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

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Interpersonal Writing—Email Response**

- Scoring Guideline**
- 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 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>E-mail 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>E-mail 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>E-mail 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>E-mail 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>E-mail 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>E-mail 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

你好加加，

我受到到你的邮件特别开心。在你邮件你问我，你必须选大学的中文课或者选去中国学习中文。我的建议是，你应该去中国学习中文啊！这是因为第一，你的中文水平特别高，你不能从大学中文课学那么多，但是在中国中国人的语言水平像你的。你能学特别多生词。第二，如果你去中国你能也学中国文化。中国是有这五千年的历史和文明的国家，你能学既有趣又有意的信息。对我来说，去中国学习时特别好的机会，我建议你去。你也问我想继续学中文时，我的建议是什么。我的建议是你要看很多中国电视因为你的中文水平已经很高，电视的快速度能训练你的技能。我看中国电影时，我感觉到我的技能慢慢好一点的。你选过你毕业后做什么，再给我送邮件！

谢谢，小梅

### Sample: B

你好，

我觉得上大学里是更好因为是比较便宜。而且，如果你不知道很多的中文，去中国可能是一点儿难因为很多人不能说英语。如果你想学好中文，你可以读很多书和看中文的电影。

### Sample: C

我想它们是好的学习。因为，它们是在大学好所以它们是比较学校好。我想我不有做中文因为，我不喜欢做中文，我教中文课太难。

## Interpersonal Writing: Email Response

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

### Overview

This question assessed writing ability in the interpersonal mode of communication by requesting 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 Influence of Language and Culture. In the 15 minutes allotted for this task, students must be able to comprehend the email and then write a response that addressed all the questions posted in the email regarding studying of Chinese after high school. Students were expected to demonstrate skills such as comprehension, analyzation, synthesis, comparison, and evaluation in order to derive meaning and to respond based on the specific situation and cultural context. The question of this year was as follows: 最近好吗？我高中快毕业了，毕业以后我还想继续学中文，这两天跟同学聊天的时候说到了上大学后怎么继续学中文。有的说大学里有很多中文课可以上，有的说别上大学开的中文课，寒暑假去中国学习中文就行了。这两个选择你觉得哪个更好？为什么？另外，要想学好中文，你有什么建议？

To respond to the question successfully, students needed to demonstrate their Chinese proficiency in reading and writing competencies. In particular they had to demonstrate their ability to identify the main idea and relevant details, to infer the meaning and draw on their understanding of learning Chinese in different contexts. To demonstrate their writing competency, students needed to understand and apply appropriate communication strategies in interpersonal writing, using the relevant vocabulary and appropriate grammatical structures for the given context.

### Sample: A

**Score: 6**

The response addresses all aspects of the stimulus with thoroughness and detail: traveling to China to study and why, and how to study Chinese well (选大学的中文课或者选去中国学习中文; 应该去中国学习中文 ...; 这是因为...学中国文化; 我的建议是你要看很多中文电视 ...). It is well organized and coherent, with a clear progression of ideas, using transitional elements and cohesive devices (第一; 第二; 既 ...又; 但是; 因为; ... 再 ...). The response employs rich vocabulary (文明; 信息; 技能) and a wide range of grammatical structures (对我来说...; 我看...时). The use of the register is consistent and appropriate. The response contains minor errors (e.g., 受 instead of 收; 有这 instead of 有着), but overall, it demonstrates excellence in interpersonal writing.

### Sample: B

**Score: 4**

The response completes the task by addressing all aspects of the stimulus: taking college Chinese courses and why, traveling to China to study and why, and how to study Chinese well (上大学...更好因为比较便宜; 去中国 ... 一点儿难因为 ...; 如果你想学好中文 ... 你可以读很多书 ...). It is generally organized, using necessary transitional elements and cohesive devices. The response uses mostly appropriate vocabulary and grammatical structures, with errors that do not generally obscure meaning (上大学里是更好 instead of 上大学更好). The narration would be better with more elaboration and detail. The response demonstrates competence in interpersonal writing.

## Interpersonal Writing: Email Response (continued)

**Sample: C**

**Score: 2**

The response only marginally addresses some aspects of college study (... 在大学好 ...) but does not address all aspects of the stimulus. It contains scattered information (... 在大学好 ...; 比较学校; 我不喜欢做中文) in fragmented sentences (我想我不有做中文因为), lacking organization and coherence. The only cohesive device used is 因为. The response uses minimum appropriate vocabulary and grammatical structure, with frequent errors (e.g., 它们是好的学习; 它们是比较学校好; 不有 instead of 没有). The response suggests lack of competence in interpersonal writing.