
AP Japanese Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] JAPANESE LANGUAGE AND CULTURE

2018 SCORING GUIDELINES

Presentational Speaking: Cultural Perspective Presentation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> • Presentation addresses all aspects of prompt with thoroughness and detail, including explanation of view or perspective • 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 • Natural pace with minimal hesitation or repetition • Pronunciation virtually error free • 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 speaking and cultural knowledge	<ul style="list-style-type: none"> • Presentation addresses all aspects of prompt, including explanation of view or perspective • 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 • Smooth pace with occasional hesitation or repetition, which does not distract from the message • Infrequent or insignificant errors in pronunciation • 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 speaking and cultural knowledge	<ul style="list-style-type: none"> • Presentation addresses almost all aspects of prompt, including explanation of view or perspective, 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 • Generally consistent pace with some unnatural hesitation or repetition • Errors in pronunciation do not necessitate special listener effort • 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 speaking and cultural knowledge	<ul style="list-style-type: none"> • Presentation 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 • Inconsistent pace marked by some hesitation or repetition • Errors in pronunciation sometimes necessitate special listener effort • 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 speaking and cultural knowledge	<ul style="list-style-type: none"> • Presentation 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 • Frequent hesitation or repetition • Frequent errors in pronunciation necessitate constant listener effort • 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 speaking and cultural knowledge	<ul style="list-style-type: none"> • Presentation 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 • Constant hesitation or repetition • Frequent errors in pronunciation necessitate intense listener effort • 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 (although recording equipment is functioning) or mere sighs 		

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2018 SCORING COMMENTARY

Presentational Speaking: Cultural Perspective Presentation

Note: Student responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

The Cultural Perspective Presentation assesses speaking skills in the presentational communication mode by having students present their perspectives on a specific topic related to Japanese culture. The prompt is comprised of one statement in English identifying the audience, context, and a presentation prompt to which the candidate is to respond.

On this year's exam the prompt instructs the candidate to present their perspective on Japanese technology and inventions, begin with an introduction, present five examples or aspects of Japanese technology and inventions, and end with a concluding remark. The candidate has four minutes to prepare an outline and two minutes to record their response. The response receives a holistic score based on how well it accomplished the task in terms of task completion, delivery, and language use.

Sample: A

Score: 6

Transcript of Student Response

今日本のテクノロジーについて話します。まず一番目の特徴は、日本の、あー、は、日本の新幹線です。日本の新幹線は速くて、絶対遅くなり、あ、ならなくて、きれいです。私は、日本について、あ、ついたら、新幹線を、絶対乗りたいです。二番目の特徴は、スマホです。日本のスマホは、あー、いろいろバラエティーがあって、あー、アプリがたくさんあります。あー、メッセージやニュースを見るのは、あ、スマホを使う時、あー、やさ、やさしいです。三番目の特徴はトイレです。あ、日本のトイレの、あー、は、あー、世界中とても有名です。おしりを、ちゃんと洗います。四番目の特徴は、あー、日本の車です。日本の車は、のブランドがたくさんあります。トヨタやニッサンや三菱などの車があります。あー、そのブランドの中で、小さい車がたくさんあって、スマート車やあります。日本は、車のモデルの、あー、テクノロジーを、あー、随分、あー、新しい、のこを、見つけます。はい、五番目の特徴は、あー、他の電気です。日本のビデオゲームの電気や、あー、テレビ、などのこは、とても、あー、人気があって、あー、いいと思います。あー、結論として、日本のテクノロジーはとてもおもしろいです。日本へ、もし行くことが、あれば、あー、電気を、たくさん買いたいです。以上です。

