

2019

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Sample Student Responses and Scoring Commentary

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AP[®] JAPANESE LANGUAGE AND CULTURE

2019 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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2019 SCORING COMMENTARY

Presentational Writing: Compare and Contrast Article

Sample: A

これから日本語を話すことと日本語を書くことを比べてみます。日本語を話すことと日本語を書くことは面白いですが、いろいろな違うことと同じことがあります。

まず、よく日本語を勉強したら、話すことの方が書くことより大変です。クルスで、話すことはあまり練習しませんが、よく書くことを練習します。だから、書くことはやさしくなりますが、話すことはやさしくなりません。

つぎに、日本語を話ことをしたら、違う人と話していたら、日本語はちょっと違います。たとえば、友達と話したら、「うん」とか「かわいい」と言います。でも、先生と話したら、この話すことはだめです。人は「はい」とか「かわいいです」と言ったほうがいいです。日本語を書いたら、このことがありません。作文を書くときテキストを書くを比べて、ちょっと違いますが、たいてい書くことで、たくさんのは違いません。

最後に、日本語を話すことも日本語の書くことも、同じ言葉とか文法を使います。両方で、日本語の言葉と文法は同じです。だから、本当に違いません。話したら、書いたら、また日本語を使います。

私は全部の日本語の勉強が好きですが、ちょっと日本語を書くことの方が好きです。日本語の話すことはあまり上手じゃないですから、話すことはちょっと大変です。でも、練習したいです。将来、私は日本に行ったら、練習が出来るでしょう。

Sample: B

日本語を話すことと日本語を書くのけんぶつを書いています。違うと同じです。

一つ目に同じは日本語を話すことと日本語を書くがむずかしいです。高校で日本語勉強をする時にとてもむずかしいです。私は十七さいで日本語勉強をしてやさしくじゃありません。

二つ目に同じは日本語を話すことと日本語を書くがおもしろいです。また、新しい日本語勉強をするのがいいです。楽しいです。

三つ目に違うは日本人と話すむずかしいです。日本へ行く時に日本人と話しているのがこわいですね。それから、書く時に日本人と話します。

けつろんとして私は日本語を書くが好きです。日本へ行きたくてすみたいです。でも、かんじを書くはやさしくじゃありません。日本語が好きです。

Sample: C

日本語話してるより日本語を書いたの方がべんです。それから 日本語を書いたより日本語を話してるの方が日本語を書いたより日本語を話し手のひお
日本語話してるより日本語を書いたを時間をあげる
私は日本を話してるが大好きです。

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2019 SCORING COMMENTARY

Presentational Writing: Compare and Contrast Article (continued)

Note: Student samples are quoted verbatim and may contain spelling and 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 is given in English. It asks students, based on their own experience, to compare and contrast two sides of a single topic by identifying three aspects of the topic and highlighting similarities and differences between the sides. In addition, students are asked to express their preference for one or the other of the sides and to provide their reasoning for that choice. The responses are expected to demonstrate the ability to identify, to compare and contrast, 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 structures. The 2019 prompt asked students to compare and contrast speaking Japanese versus writing Japanese.

Sample: A

Score: 6

This response demonstrates excellence in presentational writing. It addresses all aspects of the prompt with thoroughness and detail (e.g., 違う人と話していたら、日本語はちょっと違います。たとえば、友達と話したら、「うん」とか「かわいい」と言います), including expression of preference and reasoning. It is well organized and coherent, with a clear progression of ideas and use of appropriate cohesive devices and transitional elements (まず; つぎに; 最後に). The expression is natural and flows easily (e.g., 将来、私は日本に行ったら、練習が出来るでしょう). Minor errors in orthography and mechanics do not interfere with the flow of expression (e.g., クルス; 日本語を話ことをしたら). There are virtually no errors in the use of AP kanji. The use of register and style is consistent and appropriate to the situation. The language use includes rich vocabulary and expressions (e.g., 将来; 練習が出来るでしょう) and a variety of appropriate grammatical and syntactic structures with minimal errors (e.g., 作文を書くときテキストを書くを比べて).

Sample: B

Score: 4

This response demonstrates competence in presentational writing. It addresses all aspects of the prompt, including preference and reasoning (私は日本語を書くが好きです。日本へ行きたくてすみたいです). It is generally coherent, with some use of transitional devices (e.g., また; それから; でも). The strained flow of expression does not interfere with comprehensibility (e.g., 日本語勉強をしてやさしくじゃありません). There are some errors in orthography and mechanics that do not interfere with comprehensibility (いっつ目に; 二つつ目に; 三つつ目に). Despite an inappropriate word (けんぶつ) in the opening line, the meaning of the sentence is comprehensible. The use of register and style is consistent and appropriate to the situation. Basic vocabulary and expressions are used. The use of grammatical and syntactic structures is appropriate, but there are several errors in complex sentences (e.g., 日本語を話すとき日本語を書くがむずかしいです for 日本語を話すことと日本語を書くことがむずかしいです). This response could have earned a higher score had it contained fewer orthographic errors and more complex grammatical structures.

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Presentational Writing: Compare and Contrast Article (continued)

Sample: C

Score: 2

This response suggests lack of competence in presentational writing, though it did address the topic directly (日本語話してるより日本語を書いたの方がべんです). However, the information is scattered and lacks coherence, making the points of comparison difficult to identify (e.g., 日本語話していると日本語を書いたを時間をあげる). There is minimal use of transitional devices and cohesive expressions (それから). The labored expression frequently interferes with readability, as in 日本語を話し手るのひお. There are frequent errors in orthography (e.g., べんです; 話し手るのひお), and the use of register and style is inconsistent (日本語話していると日本語を書いたを時間をあげる; 私は日本を話してるが大好きです). Language use shows limited control of grammatical structures that frequently interferes with comprehensibility (e.g., 日本語を書いたより日本語を話してるの方が). This response could have earned a higher score with greater control over grammatical structures, more attention to organization, and consistency in style.