

**AP<sup>®</sup> JAPANESE LANGUAGE AND CULTURE**  
**2008 SCORING GUIDELINES**  
**Presentational Writing: Cultural Topic Posting**

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> Demonstrates excellence in presentational writing and cultural knowledge	<ul style="list-style-type: none"> <li>Posting addresses all aspects of prompt with thoroughness and detail, including expression of opinion or feelings</li> <li>Well-organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices</li> <li>Cultural information is accurate and detailed</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>	<ul style="list-style-type: none"> <li>Rich vocabulary and idioms</li> <li>Variety of appropriate grammatical and syntactic structures, with minimal or no errors</li> </ul>
<b>5</b>	<b>VERY GOOD</b> Suggests emerging excellence in presentational writing and cultural knowledge	<ul style="list-style-type: none"> <li>Posting addresses all aspects of prompt, including expression of opinion or feelings</li> <li>Well-organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices</li> <li>Minimal errors in cultural information</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>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>
<b>4</b>	<b>GOOD</b> Demonstrates competence in presentational writing and cultural knowledge	<ul style="list-style-type: none"> <li>Posting addresses all aspects of prompt, including expression of opinion or feelings, but may lack detail or elaboration</li> <li>Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent</li> <li>Generally correct cultural information with some inaccuracies</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>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>
<b>3</b>	<b>ADEQUATE</b> Suggests emerging competence in presentational writing and cultural knowledge	<ul style="list-style-type: none"> <li>Posting 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> <li>Cultural information may have several inaccuracies</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>Inconsistent use of register and style appropriate to situation or includes many errors</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>
<b>2</b>	<b>WEAK</b> Suggests lack of competence in presentational writing and cultural knowledge	<ul style="list-style-type: none"> <li>Posting 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> <li>Cultural information has frequent or significant inaccuracies</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>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>
<b>1</b>	<b>VERY WEAK</b> Demonstrates lack of competence in presentational writing and cultural knowledge	<ul style="list-style-type: none"> <li>Posting addresses prompt only minimally</li> <li>Lacks organization and coherence</li> <li>Cultural information almost entirely inaccurate or missing</li> </ul>	<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>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>
<b>0</b>	<b>UNACCEPTABLE</b> Contains nothing that earns credit	<ul style="list-style-type: none"> <li>Mere restatement of the prompt</li> <li>Clearly does not respond to the prompt; completely irrelevant to the topic</li> <li>Not in Japanese</li> <li>Blank</li> </ul>		

## Cultural Topic Posting

### Sample: A

日本のマンガとアニメはアメリカとハワイにすごく人気があります。僕はマンガとアニメにきょうみがあって一番好きなキャラクターはナルトです。ナルトは忍者でしょうらい火影になりたいです。

ナルトはすごく明るいです。いつも走って嬉しいです。だれもが見えないから忍者は黒いを着るけれどナルトはオレンジを着て髪の毛の色はブルンドです。これはちょっとばかばかしと思うけれどオレンジを着るからだれもと同じじゃないです。

ナルトはすぐ人の力になります。マンガで友達かたたかえない人は困っているならナルトはいつもほかの人をまもるために戦います。とても勇気があっていつも悪い人を倒します。

いつもナルトはもっと強くに成りたいです。さいしょに友達はナルトよりもっとあたまが良くて力が強いからナルトは毎日たくさんトレーニングをしてあきらめません。ナルトの中に悪魔があるから悪魔を倒すためにいつもがんばります。

いつも明るくて人の力になってがんばるからナルトは面白いキャラクタと思います。

## Cultural Topic Posting

### Sample: B

ドラエモンがしてる？ドラエモンは私の好きなまんがだ。ドラエモンは未来から来た猫のロボットだ。でも、みみがないし色は青いしはなせるからこの猫のロボットは猫みたくない。ドラエモンの友達はそのちよつとかわいそうな男の子。この男の子はスポーツがめっちゃできないし学校に悪いてんをとるからドラエモンがひつようだ。ドラエモンはとてもやさしくて子供が好きから、子供はドラエモンが大好きだ。時々ドラエモンはその男の子を助けている時その男の子はドラエモンのおしえた事をわすれてばかりのことをする。でも、もちろんだらエモンがかいざん、あのおとこのこをおしえている、また。私はドラエモンがだいすき、かわいいからでs

