

2017

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CollegeBoard

AP Chinese Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] CHINESE LANGUAGE AND CULTURE

2017 SCORING GUIDELINES

Presentational Writing: Story Narration

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in presentational writing	<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 	<ul style="list-style-type: none"> Consistent use of register appropriate to situation 	<ul style="list-style-type: none"> Rich and appropriate vocabulary and idioms, with minimal errors Wide range of grammatical structures, with minimal errors
5	VERY GOOD Suggests excellence in presentational writing	<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"> Consistent use of register appropriate to situation except for occasional lapses 	<ul style="list-style-type: none"> Appropriate vocabulary and idioms, with sporadic errors Variety of grammatical structures, with sporadic errors
4	GOOD Demonstrates competence in presentational writing	<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"> May include several lapses in otherwise consistent use of register appropriate to situation 	<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
3	ADEQUATE Suggests competence in presentational writing	<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"> Use of register appropriate to situation is inconsistent or includes many errors 	<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
2	WEAK Suggests lack of competence in presentational writing	<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"> Frequent use of register inappropriate to situation 	<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
1	VERY WEAK Demonstrates lack of competence in presentational writing	<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"> Constant use of register inappropriate to situation 	<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
0	UNACCEPTABLE Contains nothing that earns credit	<ul style="list-style-type: none"> Completely irrelevant to the stimulus Not in Chinese characters Blank 		

**AP[®] CHINESE LANGUAGE AND CULTURE
2017 SCORING COMMENTARY**

Presentational Writing: Story Narration

Sample: A

今天是奶奶的六十岁生日，为了庆祝奶奶的六十大寿亲戚们决定大家久违的聚起来为奶奶开生日宴会。当我到达奶奶家的时候，宴会已经开始了，大家把自己准备的礼物送给奶奶，而且蛋糕也在桌上了，大家都为奶奶庆祝她的生日。在窗外看到这一幕，我这才想到忘记为奶奶买生日礼物了，心想自己两手空空地进去肯定会尴尬，慌忙地转身，想去买些什么回来给奶奶，这时，恰好看到了从不远处捧着一大束花走过来的舅舅，赶紧凑上去问舅舅分点儿花给我，这才敢开门进家，舅妈在门口迎接着我们，我跟舅舅各捧着一束花，为奶奶庆祝生日。

Sample: B

张景：

上周六我参加了我妈妈八十大寿的生日派对。好多亲戚都来了。妈妈他还邀请了好多朋友和邻居。当我到家的时候，家里已经来了十几个人，可热闹了！可是我刚要敲门的时候，我突然发下我特意为妈妈准备的礼物忘带了。那可是我妈妈八十岁的生日阿！我没准备礼物怎么行。于是我决定开车去商场给妈妈再买一个寿桃。因为寿桃是给长辈过生日最好的祝福。可是我又不想迟到，不然妈妈会不高兴的。就在我往车走的路上，我碰上了我的大哥，他正捧着一大束玫瑰花。那是我妈妈最喜欢的花了。于是我请大哥分了我一半的花当我的礼物给妈妈。要是没有大哥我真的不知道该怎么办了。幸好妈妈得到了花很高兴。我

Sample: C

今天是生日的我的妹妹。我很喜欢我的妹妹，还是我很高兴看他。爱幼！我没有一个生日东西。我不高兴了。我的哥哥有生日东西。谢谢哥哥我可以给我的妹妹这个生日东西。我的妹妹最喜欢这个生日东西。他很高兴和我很高兴了。我的哥哥很好，我爱我的哥哥和我的妹妹。这个生日的我的妹妹。再见。

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Presentational Writing: Story Narration

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

Overview

This task assessed writing ability in the presentational mode of communication by requiring students to narrate a story, depicted in a series of four pictures, as if writing to a friend. Students should demonstrate their ability to produce paragraph-level discourse with linguistic accuracy using appropriate transitional elements and cohesive devices, and their narration should reflect a clear progression of ideas, including a beginning, a middle, and an end. Students were allotted 15 minutes for this task, the successful completion of which requires the ability to use the language to narrate a complete and coherent story based on the picture sequence.

Sample: A

Score: 6

This response includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with the stimulus. With the effective use of transitional elements and cohesive devices such as 当...的时候, ...已经...了; 而且, 这才, 慌忙地转身, 这时, 恰好, and 赶紧, etc., the narration of the story is well organized and forms a well-connected paragraph length discourse. The response uses rich and appropriate vocabulary and idioms (e.g., 六十大寿, 到达, 宴会, 窗外看到这一幕; 尴尬), and a range of grammatical structures, with minimal errors such as 久违的聚起来, etc.

Sample: B

Score: 4

This response tells a complete story. The development of the story is consistent with the stimulus, but lacks elaboration in its treatment of some details provided by pictures #3 and #4. The narration of the story is generally organized and coherent, using transitional elements and cohesive devices such as 当...的时候, 已经, 可是, 刚要...的时候, 突然, 因为, 不然, 就在...走的路上, 正..., and 于是, etc. The response uses mostly appropriate vocabulary and grammatical structures, with errors (e.g., 请大哥分了我一半的花当我的礼物给妈妈) that do not generally obscure meaning.

Sample: C

Score: 2

This response is characterized by description and listing, with little narration. It is inconsistent with the stimulus. Consisting of scattered information, the response lacks organization and coherence, with no use of transitional elements and cohesive devices. The response uses minimal appropriate vocabulary and grammatical structures (e.g., repeated use of incorrect word order: 生日的我的妹妹), with numerous errors (e.g., 生日东西, 还是我很高兴看他) that obscure meaning.