

AP[®] JAPANESE LANGUAGE AND CULTURE

2011 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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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.

Presentational Speaking: Cultural Perspective Presentation

Overview

This task assessed students' speaking skills in the presentational communicative mode by requiring them to make a presentation on a cultural topic to a Japanese class. It consisted of a single prompt that identified a cultural topic and detailed how it should be discussed in the presentation. Students were to present their view or perspective on Japanese leisure activities. They were asked to begin with an appropriate introduction, discuss at least five aspects or examples of Japanese leisure activities, explain their view or perspective about them, and end with a concluding remark. Students were given 4 minutes to prepare the presentation and 2 minutes for its delivery. The response received a single holistic score based on how well it accomplished the assigned task. In addition to language skills, the score reflected the cultural knowledge exhibited in the response.

Sample: A **Score: 5**

Transcript of Student's Response

これから日本のリジャーについて話します。まず、子供も大人もマンガとかアニメが読めます、と見ます。マンガはアメリカのコミックと同じことです。そしてアニメはテレビのアニメーションです。僕は、はやお宮崎さんのアニメが大好きです。次に、日本人も映画がみえます。ジョンラははコメディとかホラーです。僕はホラーが大嫌いです。三番目に、暑かったら、海に行けます。そして泳げます。日本は島ですから、たくさん海があります。四番目に、小説、いろいろな小説があります。僕な、uh, 僕のだい、僕の一番好きな小説は「吾輩は猫である」という本です。最後に、インターネットカフェに行きます。インターネットカフェで、ビデオゲームができます。たとえば、ポケモンとか、アールピージーができます。そして、インターネットカフェで飲み物も飲めます。インターネットでフェイスブックとかマイスペースと、か、も、行けます。ぼく、それでは以上です。

Commentary

This presentation suggests emerging excellence in presentational speaking and cultural knowledge. The student completes the task by addressing all aspects of the prompt. The response includes a good introduction (これから日本のリジャーについて話します) and five aspects of Japanese leisure activities, including some detail and elaboration, and ends with a concluding remark (それでは以上です). The presentation is well organized and generally coherent, with consistent use of register and style appropriate to the situation. The cultural information is accurate, and the response makes good use of transitional elements and cohesive devices (まず, 次に, 三番目に, 最後に). It generally exhibits ease of expression, with smooth pace and clear pronunciation. The occasional hesitation or repetition does not distract from the message. The student uses a variety of vocabulary and grammatical and syntactic structures. There are sporadic errors in pronunciation and vocabulary (リジャー, ジョンラ, はやお宮崎) as well as grammar and syntax (アニメが読めます、と見ます; 日本人も映画がみえます). The presentation would have received a higher score had it used richer vocabulary and more complex structures and included deeper cultural perspectives.

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Cultural Perspective Presentation (continued)

Sample: B

Score: 3

Transcript of Student's Response

日本で、楽しむことのために、いろいろなこと、できますね。たとえば、やすい時間に、家族は、一緒に、ときど、ときどき、時々一緒に、レストランに行きます。これが、た、t たのしいそうですね。そして、春休みに天気が、よ、いい、いいなので、公園に、あ、行っけます。公園にスポーツを、しますから、運動、を、s、運動するのがいいと思います。そして、はる、はるにも、しざんが、がく、とってもきれいなので、散歩するのがもっと楽しいです。買い物に、いつ、いつ、行くほうが、もう、が、人気があります。そ、sそして、アミューズ[..]パーク、パークに、行きます。私の意見として、日本の暇なときの、uh、コ、アクティビティーは、とっても面白いです。s、そして、楽しいそうと思います。

Commentary

This presentation suggests emerging competence in presentational speaking and cultural knowledge. It addresses the topic directly and simply. Some transitional elements and cohesive devices are used (たとえば、そして), but the response lacks organization and coherence and provides information in a scattered manner. There are some inaccuracies in the cultural information provided. The presentation is characterized by a strained flow of expression and an inconsistent pace marked by frequent hesitation and repetition. The pronunciation is generally clear, with some errors (行っけます). Register and style are appropriate and consistent. Although some phrases, such as 私の意見として, are used effectively, inappropriate vocabulary and idioms interfere with comprehensibility and necessitate special listener effort (やすい時間, しざん). Frequent errors in grammar and syntactic structures also interfere with comprehensibility (楽しむことのために; いいなので; 公園にスポーツを、しますから、運動、を、s、運動するのがいい; 行くほうが、もう、が、人気があります; 楽しいそうと思います). The presentation would have received a higher score with a more natural flow of expression, better organization and coherence, and more accurate cultural information.

Sample: C

Score: 1

Transcript of Student's Response

こんにちは、わたしの名前---です。日本、日本の leisure activities は、あ、コスプレ、カレは、あ、カリオケは、すもう、スッカー、フットボール、ビール・・ uh hm、あ、カラオケ、は・・ ファース、フェーバード、あ、のこー、好きです。はしのこすはしないタイムアフタータイムは、[laughter] です。すもうはポ、ポピュラー、にふすね。フィズクフィットネスは、フットボール、ポピュラー sports [laughter] that I don't know・・ I don't know how to say it in Japanese, uh, um 日本人 uh は、ビール、日本、uh, hum, 日本人はビール、uh 飲みました。シンクスウェイ、um さよなら。

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Cultural Perspective Presentation (continued)

Commentary

This presentation demonstrates lack of competence in presentational speaking and cultural knowledge. It addresses the prompt, but only minimally, by simply listing activities. It also lacks organization and coherence. The cultural information lacks specificity and contains inaccuracies. The labored expression and the frequent use of English interfere with listenability and comprehensibility. The hesitation, repetition and inaccuracies in pronunciation necessitate intense listener effort. Insufficient and inappropriate use of vocabulary and limited control of grammatical and syntactic structures result in very fragmented language and significantly interfere with comprehensibility. The presentation is also limited to simple sentence structures that are mostly inaccurate or incomplete.