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# AP<sup>®</sup> Chinese Language and Culture

## Sample Student Responses and Scoring Commentary

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#### **Presentational 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<br>Very weak  | 2<br>Weak   | 3<br>Adequate   | 4<br>Good  | 5<br>Very good   | 6<br>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"> <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> |
| 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)**

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## Presentation Writing: Story Narration

### Sample: A

有一天下午，天明在房间里听手机上的音乐。突然，天明的爸爸走进他的房间里，发现了他的房间乱七八糟，就对天明说他需要先把房间收拾好，才能玩儿。爸爸走了以后，天明就偷偷的把房间里面的所有东西都放在床底下。过了几个小时以后，爸爸又来到天明的房间里检查收拾了怎么样。天有不测风云，爸爸发现了床底下的东西，很吃惊。那时候，天明在楼下玩游戏。爸爸赶快到楼下很生气的跟天明说他需要把东西收拾好。

### Sample: B

一天在星期五一个人叫麦可，麦可的爸爸要告诉他如果你要玩在电视你要干净你的地上。然后麦可要干净你的地上，他的爸爸要去看还有看，他方他的篮球，衣服，皮扎在他的睡觉地方。他的爸爸很生气！他去给他讲话。爸爸说“我很生气在你，你不可以玩电视“！然后他说”去放你的篮球，衣服，和皮扎放起来“！

### Sample: C

莫玩篮球房间。爸爸说莫它的。莫怕篮球房间。爸爸不高心有莫。爸爸莫去房

## Presentational Writing: Story Narration

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

### Overview

This question assessed 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 in Different Societies. To respond to the question successfully, students needed to demonstrate their proficiency in Chinese language pertaining to everyday family 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 boy with a messy room who got in trouble with his father for doing a poor job cleaning it. (The four pictures and the instructions for answering this question is on AP Central.) Students were allotted 15 minutes to narrate a complete and coherent story based on the four pictures provided. The narration was expected to reflect a clear progression of ideas, including a beginning, a middle, and an end.

### Sample: A

#### Score: 5

The response tells a logical and complete story, with a beginning, middle, and end consistent with the stimulus. With effective use of transitional elements (突然; 爸爸走了以后; 过了几个小时以后; 那时候) and cohesive devices (就; 才; 又), the response narrates the event in a connected discourse of paragraph length with a clear progression of ideas. The response could have earned a higher score had it elaborated more on the 乱七八糟 situation clearly depicted in stimulus #1 by providing a detailed and specific description of the way things are scattered around the room. The response uses a variety of grammatical structures (such as 把房间收拾好) and appropriate vocabulary and idioms (such as 发现; 乱七八糟; 收拾; 检查; 吃惊), but also contains sporadic errors (偷偷的; inappropriate use of 天有不测风云, 很生气的跟天明说).

### Sample: B

#### Score: 3

The narration tells a basic story, but it is not entirely consistent with the stimulus. 然后麦可要干净你的地上 is not an accurate description of the second in the sequence of four pictures. Sentences are not well connected due to infrequent use of transitional elements and cohesive devices (only 一天; 然后). The narration uses somewhat limited vocabulary with some errors that may obscure meaning (干净你的地上; 方他的篮球; 皮扎). The narration consists of simple grammatical structures, with interference from English (我很生气在你) and frequent errors that obscure meaning (你要玩在电视; 他的爸爸要去看还有看).

### Sample: C

#### Score: 1

The response provides minimum information relevant to the stimulus (房间; 爸爸; 篮球). Consisting mainly of disjointed sentences, the response lacks narrative and is difficult to follow. The vocabulary used are insufficient and inappropriate with errors that significantly obscure meaning (爸爸说莫它的; 爸爸不开心有莫). The response has little control of grammatical structures with errors that significantly obscure meaning (莫玩篮球房间; 爸爸莫去房).