# AP® Chinese Language and Culture
# 2012 Scoring Guidelines

## The College Board

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# AP® CHINESE LANGUAGE AND CULTURE
# 2012 SCORING GUIDELINES

## Presentational Writing: Story Narration

| | | TASK COMPLETION | DELIVERY | LANGUAGE USE |
|---|---|---|---|---|
| 6 | **EXCELLENT**<br>**Demonstrates excellence in presentational writing** | • Narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with stimulus<br>• Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length | • Consistent use of register appropriate to situation | • Rich and appropriate vocabulary and idioms, with minimal errors<br>• Wide range of grammatical structures, with minimal errors |
| 5 | **VERY GOOD**<br>**Suggests excellence in presentational writing** | • Narration includes a beginning, middle, and end that tell a logical and complete story consistent with stimulus<br>• 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 | • Consistent use of register appropriate to situation except for occasional lapses | • Appropriate vocabulary and idioms, with sporadic errors<br>• Variety of grammatical structures, with sporadic errors |
| 4 | **GOOD**<br>**Demonstrates competence in presentational writing** | • 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<br>• Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected | • May include several lapses in otherwise consistent use of register appropriate to situation | • Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning<br>• Mostly appropriate grammatical structures, with errors that do not generally obscure meaning |
| 3 | **ADEQUATE**<br>**Suggests competence in presentational writing** | • Narration tells a basic story consistent with stimulus but may have inconsistencies in its logical progression from beginning to end<br>• Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences | • Use of register appropriate to situation is inconsistent or includes many errors | • Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language<br>• Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning |
| 2 | **WEAK**<br>**Suggests lack of competence in presentational writing** | • Response characterized by description or listing, with little narration; may be inconsistent with stimulus<br>• Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences | • Frequent use of register inappropriate to situation | • Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language<br>• Limited grammatical structures, with frequent errors that obscure meaning |
| 1 | **VERY WEAK**<br>**Demonstrates lack of competence in presentational writing** | • Response incomplete and difficult to follow; lacks narrative elements; may be inconsistent with stimulus<br>• Lacks organization and coherence; very disjointed sentences or isolated words | • Constant use of register inappropriate to situation | • Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language<br>• Little or no control of grammatical structures, with frequent errors that significantly obscure meaning |
| 0 | **UNACCEPTABLE**<br>**Contains nothing that earns credit** | • Completely irrelevant to the stimulus<br>• Not in Chinese characters<br>• Blank | | |

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## Interpersonal Writing: E-Mail Response

| | | TASK COMPLETION | DELIVERY | LANGUAGE USE |
|---|---|---|---|---|
| 6 | **EXCELLENT**<br>**Demonstrates excellence in interpersonal writing** | • E-mail addresses all aspects of stimulus with thoroughness and detail<br>• Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length | • Consistent use of register appropriate to situation | • Rich and appropriate vocabulary and idioms, with minimal errors<br>• Wide range of grammatical structures, with minimal errors |
| 5 | **VERY GOOD**<br>**Suggests excellence in interpersonal writing** | • E-mail addresses all aspects of stimulus<br>• 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 | • Consistent use of register appropriate to situation except for occasional lapses | • Appropriate vocabulary and idioms, with sporadic errors<br>• Variety of grammatical structures, with sporadic errors |
| 4 | **GOOD**<br>**Demonstrates competence in interpersonal writing** | • E-mail addresses all aspects of stimulus but may lack detail or elaboration<br>• Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected | • May include several lapses in otherwise consistent use of register appropriate to situation | • Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning<br>• Mostly appropriate grammatical structures, with errors that do not generally obscure meaning |
| 3 | **ADEQUATE**<br>**Suggests competence in interpersonal writing** | • E-mail addresses topic directly but may not address all aspects of stimulus<br>• Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences | • Use of register appropriate to situation is inconsistent or includes many errors | • Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language<br>• Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning |
| 2 | **WEAK**<br>**Suggests lack of competence in interpersonal writing** | • E-mail addresses topic only marginally or addresses only some aspects of stimulus<br>• Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences | • Frequent use of register inappropriate to situation | • Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language<br>• Limited grammatical structures, with frequent errors that obscure meaning |
| 1 | **VERY WEAK**<br>**Demonstrates lack of competence in interpersonal writing** | • E-mail addresses stimulus only minimally<br>• Lacks organization and coherence; very disjointed sentences or isolated words | • Constant use of register inappropriate to situation | • Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language<br>• Little or no control of grammatical structures, with frequent errors that significantly obscure meaning |
| 0 | **UNACCEPTABLE**<br>**Contains nothing that earns credit** | • Completely irrelevant to the stimulus<br>• Not in Chinese characters<br>• Blank | | |

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## Interpersonal Speaking: Conversation

