

Traditional-character version


<div style="display: flex; justify-content: space-between; align-items: center;"> <div> <div style="margin-left: 10px;"> AP[®] </div> </div> <div style="text-align: right;"> <div style="border: 1px solid white; padding: 2px 5px; font-size: 0.8em;">Switch to Simplified</div> <div style="border: 1px solid white; padding: 2px 5px; font-size: 0.8em;">Help ?</div> </div> </div>	
<div style="display: flex; justify-content: space-between; align-items: center;"> Writing Question 2 of 2 00:14:51 Hide Time </div>	
<p>Directions: In this task, you will be asked to write in Chinese for a specific purpose and to a specific person. You should write in as complete and culturally appropriate a manner as possible, taking into account the purpose and the person described.</p>	
<p>Read this e-mail from a friend and then write a response.</p> <p>發件人： 加加 郵件主題：繼續學中文</p> <p>最近好嗎？我高中快畢業了，畢業以後我還想繼續學中文。這兩天跟同學聊天的時候說到了上大學後怎麼繼續學中文。有的說大學裏有很多中文課可以上，有的說別上大學開的中文課，寒暑假去中國學習中文就行了。這兩個選擇你覺得哪個更好？為什麼？另外，要想學好中文，你有什麼建議？</p>	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <div style="display: flex; justify-content: space-between; align-items: center; font-size: 0.8em;"> <div> <div style="border: 1px solid #ccc; padding: 2px 5px;">Cut</div> <div style="border: 1px solid #ccc; padding: 2px 5px;">Paste</div> <div style="border: 1px solid #ccc; padding: 2px 5px;">Undo</div> <div style="border: 1px solid #ccc; padding: 2px 5px;">Redo</div> </div> <div style="border: 1px solid #ccc; padding: 2px 5px; flex-grow: 1;"> Pinyin Simplified ▼ </div> <div style="border: 1px solid #ccc; padding: 2px 5px;"> Hide Character Count 0 </div> </div> <div style="border: 1px solid #ccc; height: 300px; margin-top: 5px;"></div> </div>

Note: Students were able to view simplified- and traditional-character versions of the exam screen above. The simplified-character version of this screen is shown on the next page of this document.

Simplified-character version

CollegeBoard AP®		Switch to Traditional	Help
Writing Question 2 of 2		00:14:22	Hide Time
<p>Directions: In this task, you will be asked to write in Chinese for a specific purpose and to a specific person. You should write in as complete and culturally appropriate a manner as possible, taking into account the purpose and the person described.</p>			
<p>Read this e-mail from a friend and then write a response.</p> <p>发件人: 加加 邮件主题: 继续学中文</p> <p>最近好吗? 我高中快毕业了, 毕业以后我还想继续学中文。这两天跟同学聊天的时候说到了上大学后怎么继续学中文。有的说大学里有很多中文课可以上, 有的说别上大学开的中文课, 寒暑假去中国学习中文就行了。这两个选择你觉得哪个更好? 为什么? 另外, 要想学好中文, 你有什么建议?</p>	<p> <input type="button" value="Cut"/> <input type="button" value="Paste"/> <input type="button" value="Undo"/> <input type="button" value="Redo"/> <input type="button" value="Pinyin Simplified"/> <input type="button" value="Hide Character Count"/> 0 </p>		

Note: Students were able to view simplified- and traditional-character versions of the exam screen above. The traditional-character version of this screen is shown on the preceding page of this document.

 **AP**[®]

Volume

Continue

Speaking

Speaking Part Directions: Conversation

You will participate in a simulated conversation. Each time it is your turn to speak, you will have 20 seconds to record. You should respond as fully and as appropriately as possible.

There will be six times when it is your turn to speak.

You will now begin this part.

Select **Continue** to go on.

Question 2: Email Response

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 interpersonal writing	Suggests lack of competence in interpersonal writing	Suggests competence in interpersonal writing	Demonstrates competence in interpersonal writing	Suggests excellence in interpersonal writing	Demonstrates excellence in interpersonal writing
TASK COMPLETION	<ul style="list-style-type: none"> E-mail addresses stimulus only minimally Lacks organization and coherence; very disjointed sentences or isolated words 	<ul style="list-style-type: none"> E-mail addresses topic only marginally or addresses only some aspects of 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"> E-mail addresses topic directly but may not address all aspects of stimulus Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences 	<ul style="list-style-type: none"> E-mail addresses all aspects of stimulus but may lack detail or elaboration 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"> E-mail addresses all aspects of 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"> E-mail addresses all aspects of stimulus with thoroughness and detail 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	<ul style="list-style-type: none"> Constant use of register inappropriate to situation 	<ul style="list-style-type: none"> Frequent use of register inappropriate to situation 	<ul style="list-style-type: none"> Use of register appropriate to situation is inconsistent or includes many errors 	<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"> Consistent use of register appropriate to situation except for occasional lapses 	<ul style="list-style-type: none"> Consistent use of register appropriate to situation
LANGUAGE USE	<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 	<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 	<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 	<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 	<ul style="list-style-type: none"> Appropriate vocabulary and idioms, with sporadic errors Variety of grammatical structures, with sporadic errors 	<ul style="list-style-type: none"> 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)