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

## Sample Student Responses and Scoring Commentary

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#### Interpersonal Writing—E-mail Response

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

## 2019 SCORING GUIDELINES

### Interpersonal Writing: E-Mail Response

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	<b>EXCELLENT</b> Demonstrates excellence in interpersonal writing	<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>	<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>
5	<b>VERY GOOD</b> Suggests excellence in interpersonal writing	<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>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>
4	<b>GOOD</b> Demonstrates competence in interpersonal writing	<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>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>
3	<b>ADEQUATE</b> Suggests competence in interpersonal writing	<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>Use of register appropriate to situation is inconsistent 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>
2	<b>WEAK</b> Suggests lack of competence in interpersonal writing	<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>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>
1	<b>VERY WEAK</b> Demonstrates lack of competence in interpersonal writing	<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>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>
0	<b>UNACCEPTABLE</b> Contains nothing that earns credit	<ul style="list-style-type: none"> <li>Completely irrelevant to the stimulus</li> <li>Not in Chinese characters</li> <li>Blank</li> </ul>		

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## 2019 SCORING COMMENTARY

### Interpersonal Writing: E-Mail Response

#### Sample: A

发件人：朋友

你好。谢谢你的来信，你好吗？好久不见。关于你的问题，我觉得你应该首先，我觉得晚一年再上大学好。我觉得它给学生机会找工作还是实习。你可以有时候，去志愿者在附近老人家。你可以给精神为去打学。如果你胡来上大学，我觉得中国文化有意思，我在大学，学历史。你想在这个一年旅行。中国有很多名胜古迹所以我可以学中国文化。我可以还看很多电影，听古典音乐，和吃名的食物。我花很多时间练习我的中文和其他中国东西。

如果你还有问题，请告诉我

祝好

#### Sample: B

你好，

我很高兴你决定去大学。很多人晚一年在上大学所以我觉得这是不错。我的大学要学生去中国学习它的发展经济所以我有很多机会所以我有许多机会到中国去看你。在中国我也能用我的中文和找工作在跨国公司。我也要自己看看中国文化和吃地道的饺子。再见。

#### Sample: C

你好

我不擦一去中国因为我不知道我放我的东西和我不要去如果我不有了。我擦一去如果我有了。啥么天你去了，如果我交到了我擦一来跟你去中国。你是好吗。你做社么在中国。

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## 2019 SCORING COMMENTARY

### Interpersonal Writing: E-Mail 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 requiring students to write a response to an e-mail received from a friend. In the 15 minutes allotted for this task, students must be able to comprehend the e-mail and then write a response that addresses all the questions posed in the e-mail. Students were expected to demonstrate skills such as analyzing, synthesizing, comparing, and evaluating in order to derive meaning and to respond based on the specified situation and cultural context. The question of this year is as follows:

#### Sample: A

**Score: 5**

The response addresses all aspects of the stimulus (我觉得晚一年再上大学好; 它给学生机会找工作; 我觉得中国文化有意思 ... 你想在这个一年旅行). There is a good level of detail and elaboration, especially regarding what to do in China (中国有很多名胜古迹所以我可以学中国文化; 我可以还看很多电影; 听古典音乐; 和吃名的食物). The email is well-organized and coherent with a progression of ideas that are generally clear. There is some use of transitional elements and cohesive devices (e.g., 关于; 首先; 如果; 所以). The vocabulary is appropriate (e.g., 志愿者; 附近; 名胜古迹). The response includes sporadic errors (吃名的食物 instead of 吃有名的食物, and 胡来 instead of 会来), which do not obscure meaning. While the amount of information provided is appropriate, the response would be improved by decreasing the number of language use errors. This response suggests excellence in interpersonal writing.

#### Sample: B

**Score: 4**

The response addresses all aspects of the stimulus. The writer offers an opinion (我觉得这是不错), gives a supporting reason (很多人晚一年在上大学), and gives suggestions of what they would do in China (在中国我也能用我的中文和找工作在跨国公司). There are adequate details explaining what the writer will do in China (去中国学习它的发展经济; ... 用我的中文; ... 找工作在跨国公司), but the response lacks elaboration on the first two aspects of the stimulus (你覺得晚一年再上大學好不好? 為什麼?). The response would be improved by the inclusion of more elaboration and detail, for example by explaining why the reader should take a gap year. This response is generally organized and coherent, including the use of transitional elements (所以). There is mostly appropriate vocabulary with errors that do not generally obscure meaning (看看中国文化; 找工作在跨国公司). This response demonstrates competence in interpersonal writing.

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## 2019 SCORING COMMENTARY

### Interpersonal Writing: E-Mail Response (continued)

**Sample: C**

**Score: 1**

The response does not address any aspects of the stimulus (你覺得晚一年再上大學好不好？為什麼？如果... 去中國生活... 你想在這一年的時間裏做什麼？). It addresses stimulus only minimally (去中国) in response to the question of what to do in China. The response lacks organization and coherence with very disjointed sentences (我擦一去如果我有). It clearly shows insufficient, inappropriate use of vocabulary with frequent errors that significantly obscure meaning (我擦一去如果我有; 我不擦一去中国). The response also shows constant interference from another language (你是好吗; 你做社么在中国). The response demonstrates limited control of grammatical structures with frequent errors that significantly obscure meaning (我不擦一去中国因为我不知道我放我的东西和我不要去如果我不有了). The response would be improved by directly responding to the three questions in the prompt (providing an opinion, a reason, and a suggestion of what to do in China). This response demonstrates lack of competence in interpersonal writing.