

2023

AP<sup>®</sup>



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

## Sample Student Responses and Scoring Commentary

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

- Scoring Guidelines**
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**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
	Demonstrates lack of competence in presentational writing	Suggests lack of competence in presentational writing	Suggests emerging competence in presentational writing	Demonstrates competence in presentational writing	Suggests emerging excellence in presentational writing	Demonstrates excellence in presentational writing
TASK COMPLETION	<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>
DELIVERY	<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>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>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 is inconsistent or includes many errors</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>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>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>
LANGUAGE USE	<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>

## AP® Japanese Language and Culture 2023 Scoring Guidelines

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**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)**

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## Presentational Writing: Compare and Contrast Article

### Sample: A

皆さんは学校で難しい授業を取るのが好きですか？私はこれから難しい授業と簡単な授業の事について意見を伝えます。

まず、簡単な授業を取るとストレスが減って、学校以外の活動をする時間が増えて、良い復習になります。私は簡単な算数の授業を受けたときたくさん友達と遊んだりクラブ活動に参加する時間が増えました。この間とても嬉しくて学校のストレスが少なかったです。

でも、難しいクラスを受けるとたくさん習えるし、自分をチャレンジできるし、たくさん宿題を部活とバランスする経験ももらえます。私は難しい日本語クラスを取ったときあまり友達と遊ぶ時間がなかったけど、たくさん学んでタイムマネジメントのしかたを自分で習いました。

難しいクラスか簡単なクラスを取るの自分の好みによって選ぶ方がいいと思います。でも私は難しいクラスを取る方がいいと思います。両方ともたくさん学ぶし、ストレスをコントロールする経験になります。それでも私は簡単なクラスと違って、チャレンジになる科目や授業を取りたいと思います。今、若いうちに難しい授業を受けて合格したら私の将来に役に立ちます。仕事やバイトを始める歳になったら勉強と仕事をバランスできるように慣れます。皆さんも授業を選ぶときよく考えてから注意して選んでください。以上です。

### Sample: B

僕は簡単なクラスと難しいクラスを比べます。両方のクラスがたくさん違うこと似ていることがあります。

一つの違うこと両方のクラスのレベルです。例えば、簡単なクラスに宿題がちょっとだけありますが、難しいのクラスがたくさん宿題があります。

2つ目の違うことは難しいのクラスにもっとのことを学びます。なぜなら、難しいのクラスにもっとの勉強をするからです。

そして、ひとつの同じことは両方に毎日同じの時間でクラスに行きます。例えば、ぼくの高校生に全部のクラスは50分です。

もう一つの似ていることは全部のクラスに時間のマネージメントを作ります。例えば、全部のクラスに宿題をするとき、自分がさきにひまの時間を作って、で宿題をやります。

難しいと簡単なクラスに比べて、僕は難しいのクラスがもっといいと思います。なぜなら、難しいのクラスに自分が勉強のスキルを作るからです。

### Sample: C

難しいクラスか、じょうずなクラスかですか。

私の意味は、みんなさんが、難しいクラスを、します。いつに、大学のアップルカーットーンを、とりますから、とても難しいクラスを、いい見ます。でも、たくさんじょうずなクラスを、あんたが、面白いではありません。

難しいクラスに、ノートを、たくさんかくことや、もっと宿題や、ちょっと休みなどいます。

次、上手なクラスに、同じじゃないです。このクラスに、ちょっとしゅくだいや、たくさん人々や、むずかしいじゃないなどいます。

寝ることじゃないや、しゅくだいを、だいすきや、ちょっと休みなどですから、難しいクラスを大好きです。そして、わたちのいいともだちが、難しいクラスへ、いきたいです。

## Presentation 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 their sister school in Japan. The task prompt is given in English and asks students to compare and contrast two sides of a single topic based on their own experience. They are required to identify three aspects of the topic and highlight 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 are expected to demonstrate students' ability to identify, compare and contrast, elaborate, choose, and 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 2023 prompt asked students to compare and contrast taking a challenging class and taking an easy class.

### 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, as well as describing both the pros and cons of having taken a difficult class (私は難しい日本語クラスを取ったときあまり友達と遊ぶ時間がなかったけど、たくさん学んでタイムマネジメントのしかたを自分で習いました). The response clearly states the student's preference (でも私は難しいクラスを取る方がいいと思います) by highlighting the benefits of taking challenging classes, while at the same time acknowledging some positive aspects of easier classes (e.g., 両方ともたくさん学ぶし). It is well organized and coherent, with a clear progression of ideas and appropriate use of cohesive devices and transitional elements (e.g., まず, でも, それでも). The article exhibits natural, easily flowing expressions (e.g., 難しいクラスか簡単なクラスを取るのは自分の好みによって選ぶ方がいいと思います; 若いうちに難しい授業を受けて合格したら私の将来に役に立ちます). There are minor errors in language use (e.g., 自分をチャレンジできるし should be 自分にチャレンジできる; バランスできるように慣れます would be better written as バランスよくできるようになります), but they do not interfere with comprehensibility. 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 evident (e.g., 参加する; 自分の好み; 学校以外の活動; 若いうちに; 合格). The article demonstrates excellent use of grammar and syntax with minimal errors (e.g., 勉強と仕事をバランスする経験をもらえます could be 勉強と仕事がバランスよくできるようになります).

**Presentational Writing: Compare and Contrast Article (continued)****Sample: B****Score: 4**

This article demonstrates competence in presentational writing. It addresses all aspects of the prompt, including preference and reasoning (難しいと簡単なクラスに比べて、僕は難しいのクラスがもっといいと思います。なぜなら、難しいのクラスに自分が勉強のスキルを作るからです). It is generally organized and coherent, with use of transitional devices (e.g., 例えば; なぜなら; そして; 2つ目; もう一つの). The strained flow of expressions does not interfere with comprehensibility (e.g., 難しいのクラスを比びます; 難しいのクラスにもっとの勉強をするからです; 全部のクラスに時間のマネージメントを作ります). Orthography and mechanics are virtually error free, except for minor errors (レベル for レベル; なぜなら for なぜなら). The use of register and style is consistent and appropriate to the situation. Basic but limited vocabulary is used (e.g., スキルを作る should be スキルを学ぶ in this context). The use of grammatical and syntactic structures is appropriate, but there are several errors in the use of particles (e.g., 難しいのクラス should be 難しいクラス) and complex syntactic structures (e.g., 両方のクラスがたくさん違ふこと似ていることがあります would be better written as 両方のクラスにはたくさん違ふことと似ていることがあります). 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 (難しいクラスか、じょうずなクラスかですか). In addition, the information is scattered and lacks coherence, making the points of comparison difficult to identify (e.g., いつに、大学のアップルカーっトーンを、とりますから、とても難しいクラスを、いい見ます). There is minimal use of transitional devices (e.g., でも, 次). Labored expressions and orthography errors affect readability (e.g., でも、たくさんじょうずなクラスを、あんたが、面白いではありません; アップルカーっトーン). Overuse of commas interrupts the flow of reading. Furthermore, inappropriate vocabulary interferes with comprehensibility (e.g., 寝ることじゃないや、しゅくだいを、だいすきや、ちょっと休みなどですから). Language use shows limited control of grammatical structures, resulting in fragmented language (e.g., 難しいクラスに、ノートを、たくさんかくことや、もっと宿題や、ちょっと休みなどですから). Greater control of basic grammatical structures and appropriate vocabulary could have earned the response a higher score.