

AP[®] JAPANESE LANGUAGE AND CULTURE

2010 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.

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. Specifically, students were asked to present their view or perspective on Japanese transportation. They were to begin with an appropriate introduction, discuss at least five aspects or examples of Japanese transportation, explain their views or perspectives about them, and end with a concluding remark. They were given four minutes to prepare the presentation and two minutes for its delivery. In addition to language skills, the task assessed the cultural knowledge exhibited in the response.

Sample: A

Score: 5

Transcript of Student's Response

これから日本の交通機関について発表します。まず、たくさん日本人は電車と地下鉄に乘ります。電車と地下鉄はとても便利で、いろいろなところへいきます。第2に、たくさん日本人は自転車に乘ります。子供たちも大人たちも自転車にいろいろなところへ乗ります。第3に、日本人は新幹線にのります。たいてい遠いところにいったら、新幹線に乗って、新幹線はとても速いです。第3に、日本人はバスにも乗ります。バスに乗って、あの、たくさんいろいろなところへ行けます。行きたいところによって料金は違います。第3に、日本人は時々車を運転します。道路はとても狭いので、たいてい自家用車を持っています。軽自動車を持っています。uh、私の考えとして、日本の交通機関はとても便利だと思います。なぜなら、たくさん選択があって、いろいろなところへ行けるからです。そして、あのう、たくさん、ところへいっても、いろいろな、あ、交通機関があります。最後に、私の発表を聞いてくださいますとありがとうございました。以上です。

Commentary

This presentation suggests emerging excellence in presentational speaking and cultural knowledge. The presentation addresses all aspects of the prompt, including an explanation of view or perspective, but there are some overgeneralizations in the cultural information (たくさん日本人は自転車に乘ります、たいてい自家用車を持っています). Although “第3に” is repeated three times (should be 第4に, 第5に), the response is easily understood because it is well organized and coherent, with a clear progression of ideas and a variety of vocabulary and expressions 自家用車, 軽自動車, 選択. Some expressions are inappropriate but do not interfere with comprehensibility たくさん日本人は. This response would have earned a higher score if it had contained a more detailed explanation of Japanese transportation.

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Presentational Speaking: Cultural Perspective Presentation (continued)

Sample: B

Score: 3

Transcript of Student's Response

日本の電車とバスの方がアメリカのよりいいと思います。日本の電車は、とてもきれいです。遅くに来たことはぜんぜんしないです。電車はいつも速いです。電車とバスの人、とてもやさしいです。日本の電車とバスの方がアメリカのより便利と思います。たくさん人があるけど、サービスはアメリカより、いいと速いです。・・・電車の中でゴミ、を、ぜんぜん見ないです。ぜんぜん見えません。・・・そして電車で女、だけを、使うの、カーがあるから、とても、いいと思います。・・・だから、日本の電車とバスの方がアメリカより、いいと思います。

Commentary

This response suggests emerging competence in presentational speaking and cultural knowledge. The response contains some expressions that suggest cultural overgeneralizations 遅くに来たことはぜんぜんしないです, 電車の中でゴミ, を, ぜんぜん見ないです. It addresses the topic directly but does not address all aspects of the prompt. The student introduces three basic ideas (trains are clean, on time and fast), with some explanations of perspective. Inappropriate vocabulary and expressions and errors in grammatical and syntactic structures sometimes interfere with comprehensibility 遅くに来たことはぜんぜんしないです, 電車で女, だけを, 使うの, カーがあるから. This response would have received a higher score if it had presented more aspects of the topic and had demonstrated more control of grammatical and syntactic structures. Richer vocabulary and more accurate cultural information would also have helped the response earn a higher score.

Sample: C

Score: 2

Transcript of Student's Response

あ、こんにちは。日本のバスは、とっ、便利です。日本のタクシーは便利です。日本の新幹線はとても便利です。新幹線の切符は高いです。日本のバスは小さいです。新幹線の、とても長いです。あ、・・・日本のtransportation はとても便利と思います。

Commentary

This response suggests a lack of competence in presentational speaking and cultural knowledge. The presentation addresses only three aspects of the prompt (e.g., バス, タクシー, 新幹線) and includes some cultural overgeneralizations 日本のバスは小さいです. Insufficient vocabulary and idioms to address the topic (i.e., the repetition of the word 便利です and use of the English word "transportation") interfere with communication. Limited control of grammatical and syntactic structures interferes with comprehensibility. This response would have received a higher score if more aspects and cultural information were stated with richer vocabulary and expressions.