Commentary

This presentation demonstrates excellence in presentational speaking and cultural knowledge. The presentation addresses all aspects of the prompt, focusing on Japanese technology and inventions with thoroughness and detail (e.g., 日本のスマホは、あー、いろいろバラエティーがあって、あー、アプリがたくさんあります。あー、メッセージやニュースを見るのは、あ、スマホを使う時、あーやさしいです) and including the speaker's views and perspectives (e.g., 私は、日本についたら、あ、ついたら、新幹線を、絶対乗りたいです). The response is well organized and coherent with a clear progression of ideas, using appropriate cohesive and transitional devices (e.g., まず一番目の特徴は; 二番目の特徴は; あー結論として). The response provides rich and detailed cultural information (新幹線; スマートフォン; トイレ; 車; テレビゲーム). The response is delivered at a nice and measured pace throughout. The response has rich vocabulary and expressions (e.g., 特徴; 随分; ちゃんと), though there are some errors and/or unnatural expressions (e.g., 日本は、車のモデルの、あー、テクノロジーを、あー、随分、あー新しい、のこを、見つけます). A variety of appropriate grammatical and syntactic structures are used (e.g., 日本へ、もし行くことが、あれば).

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Presentational Speaking: Cultural Perspective Presentation (continued)

Sample: B

Score: 4

Transcript of Student Response

え、日本の、えー、テクノロジーは、ええっと、上手です。ええと、一つ目に、ビデオゲームは、えーっと、えー、いいですよ。えーっと、任天堂と、えー、ソニーは、えー、上手、えー、会社です。えー、二つ目に、スマホは、ええっと有名です。えー、だから、三つ目に、アプリはおもしろいですよ。ええっと、日本で、えーラインとスノーが、えー、使えます。で、四つ目に、ええっと、たてものは、えー、つよいですよ。えー、つなみは、えー、つよいですけど、ええっと、たてものは、でも、えー、つよいです。五つ目に、えー、animation、は、すばらしくなります。えーと、「君の名」は、の animation は、えーっと、美しいですよ。えー、最後に、え、日本、えー、日本人、え、は、日本人は、えっと、頭がいいですから、えーっと、日本の technology と invention は、えっと、上手ですよ。

Commentary

This presentation demonstrates competence in presentational speaking and cultural knowledge. The presentation addresses all aspects of the prompt, including five examples (ビデオゲーム; スマホ; アプリ; たてもの; animation) with some explanations for each sample, and the speaker's personal view (え、日本、えー、日本人、え、は、日本人は、えっと、頭がいいですから、えーっと、日本の technology と invention は、えっと、上手ですよ). However, the response lacks detail or elaboration. The response is generally well organized and coherent, using some transitional elements and cohesive devices (e.g., 一つ目に; 二つ目に; 最後に). The response contains some pronunciation errors (e.g., アプリ instead of アプリ; ソニー instead of ソニー) and some unnatural hesitation (e.g., えーっと、任天堂と、えー、ソニーは、えー、上手、えー、会社です). Grammar and syntactic structures are limited to simple structures and include several errors (えーっと、任天堂と、えー、ソニーは、えー、上手、えー、会社です). This response would have earned a higher score had it contained more details or elaboration, fewer English words (e.g., animation, technology, and inventions), fewer hesitations, and more complex grammatical and syntactic structures.

Sample: C

Score: 2

Transcript of Student Response

はじめまして。私は[name of candidate]、と申します。日本の technology は.. すごいですね。例えば新幹線は、速いです。場所にはやいに行くことです。それから [long pause] それから [long pause] まん、漫画は、たくさん、わかる。[long pause] hm .. 日本の、日本のお、hagawa business も [long pause] hagawa、にっつうのほほです。[long pause] ah

Commentary

This response suggests a lack of competence in presentational speaking. The response addresses only some aspects of the prompt (新幹線, 漫画). Although a transitional device (それから) is used, the information is scarce and is not organized. Frequent pauses interfere with comprehensibility and necessitate constant listener effort. Errors in pronunciation interfere with comprehensibility (e.g., 日本の hagawa business も). The response is limited to simple sentence structures. Limited control of grammatical and syntactic structures frequently interferes with comprehensibility (e.g., 場所にはやいに行くことです). Insufficient and inappropriate vocabulary frequently interfere with comprehensibility (e.g., 漫画は、たくさん、わかる). This response would have received a higher score if it had provided sufficient information and had more control of grammatical structures and vocabulary. A smoother pace also would have earned a higher score.