

AP[®] JAPANESE LANGUAGE AND CULTURE
2007 SCORING GUIDELINES
Presentational Writing: Cultural Topic Posting

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in presentational writing and cultural knowledge	<ul style="list-style-type: none"> Posting addresses all aspects of prompt with thoroughness and detail, including expression of opinion or feelings Well-organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices Cultural information is accurate and detailed 	<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 and cultural knowledge	<ul style="list-style-type: none"> Posting addresses all aspects of prompt, including expression of opinion or feelings Well-organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices Minimal errors in cultural information 	<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 and cultural knowledge	<ul style="list-style-type: none"> Posting addresses all aspects of prompt, including expression of opinion or feelings, but may lack detail or elaboration Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent Generally correct cultural information with some inaccuracies 	<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 and cultural knowledge	<ul style="list-style-type: none"> Posting 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 Cultural information may have several inaccuracies 	<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 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 and cultural knowledge	<ul style="list-style-type: none"> Posting 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 Cultural information has frequent or significant inaccuracies 	<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 and cultural knowledge	<ul style="list-style-type: none"> Posting addresses prompt only minimally Lacks organization and coherence Cultural information almost entirely inaccurate or missing 	<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 		

Sample: A

バレンタインデーは世界的に知られています。僕はこの日が一番大好きです。なぜなら、好きな人にチョコレートあげて自分の気持ちを自身持って伝えられるからです。普通の日に気持ちを伝えたら相手が引いちゃうけどバレンタインデーは愛のテーマなのでいいと思います。後友達からチョコレートもらえるから好きです。

日本ではバレンタインデーに女の子の人が男性にチョコレートをあげます。しかし、男性は女性にチョコレートをあげません。なぜならバレンタインデーから約一ヶ月前は男性が女性にチョコレートをあげます。これはホワイトデーといわれています。

ほかの国に違って日本ではバレンタインではチョコレートしかあげません。アメリカとかではぬいぐるみやチョコレートに違ってほかのお菓子もあげます。

フィリピンとかではバレンタインデーは家族、友達、や愛人に何かをあげます。けれど、日本ではバレンタインデーは好きな人に気持ちを表すの日と思われています。なので好きな人にしかあげません。

バレンタインデーはとても楽しいと思います。この日が好きな人に自分の気持ちを伝えるのはとてもいいと思います。ぜひバレンタインデーで好きな人に気持ちを伝えましょう。

Sample: B

私は日本について勉強している学生です。日本のプレゼントの文化の一つ、バレンタインデーについて説明します。バレンタインデーは実、日本の伝統的なものではなく、アメリカからきたものですが、いまは日本らしいになりました。

バレンタインデーは簡単に言えば、'プレゼントをくれる日'です。でも日本人全部がくれるのではないです。日本人の女の人が、好きな男の人に、チョコレートとか甘いものをくれるものです。男の人がオケーすれば二人はカップルになります。でもかっふるにならにし、さびしい初恋になるときもおおいです。

老人と多いひとが 'バレンタインデーはばかなものだ。お金を必要が全然ないときに使うだけ。'といます。もう、いいじゃないですが。愛を話す日。何かロマンチック感じじゃないですか。今から日本のバレンタインデーを説召しました。

Sample: C

子供はたくさんプレゼントをもらいました。たくさんホリデイがあります。御所がつとお子のこの日と女の子の日とお土産です。

子土間は太持参と大場さんと大賀産と大戸さんでお金をマライます。子供はとてもラキーです。炊く差の金をマライ増すけど子供はたくさんプレゼントをあげます。カルタを作ってみんなさんに上げます。

私はお誕生日で私の日本のペヌパルをもらいます。プレゼント葉とても高くない九手とてもきれいだです。日本のプレゼントはとてもコンサヴィチブくてよくと思います。アメリカのプレゼントハイツもお起きと高い。私は日本語のプレゼントが好きです。多分これは日本語のトラヂシンです。

