

# AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE

## 2008 SCORING GUIDELINES

### Presentational Writing: Story Narration

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> <b>Demonstrates excellence in presentational writing</b>	<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>	<ul style="list-style-type: none"> <li>Consistent use of register appropriate to situation</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>
<b>5</b>	<b>VERY GOOD</b> <b>Suggests excellence in presentational writing</b>	<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>Consistent use of register appropriate to situation except for occasional lapses</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>
<b>4</b>	<b>GOOD</b> <b>Demonstrates competence in presentational writing</b>	<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>May include several lapses in otherwise consistent use of register appropriate to situation</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>
<b>3</b>	<b>ADEQUATE</b> <b>Suggests competence in presentational writing</b>	<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>Inconsistent use of register appropriate to situation or includes many errors</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>
<b>2</b>	<b>WEAK</b> <b>Suggests lack of competence in presentational writing</b>	<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>Frequent use of register inappropriate to situation</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>
<b>1</b>	<b>VERY WEAK</b> <b>Demonstrates lack of competence in presentational writing</b>	<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>Constant use of register inappropriate to situation</li> </ul>	<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>
<b>0</b>	<b>UNACCEPTABLE</b> <b>Contains nothing that earns credit</b>	<ul style="list-style-type: none"> <li>Completely irrelevant to the stimulus</li> <li>Not in Chinese</li> <li>Blank</li> </ul>		

## Story Narration

### Sample: A

小林, 小张, 和小田都是大学学生. 他们已经是很长时间的朋友. 昨天, 他们一起去了饭馆吃晚餐. 他们点了鱼, 炒饭, 等等的. 他们一直都吃得很开心. 过了一两个小时, 他们都吃完了. 可是, 复线的时候, 他们发现了三个人一起都没有人带了钱. 急急忙忙的找, 可是谁多没有. 最后, 小林只能给她的爸爸打了电话, 了解他们的事情. 她告诉她的爸爸, 他们现在需要帮忙. 小林的爸爸好心的开车到了饭馆. 他就帮小林和她的朋友买了单. 小林, 小张, 和小田都觉得很害羞. 不好意思让小林的爸爸复线. 他们就想到, 从现在以后, 一定不会这样子. 每次出去一定得带着钱.

## **Story Narration**

### **Sample: B**

有一天，為了慶祝生日，三為朋友一起吃飯。他們吃的很高興。但吃完要付錢時，請吃飯的突然發現他沒帶錢，所以不能付。大家開始擔心，萬一沒付錢而不能離開餐廳，那該怎麼趕上晚上的音樂會。

這時，女同學忽然想到說她的爸爸在家，可以趕過來付錢。於是她打了電話，而爸爸也在十分鐘以內趕來付錢，讓大家鬆了一口氣。他們也

## **Story Narration**

### **Sample: C**

今天我們一家人吃晚飯,吃完的時后,我們才知道我們忘記帶,於是我們要爸爸找數.

# AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE 2008 SCORING COMMENTARY

## Presentational Writing: Story Narration

### Overview

This task tests writing in the presentational communicative mode by having the student narrate a story to a friend. It consists of a series of four pictures that depict a story. The student is allotted 15 minutes to write the narration. The response receives a single holistic score based on how well it accomplishes the assigned task. The purpose of this question is to determine whether students can write a well-organized story with a clear progression of ideas (a beginning, middle, and end), including as many details as possible. It also gives students a chance to demonstrate their ability to use appropriate transitional elements and cohesive devices, as well as their command of sentence structure and vocabulary.

This year's pictures were about three friends eating at a Chinese restaurant. When the waiter brings the bill, they realize that they do not have the money to pay it. One girl calls her father for help, and he comes to the restaurant and pays the bill.

### Sample: A

#### Score: 5

The narration includes a beginning, middle, and end, with details and elaboration. The response is well organized, effectively using transitional elements and cohesive devices such as 过了一两个小时; 的时候; 最后; and 就. The response uses a variety of grammatical structures and appropriate vocabulary, but also contains sporadic errors (such as 复线 instead of 付钱; 谁多没有 instead of 谁都没有) and one awkward expression (三个人一起都没有人带了钱).

### Sample: B

#### Score: 3

The narration tells a basic story, but it is not entirely consistent with the stimulus; 請吃飯的突然發現他沒帶錢, 所以不能付 is not an accurate description of the second in the sequence of four pictures. The narration is generally organized, using transitional elements and cohesive devices such as ... 時; 所以; 開始[擔心]; 忽然; 於是; and 十分鐘以內. The response uses mostly appropriate grammatical structures and vocabulary, with some errors (三為[位]朋友; 吃的[得]很高興) that do not obscure meaning. The story ends with an incomplete sentence (他們也) that appears to be tagged onto the end of an otherwise complete narration.

### Sample: C

#### Score: 1

The narration is incomplete, inconsistent with the stimulus, and difficult to follow. The response shows an attempt to at least partially respond to the stimulus, but inadequate control of grammatical structures and insufficient vocabulary (忘記帶; 要爸爸找數) significantly obscure the meaning.