

AP[®] JAPANESE LANGUAGE AND CULTURE

2010 SCORING GUIDELINES

Presentational Writing: Compare and Contrast Article

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in presentational writing	<ul style="list-style-type: none"> Article addresses all aspects of prompt with thoroughness and detail, including expression of preference and reasoning Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices 	<ul style="list-style-type: none"> Natural, easily flowing expression Orthography and mechanics virtually error free Virtually no mistakes in use of kanji according to AP Japanese kanji list Consistent use of register and style appropriate to situation 	<ul style="list-style-type: none"> Rich vocabulary and idioms Variety of appropriate grammatical and syntactic structures, with minimal or no errors
5	VERY GOOD Suggests emerging excellence in presentational writing	<ul style="list-style-type: none"> Article addresses all aspects of prompt, including expression of preference and reasoning Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices 	<ul style="list-style-type: none"> Generally exhibits ease of expression Infrequent or insignificant errors in orthography and mechanics Occasional mistakes in use of kanji according to AP Japanese kanji list Consistent use of register and style appropriate to situation except for occasional lapses 	<ul style="list-style-type: none"> Variety of vocabulary and idioms, with sporadic errors Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures
4	GOOD Demonstrates competence in presentational writing	<ul style="list-style-type: none"> Article addresses all aspects of prompt, including expression of preference and reasoning, but may lack detail or elaboration Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent 	<ul style="list-style-type: none"> Strained or unnatural flow of expression does not interfere with comprehensibility Errors in orthography and mechanics do not interfere with readability May include several mistakes in use of kanji according to AP Japanese kanji list May include several lapses in otherwise consistent use of register and style appropriate to situation 	<ul style="list-style-type: none"> Appropriate but limited vocabulary and idioms Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures
3	ADEQUATE Suggests emerging competence in presentational writing	<ul style="list-style-type: none"> Article addresses topic directly but may not address all aspects of prompt Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices 	<ul style="list-style-type: none"> Strained or unnatural flow of expression sometimes interferes with comprehensibility Errors in orthography and mechanics may be frequent or interfere with readability May include frequent mistakes in use of kanji according to AP Japanese kanji list Use of register and style appropriate to situation is inconsistent or includes many errors 	<ul style="list-style-type: none"> Some inappropriate vocabulary and idioms interfere with comprehensibility Errors in grammatical and syntactic structures sometimes interfere with comprehensibility
2	WEAK Suggests lack of competence in presentational writing	<ul style="list-style-type: none"> Article addresses topic only marginally or addresses only some aspects of prompt Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices 	<ul style="list-style-type: none"> Labored expression frequently interferes with comprehensibility Errors in orthography and mechanics frequent or interfere with readability Frequent mistakes in use of kanji according to AP Japanese kanji list Frequent use of register and style inappropriate to situation 	<ul style="list-style-type: none"> Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language
1	VERY WEAK Demonstrates lack of competence in presentational writing	<ul style="list-style-type: none"> Article addresses prompt only minimally Lacks organization and coherence 	<ul style="list-style-type: none"> Labored expression constantly interferes with comprehensibility Errors in orthography and mechanics very frequent or significantly interfere with readability Minimal use of kanji according to AP Japanese kanji list Constant use of register and style inappropriate to situation 	<ul style="list-style-type: none"> Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language
0	UNACCEPTABLE Contains nothing that earns credit	<ul style="list-style-type: none"> Mere restatement of the prompt Clearly does not respond to the prompt; completely irrelevant to the topic Not in Japanese Blank 		

Compare and Contrast Article

Sample: A

小説を読むのと雑誌を読むのを比べると同じ事もあるし、違う事もあります。だいたい、小説にはもっとくわしくて、長いプロットがあります。雑誌にはアドバイスや品物の評価や趣味の事などがあります。私はたくさんの趣味があって、あまりひまがないから、雑誌の方が好きです。

小説には、話がひとつあって、面白いキャラクターがたくさんあります。よく小説から映画が作られるからとても面白いです。小説はえがけないですけど、自分の頭で自分のえが作る事が出来るのがもっと楽しいかもしれません。小説は安くて、長い間に楽しいです。けれども、小説は本屋だけであって、次の本はなくてずっとまでに売るかもしれません。それと、小説の方が雑誌より長いのでたくさんのひまがかかります。

雑誌について、だいたい色々な事がたくさんあって、同じ事ではありません。雑誌は話ではなくて、だいたい趣味の事です。たとえば、車の雑誌があるし、コンピューターの雑誌もあるし、ギターの雑誌などがあります。そんな雑誌の中に、たくさんアドバイ스가あって、新しい品物の評価もあります。雑誌は全部のコンビニに売って、毎月新しいのがあるからとても便利で面白いです。サブスクライブしたらもっと安くて、家にとどける事もとても便利です。えがたくさんあるから小説よりする方がよく説明して、時間があまりかかりません。

