。為了把你的口語報告做好，你應該上網查資料或者去圖書館找北京有關的書。不過，我覺得上網查比較好因為又方便又容易。你一定練習說你的報告很多，跟家人和朋友練習說，要不是你上課的時候會太緊張，不會說清楚。練習真的很重要。我覺得你可以做十全十美的報告。你做完了口語報告以後給我打電話，告訴我你說得好不好。加油！！

小白

Sample: B

收件人：小青
發件人：小明
郵件主題：城市報告

你好小青！很久沒見到你。你說了你要選一個城市寫一個報告，但是不知道哪一個城市要做。我認為你要選北京，因為你可以在網上看很多口語的東西。我知道很多北京人可以幫你聽他們的口。你報告做好了，就可以看跟我打電話，因為我要明天沒有東西要做。我現在好忙。明天見，我覺得你呢報告會做得很好！

祝好，
小明

Sample: C

親愛的朋友，

你好！謝謝你的問題。我們想一樣去北京。我是要去北京在中國，因為有很大的地方和北京是很漂亮。

謝謝，
██████

Interpersonal Writing: Email Response (continued)

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

Overview

This question assessed writing ability in the interpersonal mode of communication by requiring students to write a response to an e-mail received from a friend. The AP Chinese Language and Culture Course content related to this question is the Unit on Contemporary Life. 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 it took skills of analyzing, synthesizing, comparing, and evaluating information provided in the given text. Students were also expected to make cultural connections and pay attention to the specific communicative situation the email creates, as well as the etiquette in interpersonal communication.

The question for Email Response this year is as follows:

收件箱

發件人: 小青
郵件主題: 城市介紹

中文課老師讓我們做個口語報告，介紹一個中國城市。我剛剛開始準備，想來想去，不知道介紹哪個城市好。我可以介紹像北京、上海這樣的大城市，也可以介紹比較小的城市，你有什麼建議？另外，為了把這個口語報告做好，我應該怎麼準備呢？等你的回信。

收件箱

发件人: 小青
邮件主题: 城市介绍

中文课老师让我们做个口语报告，介绍一个中国城市。我刚刚开始准备，想来想去，不知道介绍哪个城市好。我可以介绍像北京、上海这样的大城市，也可以介绍比较小的城市，你有什么建议？另外，为了把这个口语报告做好，我应该怎么准备呢？等你的回信。

Sample: A

Score: 6

The response addresses all aspects of the stimulus with thoroughness and detail. It successfully recommends a city for the topic of an oral presentation. The presentation includes specific details about the city, such as which city is a good topic for an oral presentation and how to prepare for the oral presentation (因為你只可以介紹一個中國城市我建議你介紹比較大城市; 你最好介紹北京因為北京有很多名勝古蹟; 你一定練習說你的報告很多; 跟家人和朋友練習說). Using transitional elements and cohesive devices (爲了; 不過; 要不是), the presentation is well organized and coherent, with a clear progression of ideas. The response employs rich vocabulary (名勝古蹟; 查資料; 十全十美) and a wide range of grammatical structures and expressions (因為你只可以...; 你最好...; 爲了...; 要不是...). The use of the register is consistent and appropriate. Despite minor errors (e.g., 要不是你上課的時候會太緊張 instead of 要不然你上課的時候會太緊張), it demonstrates excellence in interpersonal writing.

Interpersonal Writing: Email Response (continued)

Sample: B

Score: 4

The response completes the task by addressing all aspects of the stimulus. It recommends a city for the topic of an oral presentation but without elaboration. The response states which city is a good topic for an oral presentation and how to prepare for the presentation (我認爲你要選北京; 因爲你可以在網上看很多口語的東西). It is generally organized and uses some cohesive devices, such as 但是; 因爲. The vocabulary and grammatical structures used are mostly appropriate (選; 城市; 報告; 口語), with errors that do not generally obscure meaning (e.g., 就可以看跟我打電話 instead of 就可以給我打電話). The response can be improved by providing more elaboration and details. The response demonstrates competence in interpersonal writing.

Sample: C

Score: 1

The response addresses the stimulus only minimally. It seems to recommend a city for travel (去北京). The disjointed sentences lack organization and coherence (我們想一樣去北京; 因爲有很大的地方). It uses insufficient appropriate vocabulary with little control of grammatical structures (e.g., 我是要去北京在中國). The response falls short of adequately fulfilling the requirements of the task. It demonstrates a lack of competence in interpersonal writing.