

AP[®] JAPANESE LANGUAGE AND CULTURE

2009 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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Presentational Speaking: Cultural Perspective Presentation

Note: Students' 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

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.

In 2009 students were asked to present their view or perspective on Japanese foods. They were to begin with an appropriate introduction, discuss at least five aspects or examples of Japanese foods, explain their views or perspectives about them, and end with a concluding remark.

Sample: A

Score: 5

Transcript of Student's Response

こんにちは。私の名前は[beep masks actual name of student]です。今日は日本の食べ物について話します。日本の食べ物はものすごく健康だと思います。日本で住む人は、一番長生きをするからです。・・・日本の食べも、物は健康だけど、すごくおいしいと思います。日本人は毎日おみ、お味噌汁を食べたり、ご飯を食べたりするからです。二つともおいしいです。あとは日本の食べ物はすごくきれいだと思います。日本の食べ物を見たらいつもいろいろな色がついているからです。あとはにんじんとかは花の形をしている時もあります。日本の食べ物はいろいろあります。おかずとかメインのコースを食べる・・・からです。・・・えーと、日本の食べ物はほとんどやわらかい食べ物だと思います。なぜなら、お味噌汁とかご飯とか、すごくや、はすごくやらかわ、やらかわいです。あとは日本人は魚をいっぱい食べるので、それも、やわらかい食べ物です。・・・日本の食べ物は・・・すごく、おいしいので、おいしくて、健康で、きれいで、いろんな食べ物があるので、ぜひ食べてください。ありがとうございました。

Commentary

This response suggests emerging excellence in presentational speaking and cultural knowledge. The student completes the task by addressing all aspects of the prompt: she presents a good introduction (今日は日本の食べ物について話します), five aspects of Japanese foods (healthiness, aesthetic nature, variety, softness, and fish) with some details and elaboration, and a summary. The presentation is well organized and generally coherent. The response refers to cultural products (e.g., お味噌汁, 魚) and practices (魚をいっぱい食べる), as well as cultural perspectives (e.g., relationship between healthy foods and Japanese longevity; aesthetics of Japanese foods). Cultural information is generally accurate, though some is overgeneralized. The flow of expression is generally natural, and delivery is smooth. The pacing is even, though there is sometimes hesitation. Pronunciation is excellent. The use of register and style is appropriate throughout the presentation. The student uses a variety of appropriate vocabulary to talk about the topic. Although the grammar and syntax used are appropriate, there are several errors in complex sentences (e.g., 日本で住む人は、一番長生きをするからです and 日本の食べ物を見たらいつもいろいろな色がついているからです). This response could have received a score of 6 if it

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Presentational Speaking: Cultural Perspective Presentation (continued)

expressed more sophisticated cultural perspectives and used more complex structures and cohesive devices.

Sample: B

Score: 4

Transcript of Student's Response

こんばんは。これから私は日本の食べ物について発表をさせます。まず、私は寿司が日本の代表な、食べ物だと思います。いろいろな国でも、寿司を食べます。ところで、私はやはり日本の寿司が一番、あー、一番、おいしいだと思います。そして、うどんも有名な日本の食べ物です。うどんは、あー、寿司と一緒に食べることです。私はうどん、二人と一緒に食べるのがとても好きです。あー、ラーメンも有名です。ラーメンはいろいろな国にあるけど、日本は味噌を入れることが、とても、あー、特別なラーメンです。そして、うーん、いろいろな国の人たちも、日本のラーメンが、す、あー、好きだと言います。あー、日本はあめを食べます。パンをよく食べる国もあるけど、日本はあめをよく食べる、よく食べる国です。あー、私はパンより、あめを、あー、食べるのが、あー、よ、ごと、いいだと思います。あー、最後に、私はたこやきがとても日本の有名な食べ物だと思います。たこやきは日本の特別な食べ物です。日本、あー、たこやきにはいろいろなものがあるから、私、私たちは、そのいろいろな味を、味、味があります。あー、以上で発表を終わらせていただきます。

Commentary

This response demonstrates competence in presentational speaking and cultural knowledge. The student addresses almost all aspects of the prompt. The presentation includes an introduction (これから私は日本の食べ物について発表をさせます), five examples of Japanese foods (寿司, うどん, ラーメン, あめ [米], and たこやき) with some explanation for each item, and personal views. It is generally organized and coherent, using some transitional elements and cohesive devices. The response refers to cultural products (e.g., 寿司, ラーメン) and to some cultural practices (e.g., eating rice). However, it includes some cultural inaccuracies or overgeneralizations (e.g., eating sushi and udon together). The flow of expression is sometimes strained, but this does not interfere with comprehensibility. The pacing is generally consistent, despite some hesitation and repetitions. The presentation includes some lapses in otherwise consistent use of register and style appropriate to presentations in the classroom (e.g., パンをよく食べる国もあるけど). Vocabulary is appropriate but limited. There are some lexical errors (e.g., 代表な for 代表的な, あめ for 米, 二人 for 二つ, 最後に for 最後に). Grammatical and syntactic structures are generally appropriately used, but there are several errors (e.g., 発表をさせます for 発表します, おいしいだと思います for おいしいと思います, ことです for ものです).

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2009 SCORING COMMENTARY

Presentational Speaking: Cultural Perspective Presentation (continued)

Sample: C

Score: 2

Transcript of Student's Response

あ、こんにちは。今日は、あー、日本の料理について話しました、話します。ふー、あ、日本は、あ、島ですから、魚をたくさん入れます。でも、あ、洋式、あー、洋式と違います。あー、例えば、あまり、あま、甘くなくて、辛くなくて、です。あまり、シーズニングを入れません。でも、ah、ah、ただ、ah、うん、日本、ur、和食、を、の作り方は、ah、むずかしいです。ah、うまくなりたかったら、正しいつく、ur、うまくし、しか、うまくしたかったら、正しい作り方をれん、たくさん練習、しなければなりません。ah、お祭りのために、たくさんの特別な料理を、作ります。例えば、ah、例えば、・・お正月に、お節料理を、ur、食べます。私は、日本、ur、わ、no、日本、和食、を作り、ur、作ることは、とても、ur、楽しいと思います。ありがとうございました。

Commentary

This response suggests a lack of competence in presentational speaking and cultural knowledge. The student partially completes the task and addresses the topic marginally. The response includes an introduction, mention of four aspects of Japanese foods (use of fish, seasoning, way of cooking, and foods for festive occasions), and a personal view on Japanese cooking. The scattered introduction of information, lacking organization and coherence, and the absence of transitional elements and cohesive devices make this response difficult to follow. The presentation refers to cultural practices (i.e., using fish, using few seasonings, difficulty of cooking, and making foods for festive occasions) and some cultural perspective (Japan is an island country, so fish is common in the diet). The labored delivery and high frequency of hesitation and repetition necessitate constant listener effort. Insufficient vocabulary and idioms (e.g., 洋式 for 洋食, シーズニング for 調味料) and limited grammatical and syntactic control (e.g., 辛くなくて, です for 辛くないです) result in fragmented language and severely interfere with comprehensibility. This response could have received a higher score if the student exhibited a better range and control of lexical and grammatical elements and more ease of delivery.