結論として、小説も雑誌も面白くて便利なエンターテインメントです。小説の方が映画の様に、雑誌の方が役に立って、世界の新しい事があります。雑誌がえがたくさんあってたくさんの興味や趣味などがあるkする方法がよく説明できるから雑誌の方が好きです。

Compare and Contrast Article

Sample: B

雑誌と本が違い点と同じ点がありあす。

本と雑誌がちがうことを話ます。本はストーリーだけです。でも、ざっしにたくさんのストーリーがあります。ざっしにたくさんのものをはなします。例えば、アドバイスとかヌウズとか洋服は雑誌の中にあります。本が一つ人は書きました。雑誌はたくさんの人を書きました。

本と雑誌は読み物です。でも、ちがいよみぐらいです。本はながくて雑誌はみじかいです。一日に雑誌を読みます。でも、一週間に本を読みます。

本と雑誌は本屋やインターネットにかいます。本は高い物です。でも、雑誌は安いものです。町のストリートにざっしをかうほうがあります。でも、本屋とインターネットに本をかいます。

雑誌と本は読み物です。でも、同じ点と違い点があります。私が雑誌のほうが読みます。みじかいから雑誌より本を読みます。本はおもしろいです。でも、雑誌はたくさんの物をはなすから読むと思ひます

Compare and Contrast Article

Sample: C

本とざっしはとても美しいです。ほんはすこしおおきでし。ざっしは少し小さいです。ざっしはちいさいけど、ざっしはもたいせつです。本は色々な事についてがあります。ざっしも色々な事があります。時々、本とざっし葉同じトピックがあります。でも、ざっしはとてもちいさいです。だから、ほんはとてもいいでしょう。ざっしはクライマックスがありません。ほんはクライマックスがあります。そして、本は夢な人があります。ざっしは有名な人の命についてがあります。ざっしは若い人の為にいます。本はたくさんの為にいます。僕は本が大好きです。

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Presentational Writing: Compare and Contrast Article

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

Overview

This task assessed writing in the presentational communicative mode by having students write an article for the student newspaper of a school in Japan. It comprised a single prompt, which identified two related topics and detailed how they should be discussed in the article. Specifically, students were asked to compare and contrast reading a novel and reading a magazine. They had to describe at least three aspects of each and to highlight the similarities and differences. They were also asked to state their preference and give reasons for it. Students were given 20 minutes to write an article of 300–400 characters or longer.

Sample: A Score: 5

This response suggests emerging excellence in presentational writing. All aspects of the prompt are addressed appropriately and thoroughly, including expression of preference and reasoning. This organized and coherent article contains a smooth progression of ideas and appropriate use of transitional elements and cohesive devices, such as *けれども*, *それと*, *そんな* and *結論として*. The response generally exhibits ease of expression, although some phrases are unnatural (*次の本はなくてずっとまでに売る*, *家にとどける事*, *世界の新しい事*). The vocabulary is varied, and several syntactical structures are used. Although there are some lexical and grammatical errors (*長い*, *ひまがかかります*, *する方がよく説明して*), they do not significantly interfere with comprehensibility. There are also some errors in orthography and spelling *キャラクター*, *たくせん*, but use of kanji from the AP Kanji List is excellent, with only one omission *絵*.

Sample: B Score: 3

This response suggests emerging competence in presentational writing. It directly addresses the prompt, but not all of its aspects. The article discusses books in general; it does not specifically focus on reading novels, and it provides a minimal statement of preference and reasoning. No transitional words are used in moving from one paragraph to another, and little coherence is shown. Only one conjunction or cohesive device *でも* is used. The significant number of grammatical and syntactic errors (*本が一つ人は書きました*, *雑誌はたくさんの物をはなすから読むと思います*) impede comprehensibility. Some phrases are unnatural (*ちがいはよみぐらいです*, *ざっしをかうほうがあります*). There is limited but accurate use of kanji; several kanji from the AP Kanji List are missing (*物*, *話*, *短*, *長*, *買*, *方*). Orthography is generally good, but errors such as *話ます* and *ヌウズ* interfere somewhat with readability.

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Presentational Writing: Compare and Contrast Article (continued)

Sample: C

Score: 2

This response suggests lack of competence in presentational writing. The article addresses the topic only marginally and compares books and magazines merely as objects rather than comparing aspects of the experience of reading these two types of materials. Information is scattered, and the article lacks organization and coherence. Labored expression frequently interferes with comprehensibility, as in the phrases 本は色々な事についてがあります, 本は夢な人があります, and ざっしは有名な人の命についてがあります. Limited control of grammatical and syntactic structures significantly interferes with comprehensibility; errors occur in the phrases ざっしはちいさいけど, ざっしはもたいせつです, ほんはすこしおおきでし, ざっしはもたいせつです, ざっしは若い人の為にいます, and 本はたくさんの為にいます. Kanji are used correctly, although a few kanji from the AP Kanji List are missing (大, 少, 切).