2018

AP CollegeBoard

AP Japanese Language and Culture

Sample Student Responses and Scoring Commentary

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Presentational Writing — Compare and Contrast Article

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AP® JAPANESE LANGUAGE AND CULTURE
2018 SCORING GUIDELINES
Presentational Writing: Compare and Contrast Article

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	**EXCELLENT** **Demonstrates excellence in presentational writing**	• 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	• 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	• 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**	• 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	• 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	• 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**	• 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	• 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	• 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**	• 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	• 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	• 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**	• 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	• 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	• Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility • Limited control of grammatical and syntactic structures frequently interferes with comprehen-sibility or results in fragmented language
1	**VERY WEAK** **Demonstrates lack of competence in presentational writing**	• Article addresses prompt only minimally • Lacks organization and coherence	• 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	• Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility • Limited control of grammatical and syntactic structures significantly interferes with comprehen-sibility or results in very fragmented language
0	**UNACCEPTABLE** **Contains nothing that earns credit**	• 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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2018 SCORING COMMENTARY

Presentational Writing: Compare and Contrast Article

Sample: A

これから、夜で勉強すると朝で勉強するについて比べます。私の意見は夜で勉強した方がいいです。なぜなら、夜で勉強すればもっと時間があるし、早く起きなくてもいいです。
まず、夜で勉強すれば、もっと時間があります。朝で勉強すれば、早く起きなければなりません。学校で試験があれば、よく寝るのはとても大切です。寝れば寝るほど、試験でいいせいせきが取れます。夜で勉強すれば、勉強するのが終わった後で、寝ることが出来ます。
その代わり、朝で勉強すれば、勉強した物がもっと思い出しやすいです。試験があったら、取る前に勉強するのが出来ます。夜で勉強すれば、忘れった事がいっぱいあるかもしれない。そのせいで、朝で勉強した方がいいです。
しかし、絶対に夜で勉強するのはもっと静かです。ほかの人が寝っている間に、自分で勉強するのが出来ます。勉強するために静か所を使うのはとても大事です。朝で、うるさい声とか動物とかバスとか車がいっぱいあるます。静か所で勉強するために、夜で勉強した方がいいです。
結論して、朝で勉強すれば思い出しやすいのに、夜ですればもっと時間があるし、早く起きなくてもいいし、もっと静かです。私は夜で勉強した方がいいだと思います。学校の後で、スポーツとか部活の後で、晩御飯を食べた後で、勉強するのが好きです。それはもっと便利だと思います。

Sample: B

今日は朝の勉強と夜の勉強の違いに話します。

夜に勉強したら、その日に習ったことを覚えているチャンスが多い。そして、早く勉強をしたら、ストレスがなくなります。だけど、夜遅かったら、眠いし、フォーカスすることがもっと難しいです。

私は、朝に勉強することの法が良いと思います。朝に寝たすぐ後、すっきりしています。そして、疲れていないので、もっと早く勉強をできると思います。でも、朝には学校があるから、あんまり時間がありません。

朝の勉強と夜の勉強はどっちともいいポイントと悪いポイントがありますけど、私は朝に勉強することがいいと思います。私はすぐ眠くなるので、夜に勉強できません。朝に勉強したら、すっきりして、もっと早く勉強とか宿題ができます。

Sample: C

よるのべんきょうがいいと思って、あさに僕がとてもねむいです。あさがきらいですけど、ぼくのおすすめはばんにべんきょうしています。僕がはやいおきて、たいてい六時に起きて。六時に僕のあたまがへたです。

晩御飯のあとに、いい時間にべんきょうしています。おなかがえっぱいから、いいかんじをつくります。でも、晩御飯のあとにあたまがいいと思います。たいていジュ十二時に寝ます。でもぼくがねむくないです。

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Presentational Writing: Compare and Contrast Article

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

Overview

The Compare and Contrast Article task assesses presentational writing skills by having students write an article for the student newspaper of a school in Japan. The prompt, which is given only in English, asks students, based on their own experience, to compare two opposing sides of a single topic by identifying three aspects of the topic and highlighting similarities and differences between the opposing sides. In addition, students are asked to express their preference for one or the other of the opposing sides and to provide their reasoning for that choice. The responses are expected to demonstrate the ability to identify, to compare, to elaborate, to choose, and to explain in presentational writing. Students are also expected to display their ability to write using the AP kanji, to make use of a robust vocabulary, and to demonstrate control over grammatical and syntactic structures.

