
AP[®] Chinese Language and Culture

Sample Student Responses and Scoring Commentary

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Presentation Writing—Story Narration

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Question 1: Story Narration

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 presentational writing	Suggests lack of competence in presentational writing	Suggests competence in presentational writing	Demonstrates competence in presentational writing	Suggests excellence in presentational writing	Demonstrates excellence in presentational writing
TASK COMPLETION	- Response incomplete and difficult to follow; lacks narrative elements; may be inconsistent with stimulus - Lacks organization and coherence; very disjointed sentences or isolated words	- 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	- 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	- 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	- 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	- 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
DELIVERY	Constant use of register inappropriate to situation	Frequent use of register inappropriate to situation	Use of register appropriate to situation is inconsistent or includes many errors	May include several lapses in otherwise consistent use of register appropriate to situation	Consistent use of register appropriate to situation except for occasional lapses	Consistent use of register appropriate to situation
LANGUAGE USE	- 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	- Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language - Limited grammatical structures, with frequent errors that obscure meaning	- 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	- 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	- Appropriate vocabulary and idioms, with sporadic errors - Variety of grammatical structures, with sporadic errors	- Rich and appropriate vocabulary and idioms, with minimal errors - Wide range of grammatical structures, with minimal errors

Score of 0: UNACCEPTABLE—Contains nothing that earns credit

- Completely irrelevant to the stimulus
- Not in Chinese characters

NR (No Response): BLANK (no response)

Presentation Writing: Story Narration

Sample: A

今天，玛丽特别高兴，因为她要去她好朋友亮亮的生日派对。一个星期以前，玛丽在网上买了一个漂亮的裙子，想穿去亮亮的派对。可是，裙子到的时候，玛丽发现裙子太长，太宽了，穿上去看起来很钢轧。原来，玛丽不小心地买到错的号码。玛丽着急得跑去附近的衣服店。她问卖裙子的小姐如果店里有小一点的裙子号码。她们俩找了不到五分钟后就找到了同样的裙子，小号的。玛丽松了一口气。那个晚上，玛丽开开心心的穿她新买的裙子到亮亮热闹的派对，跟朋友们一起聊天，跳舞，和唱歌。玛丽过了一个完美的晚上。

Sample: B

有一个女人在她的家。她的名字是小明。她穿一个白色和蓝色的衣服。他上网买衣服。她想买红色的衣服。她买了红色的衣服。但是，这个衣服太大了！小明说：“啊！我要买一个新的衣服！”小明去买一个新的衣服。有一个女人，黄色的头发，说：“你好！你今天要做什么？”小明说：“你好！这个衣服太大了！我想买一个新的衣服。”女人说：“我有小的这个衣服。你想吗？”小明说：“太好了！我要小一点的！”然后，小明去他的学校跳舞。她所有的朋友在！小明在男人和女人一起跳舞。男人全一个黑色的衣服，女人穿一个蓝色的衣服。

Sample: C

我想红四 dress 因为我有朋友 party。我喜欢红丝 dress 和 fits 很好。不但 dress 很漂亮而且 dress 买很好。

Presentational Writing: Story Narration (continued)

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

Overview

This question assessed the writing skills in the presentational mode of communication. The AP Chinese Language and Culture course content related to this question is the Unit on Contemporary Life. To respond to the question successfully, students had to demonstrate a level of proficiency in Chinese language that would allow them to deal with topics relating to art and aesthetics in everyday life and the skills required to describe and narrate in paragraph-level discourse. The format of this question required students to—by keyboard input writing—narrate a story depicted in a series of four pictures about a girl buying a dress for a party. Students were allotted 15 minutes to use the information provided in the pictures to produce a complete and coherent story, which reflects a clear progression of ideas with a beginning, a middle, and an end.

Sample: A**Score: 6**

This narration earned a score of 6 as it demonstrates excellence in presentational writing in terms of task completion, delivery, and language use. The response includes a thorough, detailed beginning, middle, and end that tell a logical, complete story consistent with the stimulus (一个星期以前, 玛丽在网上买了一个漂亮的裙子, 想穿去亮亮的派对 ... 裙子到的时候, ... 太长, 太宽了 ... 问卖裙子的小姐如果店里有小一点的裙子 ... 找到了 ... 小号的 ... 穿她新买的裙子到 ... 派对). It is a well-connected discourse of paragraph length with a clear progression of ideas using appropriate transitional elements, such as 可是 and 原来, and coherent devices, such as 今天, 一个星期以前, ...的时候, 不到五分钟, and 那个晚上. The response uses rich, appropriate vocabulary and idioms (e.g., 发现; 号码; 着急; 不小心; 完美; 太...太...; 松了一口气; 开开心心) with minimal errors (钢轧 for 尴尬; 太宽 for 太大). It also uses a wide range of grammatical structures, such as the word order of time and location (一个星期以前, 玛丽在网上...); verb + 了; 要 + verb; 想 + verb; and verb complements, such as 买到; 穿上去; 找了不到五分钟; 着急得 ..., with minimal errors (穿 for 穿上; 她问卖裙子的小姐如果店里有小一点的裙子号码 for 她问卖裙子的小姐是不是店里有小一点的裙子).

Presentational Writing: Story Narration (continued)**Sample: B****Score: 4**

This response earned a score of 4 as it demonstrates competence in presentational writing in terms of task completion and language use. It tells a complete story generally consistent with the stimulus (上网买衣服 ...红色的衣服 ... 衣服太大了... 要小一点的 ... 去...学校跳舞), though it is missing some details and lacking elaboration (e.g., it does not talk about how the main character 小明 realizes that the dress is too large and where she buys a new one). This response is logically organized from beginning to end with some use of transitional elements, such as 但是 and 然后, but most sentences are loosely connected, for example, “有一个女人, 黄色的头发, 说” and “小明去他的学校跳舞。她所有的朋友在! 小明在男人和女人一起跳舞。” The response uses mostly appropriate vocabulary, such as 上网 and 买衣服, with errors that do not obscure meaning, such as the measure word for clothes (个 for 件) or adjective order (小的这个衣服 for 这件小衣服). It uses mostly appropriate grammatical structures, such as 她的名字是小明; 他上网买衣服; 她想买红色的衣服; 她买了红色的衣服, with errors that do not generally obscure meaning, (e.g., 有一个女人在她的家; 她所有的朋友在; 小明在男人和女人一起跳舞; 男人全一个黑色的衣服).

Sample: C**Score: 1**

This response earned a score of 1 as it demonstrates a lack of competence in presentational writing. The narration is incomplete, difficult to follow, and mostly consists of disjointed sentences. The response does not contain sufficient, appropriate vocabulary to express the intended meaning, instead relying on English words (e.g., dress; party; fits), which significantly obscure meaning. The response also demonstrates little control of grammatical structures (e.g., 我想红四 dress 因为我有朋友 party for 因为我要参加朋友的舞会, 我想买一件红色的裙子; 我喜欢红丝 dress 和 fits 很好 for 我喜欢红色的裙子, 但要合适).