

AP[®] JAPANESE LANGUAGE AND CULTURE

2014 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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Compare and Contrast Article

Sample: A

これから、本を読むことと映画を見ることについてはなします。本と映画は両方おもしろいですが、いろいろなちがいもあります

一つ目の違いはながさです。本を読むには時間がすごくかかります。でも、映画はをみるには一時間ぐらいしかかかりません。本と映画ながさをみると、映画のほうが便利です。

二つめの違いはストーリーです。本は長いのでストーリーはすごくよくて、わかりやすいです。でも、映画はみじかいので、ストーリーからぬかれている物がたくさんあります。

最後のちがいはねだんです。この時代では、パソコンがあれば映画を見るのはただです。でも本はまだお金がかかります、なぜなら本はまだパソコンにはただでないからです。

けつろんとして、僕は映画のほうが好きです。僕はすごく忙しい人なので、本を読む時間がありません。映画はみじかくて、ただなのですごくべんりです。忙しい人には映画が一番いいと思います。

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2014 SCORING COMMENTARY

Compare and Contrast Article

Sample: B

これから、本を読みますと映画を見ますを比べてみます。本を読みますと映画を見ますは違うことも同じこともあります。

まず、一つ目の違うことは本は長いです。でも映画は2時間だけです。

そして、二つ目の違うことは映画でお話の全部パートがありません。でも本で全部があります。

しかし、一つ目の同じことは本を読むときも映画を見るときも楽しいです。

私は本を読みますの方が映画をみますよりが好きです。なぜなら、本を読むときにあたまを使わなければなりません。でも映画を見るときあたまを使いません。私あたまをつうとき楽しいと思いますから、本を読むときが好きです。

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Compare and Contrast Article

Sample: C

これから、ほんをよんでとえいがをみてをくらべてみます。でも、ほんとえいがちがうと同じもあります。

まず、えいがかんでえいがは楽しいを見ます。

二つ目、うちで本を読んでください。

見つめ、本とえいがちがうです。そして、がこでとてもほんをよみますね。ほんとえいがはときどきつまらないともいます。それから、

いじょうです。

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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 in English, which identified two related topics and detailed how they should be discussed in the article. Students were asked to compare and contrast reading a book and watching a movie. 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 article received a single holistic score based on how well it accomplished the assigned task.

Sample: A

Score: 5

All aspects of the prompt are addressed including preference, reason, and at least three points of comparison or contrast. Preference is clearly stated, and a reason for the preference is also provided (僕は映画のほうが好きです。僕はすごく忙しい人なので、本を読む時間がありません)。The three points of comparison are clearly articulated, and each one contains additional details. Moreover, information is presented in an organized fashion, effectively utilizing transitional elements such as これから、一つ目、and かつろんとして to smooth the flow of comparative examples. In terms of delivery, an ease of expression is apparent in the use of phrases such as についてはなします、すごくよくて、わかりやすい、この時代では、and なぜなら。Although the response is limited to fairly simple syntactic structures, the writer demonstrates an appropriate use of grammar including the correct use of the restrictive しか paired with a negative verb (一時間ぐらいしかかかりません); the correct nominalization of the adjective 長い in ながさ; and the correct use of the ば conditional in パソコンがあれば映画を見るのはただです。

The response contains sporadic grammatical and structural errors such as a missing nominalizer following the verb みる in the first comparison 映画はをみるには一時間。

Some AP kanji are not utilized (はなします、おもしろい、ながさ、みる、ほう、わかりやすい), but the AP kanji which do appear are free of errors.

This response received a score of 5, suggesting emerging excellence in presentational writing.

It did not merit a score of 6 because the vocabulary used — although varied — is not considered rich. Further, many AP kanji were not utilized, mechanical errors were present in simple sentence structures, and additional details were limited in number and scope.

Sample: B

Score: 4

The article addresses all aspects of the prompt, including a preference, reason, and three points of comparison or contrast. Preference and reasons are clearly stated (私は本を読みますの方が映画をみますほうが好きです。なぜなら、本を読むときにあたまを使わなければなりません)。The task is complete, but the response lacks additional detail and elaboration with the exception of some added detail in the final sentence.

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Presentational Writing: Compare and Contrast Article (continued)

Information is presented in a generally organized and coherent manner, utilizing an appropriate but limited vocabulary. Transitional devices are effectively employed to manage the flow of information (まず一つ目、そして二つ目、and しかし). Sentence structures are basic but appropriate, but complex structures do not appear. Register is consistent throughout this response. Errors appear in grammatical and syntactic structures but generally do not impede comprehensibility. These include missing relative clauses in the opening section such as 本を読みますと映画を見ますを比べてみます (which should be 本を読むことと映画を見ることを比べてみます) . Orthographic errors such as あたまをつう (頭を使う) are slightly confusing but don't significantly impair comprehension or detract from overall cohesion of the answer. AP kanji are used in many cases, but some AP kanji are missing for words such as とき (時), and あたま (頭).

This response received a score of 4 because it demonstrates competence in presentational writing. It is a basic response which accomplishes the task but does not employ a variety of vocabulary, advanced grammar, or complex sentence structures. If the article had contained slightly more complex syntax, a better variety of vocabulary and additional detail, it may have received a higher score.

Sample: C

Score: 3

The article addresses the topic directly with a comparison of reading books and watching films in the sentence ほんをよんでとえいがをみてをくらべてみます. However, not all aspects of the prompt are addressed. The response does not state a clear preference, nor is a reason provided. Transitional devices are inconsistently applied, and an orthographic error occurs in 見つめ. Information is sometimes presented in a disorganized fashion such as in 本とえいががちがうです. そして、がこでとてもほんをよみますね. ほんとえいがはときどきつまらないともいます. The second point of comparison is difficult to comprehend due to the inappropriate use of a request structure: 二つ目、うちで本を読んでください. Moreover, there are frequent errors in orthography, including がこ for 学校 and the aforementioned 見つめ (for 三つ目). Readability is compromised by an over-reliance on hiragana for words which should appear in kanji since they are included on the AP kanji list, including 本、見て、学校、映画、読みます、and 映画館. Use of register is consistent, but grammatical errors sometimes interfere with comprehensibility, such as in ちがうと同じもあります (this should be 違うことも同じこともあります) and in えいがかんでえいがは楽しいを見ます (which should be 映画館で映画を見るのは楽しいです). The final sentence particle ね in ほんをよみますね is inappropriate for use in presentational writing.

This response received a score of 3. It demonstrates emerging competence in presentational writing, but the prompt is not fully addressed in the article, portions lack organization, and comprehension and readability are frequently impaired by errors in grammar or orthography. To receive a higher score, a preference and reason should have been provided, and orthographic errors would also need to appear with less frequency.