## Cultural Topic Posting

### Sample: C

私の一番好きなトトロです。ぼくはとても大きいとかわいいです。グーレとウイト猫です。ぼくはビデオにいます。二人もいますよ。友だちは多いです。トトロのドールが私の先生のテブツの上がありました。にほんとアメリカでぼくはゆめなです。トトロの映画がアニメルですね。映画もかわいいですよ。日本語のクラスで見ました。トトロがすてきなです。私は大好きです。映画に子どものはトトロが好きです。何が一番好きなですか。

# AP<sup>®</sup> JAPANESE LANGUAGE AND CULTURE

## 2008 SCORING COMMENTARY

### Presentational Writing: Cultural Topic Posting

#### Overview

This task assesses 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 2008 exam instructed students to select an example of a Japanese fictional character, such as Momotaro, Totoro, etc.; to describe in detail at least three different characteristics of the character; and to express their opinion or feelings about the character.

#### Sample: A

##### Score: 5

This posting suggests emerging excellence in presentational writing and cultural knowledge. It addresses all aspects of the prompt, including expression of opinion, in detail. It is generally well organized and coherent with a clear progression of ideas. The description of Naruto's personality and appearance in the second paragraph is the only weakness. Cultural information is quite accurate. Expression is natural and flows easily. Orthographic and kanji errors are limited to ブルンド, トレニング (katakana), さいしょ, and あたま (missing kanji). Use of register and style are appropriate and consistent. Vocabulary and idioms are varied and appropriate, with only a few mistakes (such as 黒いを着る) that do not interfere with comprehensibility. There are some grammatical and syntactic errors (ハワイに人気があります, だれも見えないから忍者は黒いを着る, 強くに成りたい), but they do not impede comprehensibility.

#### Sample: B

##### Score: 3

This posting suggests emerging competence in presentational writing and cultural knowledge. It addresses all aspects of the prompt, including some expression of opinion (contained in the incomplete sentence at the end). The description of Doraemon's characteristics is not well organized, and the progression of ideas is not very clear. Cultural information is correct ("Doraemon" is normally written ドラえもん, not ドラエモン, but the all-katakana version is also used in Japan). There are some orthographic errors (してる, ちょっと, めちや, おしえて) and missing kanji (はなせる, てん, ひつよう, おしえた, わすれて, だいすき). Use of register and style is appropriate and consistent, although the final incomplete sentence seems to end with です. With the exception of かいざん, which is not comprehensible, use of vocabulary and expressions is appropriate. There are a number of errors, some that impede comprehension, in grammatical and syntactic structures (e.g., ドラエモンがしてる, 猫みたくない, use of several あの, 学校に悪いてんをとる, 子供が好きから, ばかのこと).

**AP® JAPANESE LANGUAGE AND CULTURE  
2008 SCORING COMMENTARY**

**Presentational Writing: Cultural Topic Posting (continued)**

**Sample: C**

**Score: 1**

This posting demonstrates lack of competence in presentational writing and cultural knowledge. It only minimally addresses the prompt and lacks organization and coherence. The little cultural information that is included is inaccurate (猫です). It is also very short (fewer than 200 characters). Although the posting includes some correct use of kanji, other orthographic errors frequently interfere with readability (examples include ウイト, テブヅ, and ゆめ). The student demonstrates limited control of syntactic structures, which significantly interferes with comprehensibility (e.g., ぼくはベデオにいます, テブヅの上がありました, ぼくはゆめなです, 映画に子どものはトトロが好きです).