
AP Japanese Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] JAPANESE LANGUAGE AND CULTURE

2017 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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2017 SCORING COMMENTARY

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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 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.

On this year's exam, students were asked to make an oral presentation on the topic of Japanese geography. To respond successfully to the prompt, students had to discuss at least five aspects or examples of Japanese geography. They had to begin with an appropriate introduction, give details, explain their own view or perspective, and end with a concluding remark.

Sample: A

Score: 6

Transcript of Student Response

これから日本の自然な環境について話します。あー、一つ目は日本で、えっ、日本は、とても小さくて、小さくて um ちい、小さくて、um 天気は夏に蒸し暑くて、冬に、あ、雪が降ります。um 二つ目は、えーと、日本は um 島で、えと、その中に uh 富士という山があります。それは、えーと、uh のぼるのができます。uh とてもきれい、大きい山です。uh 三つ目は uh 日本で、um 日本は海がとっても、日本に行ったら、海が、とても行きやすくて、um 海岸を行け、行ったら、すごくきれいでリラックスできます。uh 四番目は、北海道は、えーと、日本の北にあるところで、um 大きい公園や大雪山という、えーと、公園が uh あります。あっ、そこで、ハイキング、あ、できるし、とてもきれいな自然を見えることができます。あ、五つ目は uh 北海道にも uh 富良野という町があり、uh そこで、とっても独特な、uh 花、ラベンダーのフィールドが見えることができます。uh 私の意見は、uh 日本の自然が uh とってもきれいだと思います。とってもすばらしいところです。あ、はい、それでは以上です。ありがとうございます。

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Presentational Speaking: Cultural Perspective Presentation (continued)

Commentary

This response demonstrates excellence in presentational speaking and cultural knowledge. The presentation addresses all aspects of the prompt focusing on Japanese nature (e.g., 日本の自然な環境, 天気, 山, 海, 公園, 花) with thoroughness and detail, including explanation of view or perspective (e.g., そこで, とっても独特な, uh 花, ラベンダーのフィールドが見えることができます). The response is well organized and coherent, with a clear progression of ideas, and use of appropriate transitional elements and cohesive devices (e.g., これから, 一つ目は, 二つ目, 三つ目, 四番目, 五つ目, 以上). Cultural information is accurate and detailed (e.g., 大雪山という、えーと、公園; 北海道にも uh 富良野という町). The response has natural, easily flowing expression with natural pace. Pronunciation is virtually error free, having self-corrected (e.g., 小さくて, um ちい、小さくて). The response has consistent use of register and style appropriate to the situation, thanking the audience at the end with ありがとうございました. The response includes rich vocabulary and idioms (e.g., 自然な環境; 私の意見は; 独特な). A variety of appropriate grammatical and syntactic structures are used (e.g., 富士という山; 行きやすくて; できるし), with minimal errors (e.g., 海岸を行け、行ったら).

Sample: B

Score: 4

Transcript of Student Response

こんにちは。今日は日本の地理について発表します。まず、山です。uh uh 日本で uh 富士山があります。富士山は uh とてもゆうめい山です。はい、第二に、島です。実は日本は島です。日本で、いろ、uh uh たくさん島があります。Uh 第三に川です。日本で川はきれいくて、uh 静かです。それから uh 第四に温泉です。あの、日本で uh 旅館のそとで uh とくどき温泉があります。uh しずかも、ありま、もうしずかです。uh 最後に uh 森です。uh 日本で uh たくさん森があります。森でいろいろな動物、動物があります。ぜっ、絶対、日本の地理は面白くてカッコいいと思います。Uh ぼく、あー、あーあの、あ、あ、ありがとうございます。

Commentary

This response demonstrates competence in presentational speaking and cultural knowledge. The presentation addresses almost all aspects of the prompt (山, 島, 川, 温泉, 森), but lacks detail or elaboration. The response is generally organized using some transitional elements (まず, 第二に, 第三に, 第四に, 最後に). Cultural information is generally accurate. The flow of expression is somewhat unnatural but does not interfere with comprehensibility (e.g., uh uh 日本; uh uh たくさん; あー、あーあの、あ、あ、ありがとうございます). Grammar and syntactic structures are limited to simple structures and include several errors (e.g., きれいくて、uh 静かです; uh しずかも、ありま、もうしずかです; 動物、動物があります). This response would have earned a higher score if it had provided sufficient cultural knowledge, with proper use of vocabulary and grammar, to express views and opinions.

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Presentational Speaking: Cultural Perspective Presentation (continued)

Sample: C

Score: 2

Transcript of Student Response

uh みなさん、はじめまして。私の名前は [name of candidate] です。uh よろしくお願ひします。日本はとてもきれいです。uh 日本でいろいろ山があります。uh 富士山は一番のおっきい、な山です。Uhhh, uh に、にほん、あ hー、uhh ごめん ufu そして、ウン、海の中に日本がある、あります。海は、海の日本があります。海は、きれいの、あお、ことです。あ hー、ふーん、えーと、ああ、日本で、い、一番な大きい、の、まちはとつきょうです。とつきょう、とつきょうで、uhh 大きな川があります。あああ hー、えっとー、ああ hー、あああ hー、ツツー、あーmm 日本は、uh fuuuuu um 日本は h 本ではありません。でも、私は本です。ごめん。

Commentary

The response demonstrates a lack of competence in presentational speaking. The response addresses only some aspects of the prompt (山, 海, まち, 川). The scattered information lacks organization and coherence with minimum use of transitional elements and cohesive devices (e.g., そして). Cultural information is insufficient and general. The labored flow of expression as well as frequent hesitations, repetitions, and pauses significantly interfere with comprehensibility (あああ hー、えっとー、ああ hー、あああ hー、ツツー、あーmm 日本は、uh fuuuuu um 日本は). The presentation is limited to simple sentence structures that are inaccurate or incomplete. Limited control of grammatical and syntactic structures results in fragmented language (e.g., 海の中に日本がある、あります。海は、海の日本があります; 海は、きれいの、あお、ことです). Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility (e.g., 日本は h 本ではありません。でも、私は本です). The response would have received a higher score with a more natural follow of expression, better organization and coherence, and more accurate and detailed cultural information.