

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

## 2007 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 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>		

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

## 2007 SCORING COMMENTARY

### Cultural Perspective Presentation

#### Overview

This task judges students' speaking skills in the presentational communicative mode by requiring them to make a presentation on a cultural topic to a Japanese class. It consists of a single prompt, 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 response receives a single, holistic score, based on how well it accomplishes the assigned task; in addition to language skills, the score reflects the cultural knowledge exhibited in the response.

The prompt on the 2007 exam directed students to present their own view or perspective on Japanese customs related to the house and its rooms. They were to begin with an appropriate introduction, discuss at least five aspects of Japanese customs, and end with a concluding remark.

#### Sample: A

##### Score: 5

This response 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 is a minor error in cultural information (こたつをつかうことが常識です). 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. Sporadic errors in use of grammatical and syntactic structures do not interfere with comprehensibility. A more thorough and detailed explanation of views or perspectives would have made this answer stronger. In addition, if there was less repetition and hesitation in the delivery, the response would have earned a higher score.

#### Sample: B

##### Score: 3

This response suggests emerging competence in presentational speaking and cultural knowledge. It addresses the topic directly but does not address all aspects of the prompt. The student includes an introduction and discusses くつ、たたみ、お風呂、低いテーブル、and ふとん with an explanation of perspective. However, the response lacks a concluding remark, and some cultural information is inaccurate. Some inappropriate vocabulary and expressions interfere with comprehensibility. This response would have received a higher score if the student had more control of grammatical and syntactic structures as well as richer vocabulary to explicitly express views and opinions.

#### Sample: C

##### Score: 2

This response suggests a lack of competence in cultural knowledge. The student's speech is slightly strained and marked with some repetition and hesitation, but this does not impede comprehensibility. Additionally, the student uses a variety of vocabulary and grammatical structures but with some errors. Considering these characteristics, the response could have earned a higher score. However, the prompt is not addressed. Although the student discusses three aspects of Japanese homes and includes appropriate opening and concluding remarks, the information does not address customs related to the house and its rooms. With the exception of たたみ, there is essentially no discussion of the practices related to the Japanese home.