

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

## 2007 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 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>		

## Sample: A

電話とEメール、あなたはどちらのほうがいいと思いますか？それぞれいいところとわるいところがあります。

Eメールとても便利です。例えば、海外にいる家族、親戚や友達にもいつでも、しかも無料で、話せます。時差や相手の都合を考えなくてはなりませんので、この場合は電話よりもEメールのほうが便利です。また、大勢の人にいっぺんに何かを伝えたいときはEメールがとても便利です。電話だとわざわざ一人一人に電話をかけなくてはなりません、Eメールだと一度に何人にでも送ることができます。しかしEメールだとすぐに返事が来るかわかりません。すぐに返事がほしい場合は、電話のほうがいいですね。

電話は相手にすぐにその場で伝えたいことを伝えられますし、すぐに返事が来ます。また、最近は携帯電話を持っている人が増えているので、いつも電話を持つことができます。待ち合わせをしていて何かあったときなどは、電話が便利です。しかし電話だと、相手の都合を考えなくてはなりません。夜遅くに電話をするのは迷惑です。

私は電話のほうが気持ちがこもっていいと思います。もちろん相手に伝えたい内容にもよりますが、Eメールよりも電話を受け取ったほうが相手もいい気分になると思います。

そのときの都合、事情や理由などにあわせて電話とEメールを使いこなせるようにしましょう。

## Sample: B

電話で話す事はエーメールで話す事は全然違います。電話はいい所がありますけど悪い所もあります。エーメールも同じです。でもエーメールは便利ですから電話より好きです。

電話で話す事はエーメールで話す時より楽しいです。人の声が聞こえますから面白くて楽しいです。電話で話す時人の気持ちをよく感じられます。人が嬉しいだったら笑い声が聞こえます。悲しいだったら悲しい声が聞こえます。だから電話を使い時人の気持ちがエーメールより分かります。でも電話を使い事は悪い所もあります。大切な事を言いたい時電話にした人は時々電話を出ません。そして電話はうるさいです。嫌いな人が電話を続けてしたらとてもうるさくなります。

エーメールはとても便利です。エーメールの使い方はとてもかんたんです。そしてエーメールは速く送ります。時々忙しくなるから話す時間がありません。エーメールはたくさん時間がかかりませんからその忙しい時にとっても便利です。そしてしごと嫌いな人と話すなければならない時エーメールで嫌いな人の声が聞こえませんが起こってになりません。

電話を使いのは楽しいですけどエーメールのほうがもっと便利ですから好きです。

## Sample: C

イーメールと電話をするのについて書きます。電話はイーメールより高いです。イーメールはただです。電話はイーメールよりやさしいです。伝派で話しては電話だけあります。イーメールコンピュータがあります。電話は電話ができることが多いです。せかいで電話とは話してが出来ます、でもイーメールはコンピュータがありますからできません。イーメールはもう楽しいと思いますからイーメールは電話をしてより好きです。電話とイーメールは電気があります。電話をするときにみなはあなたのこえが聞きます。イーメールは公立ではありません。イーメールは電話より自由と思います。私はけいたい電話をするとイーメールをするができます。イーメールはしょうらいに人気があるになってと思います。

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## 2007 SCORING COMMENTARY

### Compare and Contrast Article

#### Overview

This question assesses writing in the presentational communicative mode by having students write an article for the student newspaper of a school in Japan. It consists of a single prompt, which identifies two related topics and details how they should be discussed in the article. Students are given 20 minutes to write an article of 300–400 characters or longer. The response receives a single, holistic score, based on how well it accomplishes the assigned task.

In 2007, students were asked to compare and contrast communicating by telephone and communicating by e-mail. They were asked to describe, based on personal experience, three aspects of each mode of communication, highlighting similarities and differences. They were also asked to state their preference and give reasons for it.

#### Sample: A Score: 6

This response received a high score because it addresses all aspects of the prompt with thoroughness and detail. The student demonstrates expression of preference and reasoning, good organization, coherence, clear progression of ideas, and use of appropriate transitional elements and cohesive devices. The article flows naturally. Orthography and mechanics are virtually error free. There are no mistakes in use of kanji from the AP Kanji list, except that *わるい* is written in hiragana. The student uses consistent register and style, rich vocabulary and idiom, and a variety of appropriate grammatical and syntactic structures with minimal errors (E-メールとても便利です, 親戚や友達にもいつでも、しかも無料で、話せます, 伝いたいこと). This response demonstrates excellence in presentational writing.

#### Sample: B Score: 4

This response addresses all aspects of the prompt, including expression of preference and reasoning, but it lacks elaboration. It is well organized, using some transitional elements and cohesive devices. The flow of expression is mostly natural and does not interfere with comprehensibility. Errors in orthography and mechanics, such as *エ-メール*, *しごと* 嫌いな and *聞こえませんが起こってになりません*, do not generally interfere with readability. There are occasional mistakes in use of kanji from the AP Kanji list. This response includes several lapses in use of register and style appropriate to the situation. Vocabulary and idioms are rich, and a variety of appropriate grammatical and syntactic structures are used correctly with the exception of *電話で話す事は、人が嬉しいだったら笑い声、悲しいだったら悲しい声、電話を使い時、Eメールより分かります、でも電話を使い事、電話を出ません*. This response demonstrates competence in presentational writing.

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2007 SCORING COMMENTARY**

**Compare and Contrast Article (continued)**

**Sample: C**

**Score: 2**

This student addresses the topic directly and includes expression of preference and reasoning. However, the three characteristics presented could be more detailed. The response lacks organization and coherence, but there is enough for the reader to follow the student's thought process. Minimal use of transitional elements and cohesive devices results in fragmented language. The flow of expression often interferes with comprehensibility (電話をするのについて書きます, イーメールはもう楽しいと思いますからイーメールは電話をしてより好きです, and 電話より自由と思います). Errors in orthography and mechanics frequently impede readability (イーメール, いーめーる, コンピュータ, こんぴゅーた, 伝派). There is minimal use of kanji from the AP Kanji list. Use of register and style is inconsistent, and insufficient vocabulary and errors in grammatical and syntactic structures interfere with comprehensibility (電話をしてより好きです, イーメールはしょうらいに人気があるになってと思います, etc). This response suggests lack of competence in presentational writing.