

AP[®] JAPANESE LANGUAGE AND CULTURE

2008 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 • Inconsistent use of register and style appropriate to situation 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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Presentational Speaking: Cultural Perspective Presentation

Note: In transcriptions of students' responses, two dots indicate a pause.

Overview

This task assesses students' speaking skills in the presentational communicative mode by requiring them to make a presentation on a cultural topic to a Japanese class. It consists of a single prompt, which identifies a cultural topic and details how it should be discussed in the presentation. Students are given 4 minutes to prepare the presentation and 2 minutes for its delivery. 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 directed students to present their view or perspective on Japanese pop culture. They were to begin with an appropriate introduction, discuss at least five aspects of Japanese pop culture, and end with a concluding remark.

Sample: A

Score: 6

Transcription of Student Response

こんにちは。今日は日本のポップチャについて、えー、発表したいと思います。私は日本のポップカルチャーは、えー、かわいいを中心にした、ええ、カル、カルチャーだと思います。えー、例えば、プリクラがあります。プリクラ、をすることによって、えー、人々はモデルみたいになれるんです。モデルみたいにかっこいいな、なれるし、ええと、友達と楽しくできることができるし、シールになっているので、どこでも付けることができます。あと、カラオケもとてもポップカルチャーだと思います。ええと、歌手みたいになれるからです。歌手みたいに、えーと、有名、えーと、一時有名な気分になれるし、友達と行けば、とてもたくさん、ええと、いろいろな曲が、えーと、楽しめるし、とても盛り上がります。あと、コスプレもそうではありません、そうだと思います。えーと、アニメのようにかっこいいキャラクターになれるし、ええ、自分が目立つような、えーと、感じになれ、なれるからです。あと、デコデン、もとてもポップカルだだと思います。デコデンというのは、携帯やデジカメを、えーと、シールで、えー、飾ったりすることです。そして、それを、友達と比べたりして、自分の携帯やカメラを個性的にするのが、えー、とても楽しいのではないのでしょうか。あと、お弁当も、えーと、あのう、ただ入れるだけじゃなく、えーと、あのう、かわいく見せるために、キャラクター、お弁当の、えーと、材料を使って、いろいろなキャラクター、を、えー、描くことがとてもポップカルチャーだと思います。えーと、お弁当を飾ることによっておいしく見せますし、見て食べることも、できます。えー、以上が、私、のポップカルチャーについての意見でした。ありがとうございました。

Commentary

This response represents excellence in presentational speaking and cultural knowledge. The presentation addresses all aspects of the prompt, including a discussion of the student's views and perspectives. Cultural information is accurate and detailed. This well-organized presentation includes an introduction and an ending. The flow is natural, and the pace is smooth. Pronunciation is also natural and error free. Register and style are consistent and appropriate to the situation. The response includes rich vocabulary and idiomatic expressions (～を中心とした, 盛り上がる, 個性的にする, 以上が). The student uses a variety of appropriate grammatical and syntactic structures with minimal errors.

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Presentational Speaking: Cultural Perspective Presentation (continued)

Sample: B

Score: 4

Transcription of Student Response

ポップ文化のついて私の意見を発表します。ポップ文化について5つ面白い点があります。まず、ガングル、ガングロがあります。ガングロの髪は、たいてい白いです。かわいと思います。次に、音楽は人気があります。みんなは日本の歌手を知ります。とても面白いと思います。第3に、漫画があります。例えば、「なると」と「ブリッジ」があります。私は漫画が好きです。第4に、アニメがあります。アメリカにもアニメがあります。ほとんどの子供はアニメが好きです。私もアニメが好きです。えーと、最後に、日本では、にはハルジュック（原宿）があります。ハルジュックは大きいショッピング・センターです。えーと、デパートが多いです。えーと、みんなはとっても変ですけど、私は原宿に行きたいです。以上、私の意見です。えーと、私は日本に行って、そ、それに、と、..みたいです。どうもありがとうございます。

Commentary

This presentation demonstrates competence in presentational speaking and cultural knowledge. It clearly addresses all requirements of the prompt with some expression of views (e.g., ほとんどの子供はアニメが好きです, みんなはとっても変ですけど、私は原宿に行きたいです). It is characterized by good organization with an introduction, an ending, and cohesive devices. Overall pronunciation is good, although there are some errors (ガングル for ガングロ, ハルジュック for 原宿) that do not interfere with comprehensibility. Vocabulary and grammar are limited but appropriate. This presentation could have earned a higher score if there were more substance in cultural information and in-depth presentation of views and perspectives.

Sample: C

Score: 2

Transcription of Student Response

私は日本語の、pop culture が大好きです。日本の、pop culture は、楽しそうです。日本の歌を聞くが、大好きです。た、おっ、日本語の pop culture の方が、アメリカ、の pop culture よりか、好きです。でも、アメリカの、pop culture は、いいです。日本の、シンガーはいいです。とてもいいです。歌を、歌が上手ですね。そして、ふくがいいです。私の友達は日本語の pop culture、が、大好きです。友達も、いい、あー、おうたが、上手です。でも、う、毎日、は、pop culture、ポップ、ポップ、.. 日本語のポップシンガーを、あります。あーん、そして、日本、日本語の pop culture は、少しい、そうです。うーん.. うーん、ありがとうございました。

Commentary

This presentation addresses the topic incompletely and suggests lack of competence in presentational speaking and cultural knowledge. Information is scattered, and there is limited use of transitional words such as でも. Pacing is inconsistent, and the flow of expression is uneven and labored. Pronunciation is unnatural, though generally comprehensible. Vocabulary and grammar are both very limited. This response would have earned a higher score if it had addressed additional aspects of the prompt in a more coherent presentation and maintained more consistent pacing.