

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

## 2013 SCORING GUIDELINES

### Presentational Speaking: Cultural Perspective Presentation

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> Demonstrates excellence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>Presentation addresses all aspects of prompt with thoroughness and detail, including explanation of view or perspective</li> <li>Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices</li> <li>Cultural information is accurate and detailed</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> Suggests emerging excellence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>Presentation addresses all aspects of prompt, including explanation of view or perspective</li> <li>Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices</li> <li>Minimal errors in cultural information</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> Demonstrates competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>Presentation addresses almost all aspects of prompt, including explanation of view or perspective, but may lack detail or elaboration</li> <li>Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent</li> <li>Generally correct cultural information with some inaccuracies</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> Suggests emerging competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>Presentation addresses topic directly but may not address all aspects of prompt</li> <li>Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices</li> <li>Cultural information may have several inaccuracies</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>Use of register and style appropriate to situation is inconsistent 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> Suggests lack of competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>Presentation addresses topic only marginally or addresses only some aspects of prompt</li> <li>Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices</li> <li>Cultural information has frequent or significant inaccuracies</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> Demonstrates lack of competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>Presentation addresses prompt only minimally</li> <li>Lacks organization and coherence</li> <li>Cultural information almost entirely inaccurate or missing</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> Contains nothing that earns credit	<ul style="list-style-type: none"> <li>Mere restatement of the prompt</li> <li>Clearly does not respond to the prompt; completely irrelevant to the topic</li> <li>Not in Japanese</li> <li>Blank (although recording equipment is functioning) or mere sighs</li> </ul>		

# AP<sup>®</sup> JAPANESE LANGUAGE AND CULTURE 2013 SCORING COMMENTARY

## Presentational Speaking: Cultural 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

This task assessed speaking skills in the presentational communicative mode by having students give a presentation on a cultural topic to a Japanese class. It consisted of a single prompt in English, which identifies a cultural topic and details how it should be discussed in the presentation. Students were given 4 minutes to prepare the presentation and 2 minutes for its delivery. Students presented their views or perspective on annual Japanese cultural events. They began with an appropriate introduction, discussed at least five aspects or examples of annual Japanese cultural events, explained their own views or perspective about them, and ended with a concluding remark.

The presentation received a single holistic score based on how well it accomplished the assigned task. In addition to language skills, the score reflected the level of the student's cultural knowledge exhibited in the presentation.

### Sample: A

**Score: 6**

### Transcript of Student's Response

はじめまして、私は[name of candidate]で、これから、日本の文化イベントを uh  
について話します。uh はじめに七夕です。七夕はしつがつ七日にあります。uhh  
たくさん日本の町に、祭りがあります。そして、お盆、m お盆祭りです。uh  
お盆に、お盆は、夏にあります。そして、おもしろい盆踊りを、踊ります。um  
次に、お正月です。お正月は、uh お正月にたくさん日本の家族と、uh 家族と um  
お寺と神社へ行きます。そして、日本人は願いを書きます。年賀状を書いて、友達と家族に送ります。  
um  
四番目のは、クリスマスです。日本のクリスマスとアメリカのクリスマスがとても、たくさん違います。  
uh 日本人は uh 日本のクリスマスケーキを作りますから、uh  
そしてクリスマスデーに食べます。uh そして、日本人はたくさんプレゼントを贈ります。最後に uh  
ホワイトデーです。ホワイトデーと uh  
アメリカのバレンタインズデーが違います。その日に女は好きな人が、好きな人に um  
チョコレートを uh もらいます。um そして、日本の文化イベントとアメリカの uh  
文化イベントがたくさん違うことがあります。とてもおもしろいと思います。ありがとうございます  
。

### Commentary

This response demonstrates excellence in presentational speaking and cultural knowledge. It addresses the prompt with thoroughness and detail, including an explanation of view or perspective. It includes a good introduction (これから日本の文化イベントについて話します) and five annual Japanese cultural events (七夕; お盆; お正月; クリスマス; ホワイトデー). Appropriate transitional elements and cohesive devices are used (初めに; そして; 次に; 四番目; 最後に). Cultural information is accurate and detailed. The flow is relatively natural. It is spoken at a good pace throughout, with minimal hesitation and repetition. Pronunciation is almost error-free, but with minimal errors (クリスマス; ケーキ). The register and style are consistent and appropriate to the situation. The response includes rich vocabulary (盆踊り;

# AP® JAPANESE LANGUAGE AND CULTURE 2013 SCORING COMMENTARY

## Presentational Speaking: Cultural Presentation (continued)

年賀状; クリスマスケーキ). A variety of appropriate grammatical and syntactic structures are used; although most of the sentences used in the response are simple structures, the way they are linked is effective.

