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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 emerging 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"> <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>
DELIVERY	<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>
LANGUAGE USE	<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

朋友你好，  
我很高兴收到你的邮件！你最近怎么样？从你的邮件，我知道你明年上我的学校。我很兴奋见你！关于你的第一个问题，我建议你穿舒服的衣服，比如运动衣服，因为要是你一边学习一边穿舒服的衣服，你会提高你的成绩，因为学习会更好。再说，在我的地方温度常常搞，所以一我建议你穿短裤。关于你的第二个问题，你应该练习英文，因为你可以跟别人很容易地聊天儿。要是你需要帮助，我可以帮你学英文。我希望我给你有用的帮助！谢谢，

### Sample: B

李美，你好。你说你要来我的学校学习一年，我太高薪了啊！你听对了，在我的学校穿什么都可以。你穿好穿的衣服得可以了，没必要穿好看的。你还得带你的电脑，一些笔，和几个本子。等不及你来我的学校读书！我们明年在学校捡啊！

### Sample: C

我要给人十个衣服，因为我不要这个的衣服。

## Interpersonal Writing: Email Response (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**

The response addresses all aspects of the stimulus with thoroughness and detail. It successfully describes what kind of clothes would be appropriate to wear when attending the school (我建议你穿舒服的衣服 . . . 你会提高你的成绩; 在我的地方温度常常搞, 所以一我建议你穿短裤) and what else to prepare to adjust to life as an international student (你应该练习英文, 因为你可以跟别人很容易地聊天儿). It is well organized and coherent with a clear progression of ideas using transitional elements and cohesive devices (关于; 比如; 再说). The response employs a rich vocabulary (邮件; 兴奋; 成绩; 温度; 建议) and a wide range of grammatical structures and expressions (关于; 一边 . . . 一边; 比如; 再说) with minor errors (从你的邮件).

### Sample: B

**Score: 4**

The response completes the task by addressing all aspects of the stimulus. It addresses what kind of clothes would be appropriate to wear when attending the school (在我的学校穿什么都可以) and what else to prepare to adjust to life as an international student (你还得带你的电脑, 一些笔, 和几个本子). The response, however, lacks detailed elaboration for each question. It is generally organized and coherent, using some transitional elements and cohesive devices (什么都; 还), and thus forms a discourse of paragraph length. The vocabulary and grammatical structures used are mostly appropriate (在我的学校穿什么都可以, 没必要穿好看的, 你还得带你的电脑, 一些笔, 和几个本子) with errors that do not generally obscure meaning (我太高薪了啊; 你穿好穿的衣服得可以了). While the response demonstrates competence in interpersonal writing, the score could have been higher with more elaboration and details.

### Sample: C

**Score: 1**

The response addresses the stimulus only minimally (. . . 衣服). The disjointed sentences lack organization and coherence (因为我不要这个的衣服). It contains insufficient appropriate vocabulary with little control of grammatical structures (我要给人十个衣服, 因为我不要这个的衣服). The response demonstrates a lack of competence in interpersonal writing.