| | | TASK COMPLETION | DELIVERY | LANGUAGE USE |
|---|---|---|---|---|
| 6 | **EXCELLENT**<br>**Demonstrates excellence in interpersonal speaking** | • Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail<br>• Smoothly connected sentences | • Natural pace and intonation, with minimal hesitation or repetition<br>• Accurate pronunciation (including tones), with minimal errors<br>• Consistent use of register appropriate to situation | • Rich and appropriate vocabulary and idioms, with minimal errors<br>• Wide range of grammatical structures, with minimal errors |
| 5 | **VERY GOOD**<br>**Suggests excellence in interpersonal speaking** | • Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail<br>• Connected sentences | • Smooth pace and intonation, with occasional hesitation and repetition<br>• Occasional errors in pronunciation (including tones)<br>• Consistent use of register appropriate to situation except for occasional lapses | • Appropriate vocabulary and idioms, with sporadic errors<br>• Variety of grammatical structures, with sporadic errors |
| 4 | **GOOD**<br>**Demonstrates competence in interpersonal speaking** | • Directly addresses prompt and provides an appropriate response<br>• Sentences may be loosely connected | • Generally consistent pace and intonation, with intermittent hesitation and repetition<br>• May have several errors in pronunciation (including tones), which do not necessitate special listener effort<br>• May include several lapses in otherwise consistent use of register appropriate to situation | • Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning<br>• Mostly appropriate grammatical structures, with errors that do not generally obscure meaning |
| 3 | **ADEQUATE**<br>**Suggests competence in interpersonal speaking** | • Directly addresses prompt and provides a basic but appropriate answer<br>• Disconnected sentences | • Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension<br>• Errors in pronunciation (including tones) sometimes necessitate special listener effort<br>• Use of register appropriate to situation is inconsistent or includes many errors | • Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language<br>• Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning |
| 2 | **WEAK**<br>**Suggests lack of competence in interpersonal speaking** | • Directly addresses prompt and provides an appropriate but incomplete answer<br>• Fragmented sentences | • Labored pace and intonation, with frequent hesitation and repetition<br>• Frequent errors in pronunciation (including tones) necessitate constant listener effort<br>• Frequent use of register inappropriate to situation | • Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language<br>• Limited grammatical structures, with frequent errors that obscure meaning |
| 1 | **VERY WEAK**<br>**Demonstrates lack of competence in interpersonal speaking** | • Addresses prompt minimally or marginally<br>• Very disjointed sentences or isolated words | • Very labored pace and intonation, with constant hesitation and repetition<br>• Frequent errors in pronunciation (including tones) necessitate intense listener effort<br>• Constant use of register inappropriate to situation | • Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language<br>• Little or no control of grammatical structures, with frequent errors that significantly obscure meaning |
| 0 | **UNACCEPTABLE**<br>**Contains nothing that earns credit** | • Mere restatement of the prompt<br>• Clearly does not respond to the prompt<br>• "I don't know," "I don't understand," "Please repeat," or equivalent in Chinese<br>• Not in Mandarin Chinese<br>• Blank (although recording equipment is functioning) or mere sighs | | |

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## Presentational Speaking: Cultural Presentation

| | | TASK COMPLETION | DELIVERY | LANGUAGE USE |
|---|---|---|---|---|
| 6 | **EXCELLENT**<br>**Demonstrates excellence in presentational speaking and cultural knowledge** | • Presentation addresses all aspects of prompt with thoroughness and detail<br>• Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length<br>• Cultural information is ample, accurate, and detailed | • Natural pace and intonation, with minimal hesitation or repetition<br>• Accurate pronunciation (including tones), with minimal errors<br>• Consistent use of register appropriate to situation | • Rich and appropriate vocabulary and idioms, with minimal errors<br>• Wide range of grammatical structures, with minimal errors |
| 5 | **VERY GOOD**<br>**Suggests excellence in presentational speaking and cultural knowledge** | • Presentation addresses all aspects of prompt<br>• 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<br>• Cultural information is accurate and detailed | • Smooth pace and intonation, with occasional hesitation and repetition<br>• Occasional errors in pronunciation (including tones)<br>• Consistent use of register appropriate to situation except for occasional lapses | • Appropriate vocabulary and idioms, with sporadic errors<br>• Variety of grammatical structures, with sporadic errors |
| 4 | **GOOD**<br>**Demonstrates competence in presentational speaking and cultural knowledge** | • Presentation addresses all aspects of prompt but may lack detail or elaboration<br>• Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected<br>• Cultural information is accurate but may lack detail | • Generally consistent pace and intonation, with intermittent hesitation and repetition<br>• May have several errors in pronunciation (including tones), which do not necessitate special listener effort<br>• May include several lapses in otherwise consistent use of register appropriate to situation | • Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning<br>• Mostly appropriate grammatical structures, with errors that do not generally obscure meaning |
| 3 | **ADEQUATE**<br>**Suggests competence in presentational speaking and cultural knowledge** | • Presentation addresses topic directly but may not address all aspects of prompt<br>• Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences<br>• Cultural information is generally correct but has some inaccuracies | • Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension<br>• Errors in pronunciation (including tones) sometimes necessitate special listener effort<br>• Use of register appropriate to situation is inconsistent or includes many errors | • Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language<br>• Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning |
| 2 | **WEAK**<br>**Suggests lack of competence in presentational speaking and cultural knowledge** | • Presentation addresses topic only marginally or addresses only some aspects of prompt<br>• Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences<br>• Cultural information has several inaccuracies | • Labored pace and intonation, with frequent hesitation and repetition<br>• Frequent errors in pronunciation (including tones) necessitate constant listener effort<br>• Frequent use of register inappropriate to situation | • Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language<br>• Limited grammatical structures, with frequent errors that obscure meaning |
| 1 | **VERY WEAK**<br>**Demonstrates lack of competence in presentational speaking and cultural knowledge** | • Presentation addresses prompt only minimally<br>• Lacks organization and coherence; very disjointed sentences or isolated words<br>• Cultural information has frequent or significant inaccuracies | • Very labored pace and intonation, with constant hesitation and repetition<br>• Frequent errors in pronunciation (including tones) necessitate intense listener effort<br>• Constant use of register inappropriate to situation | • Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language<br>• Little or no control of grammatical structures, with frequent errors that significantly obscure meaning |
| 0 | **UNACCEPTABLE**<br>**Contains nothing that earns credit** | • Mere restatement of the prompt<br>• Clearly does not respond to the prompt; completely irrelevant to the topic<br>• Not in Mandarin Chinese<br>• Blank (although recording equipment is functioning) or mere sighs | | |

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