
AP[®] Chinese Language and Culture

Sample Student Responses and Scoring Commentary

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Presentation Writing—Story Narration

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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
TASK COMPLETION	<ul style="list-style-type: none"> Response incomplete and difficult to follow; lacks narrative elements; may be inconsistent with stimulus Lacks organization and coherence; very disjointed sentences or isolated words 	<ul style="list-style-type: none"> Response characterized by description or listing, with little narration; may be inconsistent with 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"> Narration tells a basic story consistent with stimulus but may have inconsistencies in its logical progression from beginning to end Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences 	<ul style="list-style-type: none"> 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 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"> Narration includes a beginning, middle, and end that tell a logical and complete story consistent with 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"> Narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with stimulus 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)

Presentation Writing: Story Narration

Sample: A

有一天，玛丽很幸苦做功课。玛丽学习的时候，妈妈进去她的卧室，发现玛丽的衣服乱得不得了。妈妈非常生气，因为她觉的玛丽有太多衣服和鞋子，告诉了玛丽马上去整理她的东西。玛丽别看了书，赶快起来了，所以能把衣服整理。玛丽找到很多旧的衣服，其中一件从小的时候穿的粉红色衬衫。玛丽不想把衣服丢在垃圾桶，所以她想出了一个好办法。玛丽把她不要的东西带出去，所以能卖。一个小时以后，有一个孩子跟妈妈在外面玩。妈妈看到了玛丽在卖衣服，所以她跟孩子去看一看。妈妈觉得玛丽卖的粉红色衬衫非常适合她的孩子，所以她把两块给玛丽。晚上到了，所以玛丽要回进去。玛丽的妈妈看到了她不要的东西都不在了。妈妈非常骄傲玛丽终于整理了。玛丽非常开心能赚钱和回收她不要

Sample: B

有一天大红在家里跟小红说，“小红你有太多东西”！然后，大红吧小红太小的东西让家里比较干净。接着，大妹想要买小红没有用的东西所以可以给他的小孩子，所以大红给大妹买。最后，小红可以用每一个他的衣服让大红和小红很开心！

Sample: C

今天早上在爱琳的房间。爱琳看电视机，可是她的妈妈说带衣服。爱琳去到看衣服。她穿的衬衫，可是衬衫太小所以从孩子时候

Presentation Writing: Story Narration (continued)

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

Overview

The question overviews can be found in the “Chief Reader Report on Student Responses” on [AP Central](#).

Sample: A

Score: 6

This narration earned a score of 6 as it demonstrates excellence in presentational writing in terms of task completion, delivery, and language use. The response includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with the stimulus (有一天, 玛丽... 做功课... 妈妈进去她的卧室, 发现玛丽的衣服乱得不得了... 告诉了玛丽马上去整理她的东西... 玛丽找到很多旧的衣服... 她... 把她不要的东西带出去... 卖。一个小时以后... 孩子跟妈妈在外面玩。妈妈看到了玛丽在卖衣服... 把两块给玛丽... 玛丽的妈妈... 非常骄傲玛丽终于整理了。玛丽非常开心能赚钱和回收...). It is a well-connected discourse of paragraph length with a clear progression of ideas using appropriate transitional elements and cohesive devices, such as 有一天; 一个小时以后; 因为... 所以...; 终于. This narration uses rich and appropriate vocabulary and idioms, such as 发现; 乱; 想出了一个好办法; 赶快; 整理; 适合; 骄傲; 赚钱; 回收, with minimal errors (辛苦 for 辛苦). It also uses a wide range of grammatical structures, such as the 把-structure (玛丽不想把衣服丢在垃圾桶; 玛丽把她不要的东西带出去); adjectival complements (乱得不得了); relative clauses (玛丽的妈妈看到了她不要的东西都不在了), with minimal errors on directional complements (妈妈进去她的卧室).

Sample: B

Score: 3

This narration earned a score of 3 as it suggests competence in presentational writing in terms of task completion and language use. It tells a basic story mostly consistent with the stimulus (你有太多东西, 让家里比较干净, 大妹想要买... 的东西, 让大红和小红很开心), but contains some inconsistencies. For example, although a description is provided for picture 2 (大红吧小红太小的东西让家里比较干净), the specific action and the role of the person in the picture remain unclear. The response lacks organization, with infrequent use of transitional elements and cohesive devices. It uses limited appropriate vocabulary and simple grammatical structures, with errors that obscure meaning, such as 大红吧小红太小的东西让家里比较干净.

Sample: C

Score: 2

This response earned a score of 2 as it suggests lack of competence in presentational writing. This response is characterized by description with little narration. It is inconsistent with the stimulus since it lacks the description and narration of picture 3 and picture 4. The information presented is scattered with minimal use of transitional elements (可是). The response uses minimal appropriate vocabulary (衣服; 衬衫太小), and uses limited grammatical structures, with errors that obscure meaning (爱琳看电视机, 可是她的妈妈说带衣服). The meaning of 带衣服 is unclear.