たくさんホリデイ日本があります。古いにんと子供とお母さんとお父さんですははプレゼントがもらいます。これはとてもいいトラヂシンと思います。

AP[®] JAPANESE LANGUAGE AND CULTURE

2007 SCORING COMMENTARY

Cultural Topic Posting

Overview

This question judges writing in the presentational communicative mode by requiring students to write a posting on a cultural topic in a Web forum for students of Japanese. It consists of a single prompt, which identifies a cultural topic, directs the students to select an example of that topic, and details how the example should be discussed in the posting. Students are allotted 20 minutes to write a posting of 300–400 characters or longer. The response receives a single, holistic score, based on how well it accomplishes the assigned task; in addition to language skills, the score reflects the cultural knowledge exhibited in the response.

The prompt on the 2007 exam instructed students to select an example of a Japanese gift-giving practice, to describe in detail at least three characteristics of that custom, and to express their opinion or feelings about the gift-giving practice.

Sample: A

Score: 5

This response received a high score because it addresses all aspects of the prompt with thoroughness and detail, including expression of opinion and feelings. It is well organized and coherent, and it demonstrates natural flow of expressions. Cultural information is detailed and accurate, even though the comparison between Valentine's Day in the Philippines and in Japan is a little weak because of the use of the word *好きな人*, which could include family members and friends in Japan.

Appropriate register and style are used consistently except for a few lapses (e.g., *引いちゃうけど*, *言われてます*, and *とか*). The student has a very rich vocabulary, and the language is quite good. However, some particle errors (*バレンタインでは*, *チョコレートに違って* and *バレンタインデーで*) and one structural error (*表すの日*) are observed. *好くな人* seems to be a typographical error, since the student does write *好きな人* elsewhere several times. These errors do not impede comprehensibility or communication. This response suggests emerging excellence in presentational writing and cultural knowledge.

Sample: B

Score: 3

This response addresses the topic directly and includes expression of opinion. It lacks elaboration on the three characteristics presented, however. Each paragraph is organized and cohesive enough for the reader to follow the student's thought process. Cultural information is generally correct. The flow of expression is not without strain, but this does not interfere with comprehensibility. The use of kanji is appropriate and correct except for one error (*説召*) and a few missing kanji (e.g., *おおい*, *いいます*). Errors in orthography (e.g., *チョコッコレト*, *オケー*, *かつふる*) do not interfere with readability, but errors in vocabulary (e.g., the repeated use of *くれる*, *今から*) and grammatical and syntactical errors (e.g., *くれるのはないです*, *かつふるにならにし*) impede readability and comprehensibility. The response would have received a higher score if it were more accurate and addressed the topic more thoroughly. This response suggests emerging competence in presentational writing.

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Cultural Topic Posting (continued)

Sample: C

Score: 1

This response received a low score for several reasons. It is not readable or comprehensible due to numerous orthographic and kanji errors: おしょうがつ is spelled as おしよがつ, which is converted into 御所がつ. Words such as 子ども、おじさん、おばさん、お母さん、お父さん、たくさん, and もらいます in the second paragraph alone are incomprehensible at first reading because of the same types of errors. Grammatical and syntactic errors make readability and comprehensibility even more difficult. Some such examples include プレゼントをもらいました (should be もらいます), お誕生日で私の日本のペヌパルをもらいます (お誕生日に日本のペンパルにもらいます or もらいました), とても高くない九手とてもきれいだです (あまり高なくてとてもきれいです), and 古いにんと子供とお母さんとお父さんですははプレゼントがもらいます (a sentence that is totally incomprehensible).

The response addresses three cases of gift-giving in Japan but does not discuss one gift-giving occasion/practice and describe three characteristics. It lacks organization and coherence. Cultural information is at times inaccurate (e.g., children making カルタ and giving them to others, and Japanese presents being inexpensive and pretty). Overall, the response demonstrates lack of competence in presentational writing and cultural knowledge.