The 2018 prompt asked students to compare and contrast studying in the morning versus studying at night.

Sample: A
Score: 5

This response addresses all aspect of the prompt, including expression of preference and reasoning. The article is well organized and coherent, with appropriate use of transitional elements and cohesive devices including まず、夜で勉強すれば; その代わり、朝で勉強すれば; and 結論して.

There is general ease of expression, with occasional unnatural flow of expression that does not interfere with comprehensibility (夜で勉強すると should be 夜に勉強すると). There are infrequent errors in orthography (忘れった事が should be 忘れた事が; いっぱいあるます should be いっぱいあります). Use of register is consistent except for an occasional lapse (plain style いっぱいあるかもしれない is used while the overall style is *–desu/masu* style).

A variety of vocabulary is used (意見; 絶対に; 声; 動物; 便利). There is appropriate use of grammatical structures, with sporadic errors in complex structures (私は夜で勉強した方がいいだと思います should be 私は夜に勉強した方がいいと思います).

This response suggests emerging excellence in presentational writing. It could have earned a higher score had it used a greater variety of vocabulary and idioms as well as a greater variety of grammatical and syntactic structures (e.g., the conditional *–(r)eba* form seems to predominate, and might have been phrased with alternative structures).

Sample: B
Score: 4

This response addresses all aspects of the prompt, including preference and reasoning. The article is generally coherent, with some use of transitional devices (e.g., だけど; そして; でも).

While much of the article shows ease of expression, there are also a number of places with unnatural flow of expression that does not interfere with comprehensibility (朝の勉強と夜の勉強の違いに話します should be 朝の勉強と夜の勉強の違いについて話します; and 夜に勉強したら、その日に習ったことを覚えているチャンスが多い might be better phrased as 夜に勉強したら、その日に習ったことをまだ覚えている可能性が高いです).

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Presentational Writing: Compare and Contrast Article (continued)

Mistakes in use of the AP kanji are minimal, i.e., 朝に勉強することの法が should be 朝に勉強することの方が. The use of register is consistent except for one lapse (覚えているチャンスが多い。), where *da*-style/plain style occurs in what is otherwise –*masu*/polite style.

The article employs appropriate but basic vocabulary and idioms. There is appropriate use of grammatical and syntactic structures, with minimal errors (e.g., 勉強をできる should be 勉強ができる).

This response demonstrates competence in presentational writing. Had it used a greater variety of vocabulary and idioms, along with more complex grammatical structures exhibiting ease of expression, it could have earned a higher score.

Sample: C
Score: 2

This response addresses the topic directly. However, the information is scattered and lacking in coherence, making the points of comparison difficult to identify. There is no use of transitional devices, and only minimal use of cohesive expressions (でも).

Unnatural flow of expression frequently interferes with readability (e.g., 僕がはやいおきて たいてい六時に起きて。should be 僕は早く起きて、たいてい六時に起きます; ぼくのおすすめはばんにべんきょうしています should be ぼくのおすすめは夜に勉強することです). The response has frequent errors in orthography (e.g., えっぱい should be いっぱい).

There are frequent mistakes in the use of the AP kanji (e.g., べんきょう should be 勉強; あさ should be 朝).

The response shows insufficient vocabulary and limited control of grammatical structures that frequently interfere with comprehensibility or result in fragmented language (e.g., おなかがえっぱいから、いいかんじをつくります might be better expressed as おなかがいっぱいだから、落ち着いて勉強できます).

The response suggests a lack of competence in presentational writing, and it could have achieved a higher score with use of transitional elements to demarcate the points of comparison, greater control of basic grammatical structures, and use of appropriate vocabulary.