

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

## 2011 SCORING GUIDELINES

### Presentational Writing: Compare and Contrast Article

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

## Compare and Contrast Article

### Sample: A

学校はみんなが触れ合える場所です。でも学校に行くという事は習うという事です。大方の人は勉強したくありません。しかし、勉強しないと、親にしかられます。今日は家で勉強するのと図書館で勉強するのを比べます。

家で勉強すると落ち着きます。学校で勉強すると妙にあせります。僕は家で勉強した方がいいですが、家で勉強すると必ず勉強から脱線します。図書館で勉強したら落ち着きはしないが、たくさんの資料にあります。その資料を使うと勉強がはぐくみます。大方の図書館ではパソコンがないため勉強から脱線する事は少ないです。あと図書館はいつも静かなので雑音なしで勉強したかったら図書館に行きましょう。

僕から言わせてもらえば図書館で勉強した方がいいです。理由は本がたくさんあり分からない所があれば誰からか教えてもらえるからです。僕は図書館で勉強する方をおすすめします。

## Compare and Contrast Article

### Sample: B

皆さんはたくさん勉強します。あなたは図書館か家で勉強しますか。図書館と家どちらの方がいいですか。

図書館は静かです。そして、たくさん本といい教科書があります。学生も図書館で勉強するので学生に宿題を手伝ってあまり増す。でも、八時間ぐらい、図書館を閉めます。だから、夜遅く勉強できません。そして、図書館で話してはいけません。お菓子や飲み物などをもってきてはいけません。

家はいいです。でも、時々うるさいです。夜遅く勉強できます。家で母と父と姉と兄に宿題を手sつだってもらいます。そして、お菓子を食べられます。家も便利です。学校にいきませn。

図書館の方がいいです。図書館は鹿ですから、勉強しやすさし意です。そして、先生と学生は質問を聞きます。たくさん学生は図書館で勉強します。

## Compare and Contrast Article

### Sample: C

うちでべんきょうしますはいいです。としょかんでべんきょうしますは静かにです。わたくしの家でたくさんたべました。図書館で私は本は読んでいます。アメリカは勉強はむずかしいです、からたのしいです。としょかんはじっしょはたくさんよっていきます。

家でともだちらないですが友達といっしょに図書館です。家でお母さんはあなた見ています

。

わたくしはうちでべんきょうは好きですがコンフォラブルです。うちでたくさんときどきよくです。としょかんはファルです。

テストはいいですからうちでべんきょうします。としょかんでべんきょうしますが、テストふるないです。

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## 2011 SCORING COMMENTARY

Note: Students' responses are quoted verbatim and may contain grammatical errors.

### Presentational Writing: Compare and Contrast Article

#### 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 that identified two related topics and detailed how those topics should be discussed in the article. Students were asked to compare and contrast studying at home and studying in a library. They were asked 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. The response received a single holistic score based on how well it accomplished the assigned task.

#### Sample: A Score: 5

This response addresses all aspects of the prompt, including expression of preference and reasoning. The response lacks, however, the thoroughness and detail expected of a response at a higher score level. The response is well organized and coherent, with a progression of ideas that is generally clear. There is some use of transitional elements and cohesive devices (でも, しかし, あと), but more could have been used, especially in the paragraph transitions. The response generally exhibits ease of expression, with sporadic lapses. There is very good use of kanji from the AP Japanese kanji list. The register is consistent, except for one lapse (落ち着きはしないが), and appropriate to the situation. The response adopts a less common indentation style, but this does not interfere with readability. It makes use of a variety of vocabulary and idioms (妙にあせります, 脱線, ありつきます), with sporadic errors (勉強がはぐくみます). It also uses a variety of grammatical and syntactic structures (あと図書館はいつも静かなので雑音なしで勉強したかったら図書館に行きましょう), with sporadic errors (僕から言わせてもらえば should be 僕に言わせてもらえば; 誰からか should be 誰かから). At 371 characters, the response meets the minimum length requirement. A clear introduction, body and conclusion are present and facilitate reader comprehension.

#### Sample: B Score: 3

This response suggests emerging competence in presentational writing. It addresses all aspects of the prompt, including expression of preference and reasoning, but lacks detail or elaboration. Because of the absence of transitional elements and cohesive devices, the response shows weak organization and lack of coherence. Use of cohesive expressions within paragraphs is also limited, which contributes to the impression of weak organization. At times the strained flow of expression interferes with comprehensibility (あなたは図書館か家で勉強しますか; 図書館を閉めます should be 図書館は閉まります; 先生と学生は質問を聞きます). Frequent orthographic and mechanical errors also interfere with comprehensibility (とちら for どちら; 手伝ってまり増す for 手伝ってもらいます; 葉 for は; 鹿 for 静か; しやさし意 for しやすい; 手sつだって; いきませn).

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## Compare and Contrast Article (continued)

The response maintains consistent use of register and style appropriate to the situation. The vocabulary is limited and basic, with some errors (八時間ぐらい for 八時ごろ) that interfere with comprehensibility. Grammatical and syntactic structures are used appropriately, but they are limited to simple structures and basic grammar.

### **Sample: C**

#### **Score: 2**

This response suggests lack of competence in presentational writing. It addresses the prompt directly, but the information is scattered and generally lacks organization and coherence. Because of the absence of transitional elements or cohesive devices, the reader has difficulty comprehending the information as a series of comparisons, as opposed to a listing of characteristics of home and the library. The response is also a bit too short, especially considering that there is minimal use of kanji from the AP kanji list. Labored expression frequently interferes with comprehensibility (家でともだちらないですが友達といっしょに図書館です). For the most part, the register is appropriate and consistent. Insufficient and inappropriate vocabulary frequently interferes with comprehensibility (たくさんよっていきます; としょかんはファルです; テストふるないです). Limited control of grammatical and syntactic structures also hinders comprehensibility (としよかんでべんきょうしますは静かにです; うちでたくさんときどきよくです).