

2023

AP<sup>®</sup>



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# AP<sup>®</sup> 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
<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

南南

你好！好久不见。你最近怎么样？我收到你的电邮很开心。

关于十年后的世界，我认为十年后的世界一定会更用电脑机器人，自己开的车，和很厉害的电脑和手机。它们现在全部都可以做很多的东西。十年以后，他们肯定会对我们的生活越来越方便。

关于你现在要做什么准备找合适的工作，我认为你多练习电脑机器人和电脑课程。这些地方会对十年后的社区很重要。如果你在高中或者大学可以报名电脑课或者机器人课，我建议你报名。我打算也报名这些课。

希望我的建议帮到你。

祝你天天开兴，下次再聊，再见！

### Sample: B

你好。关于十年以后的问题我觉得我们要用电脑做很多的东西，因为我们现在用电脑很多。关于十年以后的工作的问题我觉得我们用电脑做我们的工作，因为十年以后我们的电脑可以做很多的东西，所以我感觉电脑要做我们的工作。我建议读电脑书因为你读电脑书你会知道很多的电脑东西。我希望我的建议可以帮你。我系你开心。你最好的朋友欧文。

### Sample: C

朋友，你好。

你很十年同学，我也是十年同学！我想你因该说你的老师。

██████

## 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 email received from a friend. The AP Chinese Language and Culture course content related to this question is the Unit on Science and Technology. 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 takes skills of analyzing, synthesizing, comparing, and evaluating information provided in the given 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 Email Response this year is as follows:

收件箱

發件人: 南南

郵件主題: 十年後的世界

昨天上中文課的時候，同學們談起了十年以後的生活。大家都覺得大量使用電腦機器人，會讓我們的工作機會越來越少。有人說以後在飛機場、學校、醫院都會看到越來越多的機器人工作。你覺得十年後的世界會是什麼樣子？為了以後能找到合適的工作，你覺得我現在應該做些什麼準備呢？

南南

收件箱

发件人: 南南

邮件主题: 十年后的世界

昨天上中文课的时候，同学们谈起了十年以后的生活。大家都觉得大量使用计算机机器人，会让我们的工作机会越来越少。有人说以后在飞机场、学校、医院都会看到越来越多的机器人工作。你觉得十年后的世界会是什么样子？为了以后能找到合适的工作，你觉得我现在应该做些什么准备呢？

南南

**Interpersonal Writing: Email Response (continued)****Sample: A****Score: 6**

The response addresses all aspects of the stimulus with thoroughness and detail. It successfully describes what the world will be like in ten years (十年后的世界一定会更用电脑机器人, 自己开的车, 和很厉害的电脑和手机) and what preparations should be made now to find suitable work in the future (关于你现在要做什么准备找合适的工作, 我认为你多练习电脑机器人和电脑课程). It is well organized and coherent with a clear progression of ideas using transitional elements and cohesive devices (关于; 越来越; 如果; 也). The response employs a rich vocabulary (一定; 厉害; 肯定; 建议) and a wide range of grammatical structures and expressions (关于; 对...很重要; 如果...; 越来越; 肯定会) with minor errors (e.g., 十年后的世界一定会更用电脑机器人 instead of 十年后的世界一定会用到更多的电脑).

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

The response completes the task by addressing all aspects of the stimulus. It addresses what the world will be like in ten years (关于十年以后的的工作的问题我觉得我们用电脑做我们的工作; 我建议读电脑书因为你读电脑书你会知道很多的电脑东西) and what preparations should be made now to find suitable work in the future (关于十年以后的的工作的问题我觉得我们用电脑做我们的工作; 我建议读电脑书因为你读电脑书你会知道很多的电脑东西). The response, however, lacks detailed elaboration for each question. It is generally organized and coherent with some transitional elements and cohesive devices (关于; 因为; 所以). Some sentences are repetitive and loosely connected (...用电脑做很多的东西; ...用电脑很多; ...用电脑做我们的工作; ...我们的电脑可以做很多的东西; ...电脑要做我们的工作). The vocabulary and grammatical structures used are mostly appropriate (我觉得我们用电脑做我们的工作; 我建议读电脑书) with errors that do not generally obscure meaning (e.g., 我系你开心 instead of 我希望你开心). While the response demonstrates competence in interpersonal writing, the score could have been higher with more elaboration and detail.

**Sample: C****Score: 1**

The response addresses the stimulus only minimally (十年同学). The disjointed sentences lack organization and coherence (我想你因该说你的老师). It contains insufficient appropriate vocabulary with little control of grammatical structures (你很十年同学; 你因该说你的老师). The response demonstrates a lack of competence in interpersonal writing.