

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

## 2016 SCORING GUIDELINES

### Presentational Speaking: Cultural Perspective Presentation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	<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>
5	<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>
4	<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>
3	<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>
2	<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>
1	<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>
0	<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>		

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## 2016 SCORING COMMENTARY

### Presentational Speaking: Cultural Perspective 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 assesses speaking skills in the presentational communicative mode by having students 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 4 minutes to prepare the presentation and 2 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 cultural knowledge exhibited in the presentation.

#### Sample: A

**Score: 6**

#### Transcript of Student Response

あ、こんにちは。みなさん。わたしは[name of candidate]と申します。今日、日本のゲームについて話します。じゃあ、まずはたまごっちです。たまごっちは、小さい動物みたい、でも、ですが、あ、動物がビデオゲームみたいです。友達はアメリカでとても人気です。次に任天堂です。任天堂は、あ、小さいはくにいるビデオゲームです。にへんど、任天堂でいろいろなゲームを、あー、します。じゃあ、第三にはWiiです。Wiiも日本のビデオゲームです。あー、日本が作ったビデオゲームですが、アメリカでWiiがとても人気です。あ、Wiiはとても楽しいと、だと思えます。あー、第四には、フルーツバスケットです。フルーツバスケットは子供のゲームです。あ、私の意見は、フルーツバスケットは、アメリカのミュージカルチェアです、あー、みたいです。あー、最後にポケモンです。ポケモンは、日本のビデオとカードゲームです。ポケモンは、あー、いろいろな動物と化け物です。あー、少し変だと思えます。[laugh] これは、以上です。 um ありがとうございます。あー、日本でいろいろなゲームがあります。とてもおもしろいです。あー、じゃあ、ありがとうございました。

#### Commentary

This response demonstrates excellence in presentational speaking and cultural knowledge. The presentation addresses all aspects of the prompt with thoroughness and detail, including explanation of view or perspective (フルーツバスケットは、アメリカのミュージカルチェアです、あー、みたいです). The response includes a good introduction (今日、日本のゲームについて話します) and five examples (e.g., たまごっち、任天堂、Wii、フルーツバスケット、ポケモン). It is well organized with appropriate transitional elements and cohesive devices (まずは、次に、第三には、第四には、最後に、以上です). Cultural information is accurate and detailed. It is spoken at a nice and measured pace throughout, with minimum hesitation and repetition. Pronunciation is virtually error free with only one minimum error (小さいはくにいるビデオゲーム, which should be 小さいはこのビデオゲーム). The register and style are consistent and appropriate to the situation. The response includes rich vocabulary (申します; 私の意見は; 化け物). A variety of appropriate grammatical and syntactic structures are used with minimal errors (動物

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### Presentational Speaking: Cultural Perspective Presentation (continued)

がビデオゲームみたい). 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 Response

はじめまして。[name of candidate]と申します。よろしくお願ひします。えっと、今日は、日本語の、えっ、日本のゲーム、が話します。きいてください。一つのもの、uh、eh ござです。ごは、日本語、eh 日本の、ええ、古いのゲームです。[cough] ごはちょっと難しい。次の、日本のゲームは、ちょっと、しよおぎ、です。しよおぎは、少し、チェスが同じ、と思います。ya かるた、eh 次の、日本のゲームはかるた。かるたは日本のカーロゲームです。つ、次の日本のゲームは、いろいろのゲーム。Um えっと、テレビゲームがあります。日本はたくさんのテレビゲームが作りまし。えっと、セガとソニーと任天堂と、Square Enix が、uh えっと、たくさんのテレビゲームが作りまし。えっと、僕、僕の意見が、日本の、日本のゲームがずっと楽しいと思います。日本のテレビ ge、日本のゲームが好きです。日本のゲームは、す、[cough] す、いろいろの、いろいろなゲームが楽しいとおもしろいと思います。よろしくお願ひします。eh oh 終わり。

#### Commentary

This response demonstrates competence in presentational speaking and cultural knowledge. The presentation addresses almost all aspects of the prompt (ご、しようぎ、かるた、テレビゲーム), including explanation of view or perspective (しよおぎは、少し、チェスが同じ、と思います; 僕の意見が、日本の、日本のゲームがずっとたのしいと思います). The response is generally organized using some transitional elements (一つのもの; 次の). Cultural information is generally accurate. The flow of expression is somewhat strained but does not interfere with comprehensibility. Errors in pronunciations and intonations (きいて should be 聞いて; しよおぎ; カーロゲーム should be カードゲーム) do not necessitate special listener effort. Grammar and syntactic structures are limited to simple structures and include several errors: 古いのゲーム (古いゲーム); テレビゲームが作りまし (テレビゲームを作りまし); ゲームが楽しいとおもしろいと思います (ゲームが楽しくておもしろいです). 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.

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**Presentational Speaking: Cultural Perspective Presentation (continued)**

**Sample: C**

**Score: 2**

**Transcript of Student Response**

[breathing] [long silence] こんにちは。私の名前は[name of candidate]です。よろしくお願ひします。今、日本語なゲームは話します。聞きますお願ひします。日本語のゲームはかわいいですよ。アメリカのゲームはこわいですよ。だから、日本語のゲームはいいですよ。でもアメリカのゲームはダメですよ。私は日本語ゲームがうちにします。私は日本語のゲーム好きですよ。ありがとうございます。[breathing] [long silence]

**Commentary**

This response suggests a lack of competence in presentational speaking and cultural knowledge. It partially completes the task and addresses the topic marginally (日本語なゲーム, should be 日本のゲーム). It begins with an introduction by stating name, followed by general description of Japanese games (かわいい; いい) and American games (こわい; ダメ). The information is scattered and lacks organization and coherence. There is minimal use of transitional elements. Cultural information is insufficient and too general. Insufficient and inappropriate vocabulary frequently interferes with comprehensibility. The limited grammatical and syntactic control results in fragmented language (聞きますお願ひします; 私は日本語ゲームがうちにします) and interferes with comprehensibility. This response would have earned a higher score if it provided sufficient cultural knowledge, proper use of vocabulary and grammar to express views and opinions.