

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

## 2008 SCORING GUIDELINES

### Presentational Speaking: School Announcement

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> <b>Demonstrates excellence in presentational speaking</b>	<ul style="list-style-type: none"> <li>Announcement is thorough and detailed, including opening remark, necessary information, and closing remark</li> <li>Well-organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>Natural, easily flowing expression</li> <li>Natural pace with minimal hesitation or repetition</li> <li>Pronunciation virtually error free</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> <b>Suggests emerging excellence in presentational speaking</b>	<ul style="list-style-type: none"> <li>Announcement is complete, including opening remark, necessary information, and closing remark</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>Generally exhibits ease of expression</li> <li>Smooth pace with occasional hesitation or repetition, which does not distract from the message</li> <li>Infrequent or insignificant errors in pronunciation</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> <b>Demonstrates competence in presentational speaking</b>	<ul style="list-style-type: none"> <li>Announcement is nearly complete, but has minor omissions</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>Strained or unnatural flow of expression does not interfere with comprehensibility</li> <li>Generally consistent pace with some unnatural hesitation or repetition</li> <li>Errors in pronunciation do not necessitate special listener effort</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> <b>Suggests emerging competence in presentational speaking</b>	<ul style="list-style-type: none"> <li>Announcement provides much, but not all, necessary information</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>Strained or unnatural flow of expression sometimes interferes with comprehensibility</li> <li>Inconsistent pace marked by some hesitation or repetition</li> <li>Errors in pronunciation sometimes necessitate special listener effort</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> <b>Suggests lack of competence in presentational speaking</b>	<ul style="list-style-type: none"> <li>Announcement provides some necessary information but omits several important details</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>Labored expression frequently interferes with comprehensibility</li> <li>Frequent hesitation or repetition</li> <li>Frequent errors in pronunciation necessitate constant listener effort</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> <b>Demonstrates lack of competence in presentational speaking</b>	<ul style="list-style-type: none"> <li>Announcement provides minimal necessary information</li> <li>Lacks organization and coherence</li> </ul>	<ul style="list-style-type: none"> <li>Labored expression constantly interferes with comprehensibility</li> <li>Constant hesitation or repetition</li> <li>Frequent errors in pronunciation necessitate intense listener effort</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> <b>Contains nothing that earns credit</b>	<ul style="list-style-type: none"> <li>Completely irrelevant to the stimulus</li> <li>Not in Japanese</li> <li>Blank (although recording equipment is functioning) or mere sighs</li> </ul>		

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## Presentational Speaking: School Announcement

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

### Overview

This task assesses students' abilities to speak in the presentational communicative mode by having them deliver an announcement to an assembly of visiting Japanese students. The prompt consists of notes in English about what to include in the announcement. Students are given 1 minute to prepare the announcement and 1 minute to deliver it. The response receives a single, holistic score, based on how well it accomplishes the task.

On the 2008 exam, students were instructed to deliver an announcement about the time, date, location, meeting place, cost, and availability of tickets for an upcoming excursion.

### Sample: A Score: 5

#### Transcription of Student Response

あつ、こんにちは。日本の[?]皆さんお元気ですか。お知らせがあります。あ、月曜日6月1日の、あ、午前8時から午後8時まで、あー、ジェームスタウンのCenturyテーマパーク、の遠足があります。あー、公園の前で7時、午前7時40、45分あー、会ってください。あの一、値段は全部で35ドルです。この値段は切符も、あー、昼ご飯も入っています。あー、切符は、あ、学校の本屋で、買ってください。あ、それでは、お知らせが、あり、終わります。

#### Commentary

This announcement is complete, including an opening remark, necessary information, and a closing remark (あつ、こんにちは。それでは、お知らせが、あり、終わります。) It is well organized and coherent, with a clear progression of ideas. There is some use of transitional elements (それでは). The student generally exhibits ease of expression, and the smooth pace with occasional hesitation does not distract from the message. There are infrequent, relatively insignificant errors in pronunciation (e.g., "Century" is given its English pronunciation). Use of register and style is consistent. The passage contains a variety of vocabulary and idioms (遠足, 値段). Grammatical and syntactic structures are used appropriately, with sporadic errors in complex structures (e.g., 45分あー、会ってください。).

### Sample: B Score: 3

#### Transcription of Student Response

はい、皆さん聞いてください。ええっと、月曜日6月1日に、8、午前80、8時から午後8時までに、ええっと、Century Themeパークへ、um、行くつもりです。Century ThemeパークはJamestownにいます。あ、であります。そして、ええっと、行きたい、かった、行きたかったら、ええっと、パークの入り口に、集まるです。その時間は、ええっと、6、um、8、午後8時あー、15分前に。ええっと、値段は5、35ドルです。ええっと、切符を買えたら、買った..

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## Presentational Speaking: School Announcement (continued)

### Commentary

In this announcement the student provides much, but not all, necessary information (lunch, bookstore, and a closing remark are missing). The pace of the presentation is generally consistent. The overall organization is good, though the student ran out of time before concluding. Mistakes in pronunciation sometimes necessitate special listener effort (聞いてください。). There are also errors in katakana pronunciation (“Century” and “Theme”). Use of register is inconsistent, but the style is appropriate to the situation. Additionally, there are some grammatical errors (集まるです。 Jamestown にいます。).

### Sample: C

#### Score: 1

### Transcription of Student Response

Jamestown の Century Theme Park の、八、じん、の八じん.. です。月曜日は.. 公園、のです。..  
一ね、一げつ.. です。..

### Commentary

This announcement provides a bare minimum of the necessary information. It lacks opening and closing remarks, the date, cost of the ticket and what it includes, where to buy the ticket, and where and when to meet on the day of the event. The student’s labored expression frequently impedes comprehensibility. In addition, insufficient vocabulary also constantly interferes with comprehensibility (一ね、一げつ). Vocabulary is sometimes pronounced incorrectly (一げつ), and “Katakana words” are pronounced as English words (“Jamestown の Century Theme Park”). Limited control of vocabulary and of grammatical and syntactic structures results in fragmented language (公園、のです) and affects the listener’s ability to understand.