

AP[®] JAPANESE LANGUAGE AND CULTURE

2015 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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2015 SCORING COMMENTARY

Compare and Contrast Article

Sample: A

今からネットで買い物する事とお店で買い物する事を比べてみます。

まず、ネットで買い物する事について書きたいと思います。ネットで買い物する事は店で買い物する事よりずっと便利です。なぜなら、急に時計がこわしたら、スマホで新しい時計を速く買えるからです。それに、ネットで買い物すると、家でも外でも買い物出来ます。最後に、外出かけなくても買い物出来ますから、病気になっても、家から出る事が出来なくても、買い物が出来ます。

次、店で買い物する事についてかきます。店で買い物すると、買いたい物は目の前にありますから、実の物はどうかなどの思いはありません。それに、服を買いたかったら、店で着てみる事も出来ます。それは凄く便利です。店員も店にいるから、友達がいなくても店員に「このシャツよくに合いますか。」と聞けます。次に、店に行くと、買った物をすぐにもらいます。ネットで買い物すると、メールに来るまで待ちます。

両方も買い物ですから、両方もいいんだと思います！しかし、私はネットで買い物をする事の方がいいんだと思います。私は店で買い物すると、忘れる物がいつもありますから、ネットで買い物する事はもっと便利だと思います。

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Compare and Contrast Article

Sample: B

パソコンで買い物とお店意で買い物の比べについて話したいと思います。

一つ目はパソコンで買い物するのいいところです。パソコンで買うととても便利です。なぜならいつでも買えるですし、買え物はお店意に行くより多いですし、こちらの方は早くて車のガスを使わなく手もいいです。

二つ目はお店意で買ういいところです。お店意に行くといい経験になりますし、人と話をできます。友達と行けますから、これも楽しくできます。歩くのも体にいいですから、こちらの方は健康的だと思えます。

三つ目は僕の思いです。僕はパソコンでする方が好きです。こちらの方でもっと服を買えるし、家から出なくてもいいです。予定あったらこちらの方はたすかります。お店意だと友達といけるけど友達はひつようではありません。買い物は一人だけで十分です。

友達と一緒にしたいならお店意で買い物する方がいいだと思えますけど、早く何か買いたいならパソコンの方がだと思えます。以上です。

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Compare and Contrast Article

Sample: C

これから、今はオンラインショッピングをして、マルに買い物をします。第一に、マルへ行きます。楽しいです。から、りょうりが蒸すかしい。オンラインショッピングがやすい。第二に、高いの買い物をします、その上オンラインショッピングが悪い。私は買い物が好きじゃありません。高い。私は方マルに買い物をするよりオンラインショッピングをするともいいます。第三に人前いちありがとうございます。

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Presentational Writing: Compare and Contrast Article

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

Overview

This task assesses the student's writing skills in the presentational communicative mode by having students write an article for the student newspaper of a school in Japan. It comprises a single prompt in English, 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 to 400 characters or longer. The article receives a single holistic score based on how well it accomplishes the assigned task.

In 2015, students were asked to compare and contrast shopping online and shopping at a store. 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.

Sample: A Score: 5

This response addresses all aspects of the prompt, including expression of preference and reasoning. The article is well organized and coherent, with some elaboration and detail that clarifies each of the points of comparison. Basic transitional devices are used throughout (e.g., まず; なぜなら; それに; 最後に; それは; しかし) and these enhance the comprehensibility of the article.

In terms of language delivery, the response generally exhibits ease of expression, with a few exceptions of unnatural flow (外出かけなくても; 実の物はどうかなの思いはありません; 両方もいいんだと思います). There is one error in orthography (まらいます should be もらいます). There is just one lapse in use of AP Kanji (かきます should be 書きます). The register and style are consistent, and appropriate to the situation.

In language use, the response employs a variety of vocabulary and idioms correctly (e.g., 病気; 目の前にあります; 凄く; 店員; よくに合います; 忘れる). There are several words used in error (次、 should be 次に; メール should be 郵便 or 配達; 忘れる物 should be 忘れ物). Grammatical and syntactic structures are for the most part used correctly, with the exception of small grammatical errors (買い物出来ます should be 買い物ができます; 時計がこわしたら should be 時計がこわれたら; メールに来るまで待ちます should be 郵便が来るまで待ちます; 忘れる物がいつもあります should be 忘れ物もいつもします).

If this response had used richer vocabulary and a greater variety of more complex syntactic structures, it may have earned a higher score.

Sample: B Score: 4

This response demonstrates competence in presentational writing, and earned a score of 4. The response addresses all aspects of the prompt, including preference and reason, and in addition provides detail and elaboration for each of the aspects of comparison. While the response could benefit from greater use of transitional elements and cohesive devices, it is generally organized and coherent.

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Presentational Writing: Compare and Contrast Article (continued)

In terms of delivery, there are several errors in orthography that interfere with comprehension (e.g., お店意 for 店; 買え物 for 買い物; 使わなく手もいい for 使わなくてもいい). The response is framed with expressions that are more suited to oral, rather than written presentation, beginning the discussion with 話したいと思います.

In terms of language use, the response for the most part uses appropriate but limited vocabulary, with some variety (経験; 健康的; 予定). In one instance, vocabulary use is unnatural, but intelligible (in 三つ目は僕の思いです, 思い should be replaced with 意見 or other more specific term appropriate to this context). There are several small grammatical errors that do not impede readability including wrong case particle used (e.g., 人と話をできません should be 人と話ができます), case particle omitted (e.g., 予定あったら should be 予定があったら) and others (e.g., 買い物する方がいいだと思います should be 買い物する方がいいと思います; 買えるですし; should be 買えますし; something is missing after 方が and before だ in 早く何か買いたいならパソコンの方がだと思います).

In terms of language delivery, unnatural flow of expressions (比べについて; お店意に行くより多い; 楽しくできます) do not interfere with comprehensibility.

With greater detail and elaboration, along with more attention to orthography, and also use of a greater variety of vocabulary and syntactic structures, this response may have earned a higher score.

Sample: C Score: 2

This response addresses the topic only marginally, and earned a score of 2. While it discusses aspects of online shopping and shopping in a mall, the response is not constructed in terms of a comparison, and for this reason gives the impression of scattered information that generally lacks organization and coherence. While appropriate transitional and cohesive devices are used, they suggest a relation of temporal, rather than logical, sequence (e.g., 第一に、マルへ行きます。楽しいです).

In terms of delivery, there is labored expression that frequently interferes with comprehension (e.g., から、りょうりが蒸すかしい。). In addition, there are frequent errors in orthography (オンラインヌー should be オンライン; マル should be モール; 蒸すかしい should be むずかしい; する should be する). Furthermore, the use of register and style is inconsistent, varying from *desu/masu* style (e.g., 買い物をします。) to *da* (plain) style (e.g., その上オンラヌーショッピングが悪い。). A strong point of this response is its overall use of AP Kanji without error.

The language use shows limited control of grammatical structures that frequently interfere with comprehensibility (e.g., 私は方マルに買い物をするよりオンラインヌーショッピングをしてもいいます。 should perhaps be 私はモールで買い物をするよりオンラインショッピングをしたほうがいいと思います).

With greater control over grammatical structures, more attention to organization, and consistency in style, this response may have earned a higher score.