### Sample: B

Score: 4

#### Transcript of Student's Response

はい、日本人の文化を、はなし、について話します。一番最初で、体育の日に、生徒たちは、赤チームと、白チームに、べ、別々にします。それぞれにお正月に、寺や神社に、神社へ、いっ、行きます。そして、子供の日に、あの、こいのぼりを uh うち uh うちの外で、飾ってあります。それに、七夕、七夕の時に、ゆうか uh ゆうかた、の時に、祭りがああります。最後で、成人の日に、お年寄りひとに、ほめる、ほめることができます。日本人は、いろいろな、文化フェスティバルがあります。一日に、アメリカの、アメリカ、よりもっと、文化のフェスティバルがあります。日本人は、日本人の文化は、あのう、長い間から、なが、長い間に、とて uh 文化はとてもだじいと、だじい、だじです。この、このホリデーは・・・uh いつ、uh いつも、たのし、uh 楽しいて、あの、おもしろいと思います。日本へ行ったら、私は、そんなに、uh 私は、そんなに文化フェスティバルに、えー uh を経験してみたいです。ゼロー

#### Commentary

This response demonstrates competence in presentational speaking and cultural knowledge. It addresses all aspects of the prompt, including an introduction (日本人の文化について話します), five examples of annual Japanese cultural events (体育の日; お正月; 子供の日; 七夕; 成人の日) with explanation of each event (with some inaccurate information, such as 成人の日に ... ほめることができます), and overall personal views. It is generally well organized and coherent, using appropriate transitional elements and cohesive devices (一番最初; そして; それに). The vocabulary is appropriate (赤チームと白チーム; こいのぼり) but limited, with some pronunciation errors (だじい for 大事) that do not necessitate special listener effort. The flow of expression is somewhat strained but does not interfere with comprehensibility. Grammar and syntactic structures are limited to simple structures and include several errors (お年寄りひと; 楽しいて). A smoother pace, more detail or elaboration, a greater variety of vocabulary, and fewer errors in grammar and syntax would have earned this response a higher score.

### Sample: C

Score: 2

#### Transcript of Student's Response

uh 日本の、文化イベントに、ついてを、話します。uh まずは、紅白歌合戦です。uhh テレビの番組です。uhh たくさん歌手です。とっても、楽しいと思います。えっとお。uhhh [pause] umm 春祭りです。あの・・・uhhh [pause] たくさん・・・uhh たくさん花びです uh とてもきれいです、と思います。uhh [long pause] [laughter] umm [pause] [laughter] umm [long pause] umm えっとお、uh おわったあ。[laughter] oh, my god [sigh]

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

## 2013 SCORING COMMENTARY

### Presentational Speaking: Cultural Presentation (continued)

#### Commentary

This response suggests a lack of competence in presentational speaking and cultural knowledge. It partially completes the task and addresses the topic marginally. It begins with an appropriate introduction (日本の、文化イベントに、ついてを、話します), followed by description of two annual Japanese cultural events (紅白歌合戦; 春祭り) with minimal detail (テレビの番組; 歌手; たくさん花). The information is scattered, and lacks organization and coherence. The response is difficult to follow because of the lack of transitional elements. Cultural information is insufficient. The labored delivery and the high frequency of hesitation and repetition necessitate constant listener effort. The vocabulary and idioms are insufficient and often inappropriate (花びです for 花見をします; the pronunciation error compounds the comprehensibility problem). The limited grammatical and syntactic control results in fragmented language and interferes with comprehensibility. Appropriate cultural knowledge, proper use of vocabulary and grammar, and less hesitation and repetition would have earned this response a higher score.