

AP[®] JAPANESE LANGUAGE AND CULTURE

2015 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: 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 assesses the student's speaking skills in the presentational communicative mode by having them give a presentation on a cultural topic to a Japanese class. It consists of a single prompt in English, which identifies a cultural topic and details how it should be discussed in the presentation. Students are given four minutes to prepare the presentation and two minutes for its delivery. The presentation receives a single holistic score based on how well it accomplishes the assigned task. In addition to language skills, the score reflects the level of the student's cultural knowledge exhibited in the presentation.

The 2015 exam directed students to present their view or perspective on Japanese music. They were to begin with an appropriate introduction, discuss at least five aspects or examples of famous Japanese people, explain their own view or perspective about them, and end with a concluding remark.

Sample: A

Score: 6

Transcript of Student Response

はい、あの、ぼくは日本の音楽について話します。ま、おん、日本の音楽は伝統的な音楽があるから、そのひとつは太鼓なんです。ああ、たいく、太鼓は、あの、なんか、まつりの間に、あ、聞こえるかもしれません。たいくをたたく人は、あ、太鼓が好きで、あの、いつも祭りの中に太鼓をたた、たたっているはずです。あ、その二番目は三味線です。三味線は、なんか、ギターのような、あ、もので、なんか、ひとつずつ、あ、ストリングをひくことです。そして、あ、日本の音楽は、あ、演劇中で、あ、聞こえるはずです。なんか、能とか、文楽とか、そういうことの中に、あ、なんか、あ、日本の音楽が聞こえるはずです。ま、その、もっと伝統的じゃない音楽は、なんか、Jポップです。なんか、あ、アイドルとか、そういう女性グループが、にんき、日本に人気があって、今、どんどん、どんどん人気が増えます、増えてきています。そして、最後には、なんか、Jポップ、かどうかわかんないけど、あの、それは、ボーカロイドです。ボーカロイドは、あの、コンピューターが歌っていることです。あ、なんか、ふつうの人が、なんか、あ、すごい歌がつかえ、つかえます、そして、あ、作られます。はい、あの、日本の音楽は、とても、おし、おもしろくて、伝統的の音楽と、伝統的じゃない音楽も、あー、とってもちがうけど、両方がすてきだと思います。

Commentary

This response demonstrates excellence in presentational speaking and cultural knowledge. The presentation addresses all aspects of the prompt with thoroughness and detail (e.g., 三味線はギターのようなもので; ボーカロイドは、あの、コンピューターが歌っている), including the speaker's views and perspectives (e.g., 伝統的の音楽と、伝統的じゃない音楽も、とってちがうけど、両方がすてきだと思います). The response is well organized and coherent with a clear progression of ideas, using appropriate cohesive and transitional devices (e.g., そのひとつが、そして、最後には). The response provides rich and detailed cultural information (e.g., 太鼓、三味線、能、文楽、ポップ、ボーカロイド) using rich vocabulary and expressions (e.g., 人気があって、どんどん), though there are some errors and/or unnatural expressions (e.g., the repetitive use of ~はずです and 中 as in まつりの中 and 演劇中). It provides excellent use of syntactic structures with insignificant errors (e.g., 作られます). The presentation exhibits easily

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flowing expression and a natural pace with minimal hesitation or repetitions except for the overuse of *なんか*. Although colloquial expressions are used (*わかんないけど; なんか*) the register and style are appropriate to the situation.

Sample: B

Score: 4

Transcript of Student Response

はい、今日は日本語のおんご、音楽について話したいと思います。まず、あの、日本の発音がきれいです。アメリカより、その言葉を使うことが、あの・・あの、アメリカよりいいです。あ、次に、あー、意味があるきよ、きよこ、曲は深い、深い意味があります。あ、だけど、意味がないと、あの、その曲が面白いと思います。あ、次に日本の音楽の音は、あ、アメリカ、アメリカと違います。あの、あの、決めたノートが違います。あの、instrumental がちがいます。あの、最後にJポップの少年と少女はみな美人です。アメリカでは、あの、きれいかどか人が歌うことができますけど、日本には、日本には、あの、かしゃのみなさんが、が、きれいだと思います。あの、sss その理由で、あの、日本の音楽に興味があります。はい、以上です。

Commentary

This response demonstrates competence in presentational speaking and cultural knowledge. The presentation addresses all aspects of the prompt, including explanation of perspectives (e.g., *発音がきれい; 言葉がいい; アメリカとちがう*), but it lacks details and elaboration. The response is generally organized, using some transitional elements (e.g., *次に; だけど; その理由で*) and introductory and concluding remarks with *まず* and *最後に*. Cultural information is generally accurate. The strained flow of expression, and some hesitations and repetitions, do not interfere with comprehensibility. The errors in pronunciation (e.g., *かしゃ* for *歌手*) and use of English words (i.e., *instrumental*) and inappropriate use of a loan word (i.e., *ノート*) can be understood from the context. The presentation includes several lapses but is generally consistent in register use. Vocabulary is generally appropriate but limited (e.g., the use of *美人*). Syntactic structures are appropriate but limited to simple structures (e.g., *～が～です、～があります*). This response would have received a higher score if it contained more details or elaboration, and if it accurately used a variety of vocabulary and more complex syntactic structures.

Sample: C

Score: 2

Transcript of Student Response

あ、からから [laugh] これかれ、eh 日本の音楽を、くらぶで、はなします。くらかべです。まず第一に、日本の音楽、um、が楽しい、です。um、um、um、huu、huu、uh 日本が音楽を、um、ダンスを、の、を、楽しい・・します。um、um、二、ないい ki 第二、[cough] um 日本の音楽が好きです。um・・um・・um、um、my um OneOkRock のカリカリぱみゅを聞きます。um 三、え、um、アメリカンの音楽と、日本の音楽、あ、で、同じです。あ、けつろ、um、日本の音楽が、のほうが、アメリカのより、お、楽しいとおもいます。uh さいごに

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Commentary

This response suggests a lack of competence in presentational speaking and cultural knowledge. The presentation addresses the topic only marginally, mostly presenting personal preference (e.g., 好きです、カリカリぱみゅを聞きます、楽しいとおもいます). Although some transitional devices are used (e.g., まず第一に; 第二; 三), the information is scarce and is not organized. Cultural information is insufficient. The labored flow of expression, and frequent hesitations and repetitions, significantly interfere with comprehensibility. Frequent errors in pronunciation and limited control of syntactic structures constantly necessitate special listener effort (e.g., からから; 日本の音楽をくらぶで、します; くらかべです; ダンスを楽しみます). Vocabulary is very limited. This response would have received a higher score if it provided sufficient information and had more control of grammatical structures as well as vocabulary to express views and opinions.