
AP[®] Chinese Language and Culture

Sample Student Responses and Scoring Commentary

Inside:

Presentational Writing—Story Narration

- Scoring Guideline**
- Student Samples**
- Scoring Commentary**

AP[®] CHINESE LANGUAGE AND CULTURE

2019 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

2019 SCORING COMMENTARY

Presentational Writing: Story Narration

Sample: A

这天早上，乌云密布，仅剩的一缕阳光从乌云中艰难地照耀大地。在这种天气条件下，小红和她的弟弟妹妹依然决定照常骑车去上学。可是，在去学校的路上，猛烈的暴风雨忽然下了下来。万幸的是，在小红一行三人的前方不远处有一座可以遮风挡雨的亭子，三人便决定暂时去亭子里避一避雨。小红认为在这种天气情况下无法继续骑车上学。于是，在弟弟对着自行车发呆，妹妹坐在桌子上喝水的时候，小红打通了爸爸的电话，向他告知了兄妹三人目前的状况。几分钟后，爸爸开着车来到了孩子们所在的亭子，准备开车送他们去学校。由于小红及时的反应和爸爸的帮助，兄妹三人最终在上课前赶到了学校。

Sample: B

这周末的时候，我跟我的朋友打算在公园一起骑自行车。可是那天的天气报说下午的时候可能下雨。下午的时候还没下雨，而且太阳也去来来了。所以我先跟我的父母说我还会跟朋友骑自行车，然后就走了。我们骑了十分钟后，突然下大雨了和刮风。前面有一个小休息站，所以我们在那儿停了。还好有着休息站，要不然我们被雨领事了。她们在那里喝了一些水也检查了她们的自行车，我在给我的父母打电话。我跟他们说，我们不可以骑自行车了因为天气太不好了。他们说好注意。他们马上离开家去接我们。我说谢谢，然后跟朋友说我的父母会接我们。五分钟后，我的爸爸来接我们了。

Sample: C

你好小明！

你還好嗎？我的哥哥和朋友下個性稀奇自行車在一起。我的哥哥要去公園因為這個地方很美也方便。然後來我們再一起到公園天氣不好。來了我要站起來公園周。我用我的手機我的爸爸因為他用開車來下雨。最後我的爸爸去公園。美食我去公園我需要帶手機。
你的下個星期什麼？

你的朋友

AP[®] CHINESE LANGUAGE AND CULTURE

2019 SCORING COMMENTARY

Presentational Writing: Story Narration

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

Overview

This question 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 needed to 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 ability to use the language to narrate a complete and coherent story based on the four pictures provided.

Sample: A

Score: 6

The narration has a thorough and detailed beginning (introduction of the situation), followed by a middle (clear exposition of the sudden change of the situation), and an end (final solution). The development of the plot is logical, complete, and consistent with the stimulus. Sustained by a series of carefully chosen transitional elements and cohesive devices (在 ... 条件下; 依然; 可是; 忽然; 在 ... 的路上; 万幸的是; 便 ...; 在 ... 情况下; 于是; 几分钟后; 由于; 最终), the narration is well-organized and coherent. The text is a well-connected discourse of paragraph length.

The response uses rich and appropriate vocabulary, idioms (仅剩; 艰难地; 猛烈的; 遮风挡雨; 暂时; 避雨; 继续; 发呆; 告知; 目前的状况; and 及时的反应), and a wide range of grammatical structures. This response demonstrates excellence in presentational writing.

Sample: B

Score: 4

The narration tells a complete story. While the narration is consistent with stimulus in general, it lacks details and elaboration in some places (for example, it does not mention the interaction between characters in the fourth panel). The narration is generally organized and coherent. Some appropriate transitional elements and cohesive devices are used in the first half of the narrative (可是; ... 的时候; 而且; 所以; 然后; 骑了十分钟后; 突然; 还好 ... 要不然), but not in the second half. Therefore, the second half of the response is not well-connected (要不然我们被雨领事了。她们在那里喝了一些水也检查了她们的自行车, 我在给我的父母打电话。我跟他们说, 我们不可以骑自行车了因为天气太不好了。他们说好注意。他们马上离开家去接我们。我说谢谢).

The response uses mostly appropriate vocabulary and mostly appropriate grammatical structures. There are a few errors with vocabulary and sentence structure (也去来来了; 在那儿停了; 有着休息站; 要不然我们被雨领事了; 他们说好注意), but they do not generally obscure meaning. This response could be improved with increased use of transitional and cohesive devices in the second half of the story and with the addition of more detailed descriptions of the events in the story. This response demonstrates competence in presentational writing.

AP[®] CHINESE LANGUAGE AND CULTURE

2019 SCORING COMMENTARY

Presentational Writing: Story Narration (continued)

Sample C

Score: 2

The response is barely consistent with the stimulus. It only provides scattered information; it does not tell a story due to limited vocabulary and grammatical structure and repeated errors that necessitate constant listener effort. It contains many incomplete and disjointed sentences, and as such it lacks organization and coherence. Besides 然後 and 最後, the response does not use transitional elements and cohesive devices. The response uses minimal appropriate vocabulary and limited grammatical structures. There is repeated interference from another language. The frequent errors (下個性稀奇自行車在一起; 來了我要站起來公園周. 我用我的手機我的爸爸因為他用開車來下雨; 你的下個星系什麼) seriously obscure the intended meaning of the response and impede understanding. This response would be improved by the use of more appropriate vocabulary and increased control of basic language functions. This response suggests lack of competence in presentational writing.