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# AP<sup>®</sup> Japanese Language and Culture

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Presentational Writing—Compare and Contrast Article**

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

**Question 2: Compare and Contrast Article**

**6 points**

**General Scoring Note**

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

	1 Very weak	2 Weak	3 Adequate	4 Good	5 Very good	6 Excellent
	<b>Demonstrates lack of competence in presentational writing</b>	<b>Suggests lack of competence in presentational writing</b>	<b>Suggests emerging competence in presentational writing</b>	<b>Demonstrates competence in presentational writing</b>	<b>Suggests emerging excellence in presentational writing</b>	<b>Demonstrates excellence in presentational writing</b>
<b>TASK COMPLETION</b>	<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>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>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>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>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>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>
<b>DELIVERY</b>	<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>Constant use of register and style inappropriate to situation</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> </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> </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> </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> </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> </ul>
<b>LANGUAGE USE</b>	<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>	<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>	<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>	<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>	<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>	<ul style="list-style-type: none"> <li>Rich vocabulary and idioms</li> <li>Excellent use of grammar and syntax, with minimal or no errors</li> </ul>

**Score of 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

**NR (No Response): BLANK (no response)**

## Presentational Writing: Compare and Contrast Article

### Sample: A

今からバイトをすることと部活をすることを比較します。この文章で類似点を一つと相違点を2つ説明したいと思います。

一つの類似点は、放課後に行うことです。バイトも部活は生徒の自由時間にすることなので、学校と同時にしません。バイトはもっと年上の子がするけれど、行く時間帯をほぼ同じです。

一つの相違点を説明します。1つ目の相違点はバイトと部活に参加する理由です。バイトをする生徒は自分のために使える金がほしいからすることです。逆に部活をする生徒はお金を稼ぎません。それに、バイトをする生徒は社会を体験したいからやることで、部活をする人は、自分の趣味や文化の知識を広げたいからします。

2つ目の相違点は、イベントです。部活をする人は、よく文化祭などの準備をしないとイケないし、ほとんどの活動は学校内で行われます。バイトの方は、は限りません。部活と同じく場所か決まっていますが、学校には近いとは限りません。

結論として、バイトと部活は両方とも個人に良い影響を与えます。ただ、部活は趣味の知識を広げ、バイトは社会の知識を広げます。個人的な意見ですが、私は部活のほうが好きです。なぜなら、部活をすると人間関係はバイトほどではないけれど、作る練習ができるし、学校にあるので、私にとってとても便利です。

### Sample: B

今回学校の後でアルバイトをすることと部活動をするをくらべてみます。

最初に、部活動の方がアルバイトより楽しいです。アルバイトはとても大変とつまらないです。部活動で遊んだり、友達と話したりしています。部活動の中でとても楽しいことがあります。例えばドラマとクラブとスポーツがあります。

しかし、お金が大好きなので、アルバイトの方がいいです。部活動は楽しいですが、お金を持って来ていません。

最後に、アルバイトも部活動もライフスキルを教えています。例えば未来にお仕事をしたいので、アルバイトは大事です。

部活動は楽しいで、お金が大きいですから、私は部活動の方がアルバイトより好きです。今私はドラマをしています。未来で俳優になりたいです。

### Sample: C

これから、パルと一タイムの仕事とアフトレアクちびチスで同じいと違うです。一つに、パルと一タイムの仕事は、たくさん円があります。アフトレアクちびチスは、円がありません。二つに、パルと一タイムの仕事は、あなたで仕事をきれいと思ういます。アフトレアクちびチスは、あなたでアクちびチスを嬉しくて、楽しいです。パルと一タイムの仕事とアフトレアクちびチスは、同じいで使います。そして、パルと一タイムの仕事とアフトレアクちびチスは、同じいで時間を減ります。さらに、

**Presentational Writing: Compare and Contrast Article (continued)**

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

**Overview**

This task assessed presentational writing skills by having students write an article for the student newspaper of their sister 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 two. 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 were expected to demonstrate students' ability to identify, compare and contrast, elaborate, choose, and explain in presentational writing. Students were 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 2022 prompt asked students to compare and contrast having an after-school part-time job and engaging in extracurricular activities.

**Sample: A****Score: 6**

This article demonstrates excellence in presentational writing. It addresses all aspects of the prompt with thoroughness and detail, including expressions of preference and reasoning by stating the importance of club activities for promoting relationships (個人的な意見ですが、私は部活のほうが好きです。なぜなら...). It is well organized and coherent with a clear progression of ideas and appropriate use of cohesive devices and transitional elements (e.g., 今から; 一つ目の相違点; それに). The article exhibits natural, easily flowing expressions (e.g., バイトをする生徒は社会を体験したいからやることで、部活をする人は、自分の趣味や文化の知識を広げたいからします). There are minor errors in orthography (e.g., イベント should be イベント), but they do not interfere with the flow of expression. There are virtually no errors in the use of AP kanji. The use of register and style is appropriate to the situation. Rich vocabulary and idioms are used (e.g., 比較; 文章; 類似点; 自由時間; 逆に; 知識). The article uses a variety of appropriate grammatical and syntactic structures with minimal errors (e.g., バイトも部活は should be バイトも部活も). The sentence (バイトの方は、は限りません) omits previously mentioned 学校内, which should be 学校内とは限りません.

**Sample: B****Score: 4**

This article demonstrates competence in presentational writing. It addresses all aspects of the prompt, including preference and reasoning (部活動は楽しいで、お金が大きいですから、私は部活動の方がアルバイトより好きです). It is generally organized and coherent with use of transitional devices (e.g., 最初に、例えば、しかし、最後に). The strained flow of expression does not interfere with comprehensibility (e.g., 部活動は楽しいですが、お金を持って来ていません). Orthography and mechanics are virtually error free except for a minor error (ライフスキル). The use of register and style is consistent and appropriate to the situation. Basic but limited vocabulary is used (e.g., 部活動; 俳優). 未来 at the end of article should be 将来 in this context. The use of grammatical and syntactic structures is appropriate, but there are several errors in complex structures (e.g., アルバイトはとても

### **Presentational Writing: Compare and Contrast Article (continued)**

大変とつまらないです should be アルバイトはとても大変でつまらないです; お金大好きなので should be お金大好きなので). This response could have earned a higher score had it contained richer vocabulary and more complex grammatical structures.

#### **Sample: C**

#### **Score: 2**

This article suggests a lack of competence in presentational writing. It addresses the topic marginally (パルと一タイムの仕事とアフトレアクちびチスで同じいと違うです). However, the information is scattered and lacks coherence, making the points of comparison difficult to identify (e.g., パルと一タイムの仕事とアフトレアクちびチスは、同じいで使います). There is minimal use of transitional devices (e.g., そして). Labored expressions (e.g., あなたで仕事をきれいと思ういます) and orthography errors (e.g., パルと一タイム, アフトレアクちびチス) affect readability. Furthermore, inappropriate vocabulary interferes with comprehensibility (e.g., 円がありません; あなたでアクちびチスを嬉しくて). Language use shows limited control of grammatical structures resulting in fragmented language (e.g., あなたでアクちびチスを嬉しくて、楽しいです). This response could have earned a higher score with the use of transitional elements to demarcate the points of comparison, greater control of basic grammatical structures, and use of appropriate vocabulary.