

AP[®] JAPANESE LANGUAGE AND CULTURE

2012 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 		

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Presentational Writing: Compare and Contrast Response

Sample A

友達といっしょに時間を使うのと家族といっしょにいるのは色々な面で違います。

一番目に、友達といっしょに外で遊ぶのが興味はもっとあります。なぜなら、友達が会ったらいつもしたい話がたくさんあるし、家族とはしない楽しいものができるからです。でも、家族といっしょにはもっと安全だし、気持ちが心安になります。

次に、友達とはいっしょに勉強することができます。同じクラスをとる友達に「ちょっと手伝ってくれる？」と聞けます。でも、家族はよく手伝えません。これは兄弟も毎日自分の宿題があるからです。

三番目に、家族といっしょにいと、もう少し意味がある話をするすることができます。家族は良い言葉をしたいです。友達と比べたら、友達は冗談をよくしますが、意味がある言葉をする友達は多くありません。

僕の経験では、家族といっしょにいるのがもっと良いだと思います。家族はいつも僕を愛してるからです。

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Sample B

これから、友達と合う時間と家族と合うじかんと比べてみます。まず、友達と合う時間はもっと楽しいと思います。なぜなら、友達と話すことは楽しいからです。でも、時々家族と合う時間はいいです。母は買い物が好きなので、いいです。だから、私は買い物が好きです。次に家族と合う時間に少しつまらないことをしなければなりません。たとえば、たいてい、家族のエラズをしなければなりません。次に、友達と合う時間は大事だと思います。なぜなら、友達にチョコレートを言います。友達にたくさん物を話すことができます。でも、家族とちょっと変だと思います。最後に、友達と合う時間に、気持ちがよくなります。家族も気持ちがよくなります。家族と友達はあなたに笑うだけでなく、喜びます。意見として、私は家族と合う時間の方が友達と合う時間より好きです。家族はもっと大事なので、家族と合う時間がいいと思います。

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Sample C

初めまして。

今から、私はの友達と家族よりに伝はなします。

友達と家族の スペン 時間 がちあいなこと。そして 友達と家族 スペン 時間がおなじです。ちかいはなします。友達とえいがをみたり、家にいつたり、もっといともいます。でも、家族とおなじものしたら、あります。

友達とスポーツチームをみて、スポーツ センタで行きます。それから、家族とスポーツチームをいきます。

私は 家族スペン時間の方が好きです。

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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 skills 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 those topics should be discussed in the article. Students were asked to compare and contrast spending time with friends and spending time with family. They were asked to describe at least three aspects of each and highlight the similarities and differences between the two. They were also asked to state their preference and give reasons for it.

Students were given 20 minutes to write an article of 300 to 400 characters or longer. The response received a single holistic score on how well it accomplished the assigned task.

Sample: A Score: 5

This response suggests emerging excellence in presentational writing. It addresses all aspects of the prompt with thoroughness and detail, including expression of preference and reasoning (僕の経験では、家族といっしょにいるのがもっと良いだと思います。家族はいつも僕を愛してるからです). It is well organized and coherent, with a clear progression of ideas and use of transitional elements, such as 一番目に, 次に, and 三番目. The response generally exhibits natural and easily flowing expression. There is very good use of kanji from the AP list. Paragraphs are separated by a blank line, which does not interfere with readability; however, it is an unconventional practice in Japanese. There are several instances of collocational mismatch (言葉をしたいです should be 言葉を話したいです; 友達は冗談をよくします should be 友達は冗談をよく言います; 気持ちが便宜になります should be 気持ちが楽になります). The response makes use of a rich vocabulary (興味, 冗談, 言葉, 自分, 意味), with some errors (楽しいもの should be 楽しいこと). The response also uses a variety of grammatical and syntactic structures, with sporadic errors: 友達が会ったら (が should be に); 家族といっしょにはもっと安全だし (には should be は); and 良いだと思います (良いだと should be 良いと). A clear introduction, body, and conclusion are present and facilitate reader comprehension. If there were more detailed description, observable reasoning in some sentences, and more careful attention to particle use, this response would have earned a higher score.

Sample: B Score: 4

This response demonstrates competence in presentational writing. It addresses all aspects of the prompt, including a statement of preference (私は家族と合う時間の方が友達と合う時間より好きです) and reasoning (家族はもっと大事なので、家族と合う時間がいいと思います), but lacks detail or elaboration. Cohesive or transitional expressions (まず, なぜなら, でも, だから, 次に, たとえば, 後に) are used frequently and help the reader follow the progression of the points presented in the response. However, the points are not presented as logically as they should be, which contributes to an impression of weak organization. The response generally exhibits ease of expression in clauses such as 友達と話すことは楽しいからです, and when unnatural

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Presentational Writing: Compare and Contrast Article (continued)

expressions occur they do not interfere with comprehensibility, as in the case of 友達にたくさん物を話すことができます. At times the strained flow of expression interferes with comprehensibility, as in 友達と合う時間に、気持ちがよくなります。家族も気持ちがよくなります。家族と友達はあなたに笑うだけでなく、喜びます. Frequent orthographic or lexical (合う時間 for 会う時間; エラズ for 用事・お使い; シコレツ for シークレット or ひみつ) and mechanical errors also interfere with readability or comprehensibility. Grammatical and syntactic structures are used mostly appropriately, but they are limited to simple structures and basic grammar. Small grammatical errors, such as the omission of な in 買い物が好きなので, the use of と instead of は in でも, 家族とちょっと変, and the omission of な in 家族はもっと大事なので, do not interfere with comprehensibility although they may cause strained or unnatural flow of expression. When complex structures are used (e.g., だけでなく), errors tend to occur. The response maintains consistent use of register and style appropriate to the situation. If the response had included more detailed description, presented in a logical manner with complex, accurate sentence structures, and had improved the expressions of preference beyond the elementary level of いいです, 好きです, and 気持ちがよくなります, it would have earned a higher score.

Sample: C

Score: 1

This response demonstrates a lack of competence in presentational writing. It addresses the prompt minimally with the mention of the topic 友達と家族, but the information is scattered and generally lacks organization except for the beginning and end. The response is also often incoherent owing to grammatical errors such as 家にいつたり、もっといともいます. Because of the absence of transitional markers indicating progression from one point to another (まず; つぎに), the reader has difficulty comprehending the information as a series of comparisons, as opposed to a mere listing of the characteristics of friends and family. The response is also too short. Most of the kanji used in the response are appropriate and accurate; however, more AP kanji could be used for such words as はなします, えいがをみたり, and いきます. Labored expression interferes with comprehensibility, such as ちあいがこと, 友達と家族よりに伝はなします, and スペン (for “spend”?). For the most part, errors in mechanics (blank spaces between words such as 家族の スペン 時間 が) and in orthography very frequently interfere with readability (初めすして; スポスチーム; スポス センタ; ちかいをはなします [should be ちがい]; 家にいつたり [should be 行ったり]; もっといともいます [should be もっと良いと思います]). Limited control of grammatical and syntactic structures hinders comprehensibility, such as 家族とスポスチームを いきます. The conjunctions (そして; でも; それから) are used appropriately, but their functionality diminishes because of the poor skills in grammar and syntax. If the sentences were better formed, this response would have earned a higher score.