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# AP<sup>®</sup> Japanese Language and Culture

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Presentational Speaking—Cultural Perspective Presentation**

- Scoring Guideline**
- Student Samples**
- Scoring Commentary**

**Question 4: Cultural Perspective Presentation**

**6 points**

**General Scoring Note**

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

	1 Very weak	2 Weak	3 Adequate	4 Good	5 Very good	6 Excellent
	<b>Demonstrates lack of competence in presentational speaking and cultural knowledge</b>	<b>Suggests lack of competence in presentational speaking and cultural knowledge</b>	<b>Suggests emerging competence in presentational speaking and cultural knowledge</b>	<b>Demonstrates competence in presentational speaking and cultural knowledge</b>	<b>Suggests emerging excellence in presentational speaking and cultural knowledge</b>	<b>Demonstrates excellence in presentational speaking and cultural knowledge</b>
<b>TASK COMPLETION</b>	<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>• 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>• 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>• 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>• 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>• 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>
<b>DELIVERY</b>	<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>• 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>• 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>• 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>• 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>• 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>
<b>LANGUAGE USE</b>	<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>	<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>	<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>	<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>	<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>	<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>

## AP® Japanese Language and Culture 2021 Scoring Guidelines

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**Score of 0: UNACCEPTABLE** Contains nothing that earns credit

- Mere restatement of the prompt
- Clearly does not respond to the prompt
- “I don’t understand,” “Please repeat,” or equivalent in Japanese
- Not in Japanese

**NR (No Response): BLANK (no response although recording equipment is functioning) or mere sighs**

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## Presentation Speaking: Cultural Perspective Presentation

**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

The Cultural Perspective Presentation assesses speaking skills in the presentational communication mode by having students present their perspectives on a specific topic related to Japanese culture. The prompt consists of a statement in English identifying the audience and context, and a presentation prompt to which the candidate is to respond.

On this year's exam the prompt instructed students to present their perspectives on Japanese historical places, beginning with an introduction, giving five examples or aspects of Japanese historical places with details, explaining their view or perspective, and ending with a concluding remark. Students had four minutes to prepare an outline and two minutes to record their responses. Each response receives a holistic score based on how well it accomplishes the task in terms of task completion, delivery, and language use. In addition, the score reflects the level of cultural knowledge exhibited in the presentation.

### Sample: A

Score: 6

#### Transcript of Student's Response(s)

どうぞよろしくお願ひします。私の、名前は、[name of candidate] です。私はこれから、日本の、歴史がある所、と、場所について、話します。最初に、富士山について話します。富士山は、日本で大きな山で、たくさん歴史があつて、有名な、山です。ゆうめ、この山は、とっても特別なので、今まで、たくさんの方は、富士山に、行って、登って、とても有名です。次に、ちょっと悲しいな所について話した。広島は日本で歴史がある所。第二次世界大戦が、なくなって、あー、とっ、所でした。とても悲しくて、爆弾が、なくなって、いました。次に、歴史が、たくさんある所は、東京です。東京は、今、日本でとても大きな、町で、**huh** 歴史で、天皇が、住んだところとちがっ、違う所になりました。天皇が、力がなくなった所、と言います。次に、四番目。歴史がある所は、天皇が、住んでいる所です。日本で、天皇は、とっても、特別な、人で、たくさん力があつて、天皇が住んでいる所は、とっ、たくさん歴史があつて、長い時間、天皇が、その所に住んで、いました。最後に、日本で、歴史がたくさんある所は、もっと深く、寺、寺と神社は、とっても、歴史がある所です。日本で、神道の宗教が、とっても大切で、全部の寺と神社は、歴史がたくさんあります。結論として、日本は、たくさん歴史がある所が、あつて、とっても、いいと思います。

#### Commentary

This presentation demonstrates excellence in presentational speaking and cultural knowledge. It addresses all aspects of prompt (e.g., 富士山, 広島, 東京, 天皇が住んでいる所, 寺と神社) with thoroughness and detail, including explanation of perspective (日本で、天皇は、とっても、特別な人で、たくさん力があつて、天皇が住んでいるところは、たくさん歴史があつて、長い時間、天皇が、その所に住んで、いました). The cultural information is accurate and detailed. The presentation is well organized and coherent, with a clear progression of ideas using cohesive devices (最初に、次に、四番目、最後に、結論として). The expression is natural and flows easily. The language includes rich vocabulary (第二次世界大戦, 爆弾, 天皇, 宗教) and a variety of appropriate grammar with minimal errors (特別なので for 特別なので, 悲しいな所 for 悲しい所).

## Presentational Speaking: Cultural Perspective Presentation (continued)

### Sample: B

Score: 4

#### Transcript of Student's Response(s)

はじめまして。私、は、[name of candidate]、と申します。歴史、場所、に、ついて、発表して、いただきたいと思ひます。まず、第一に、じ、神社、は、たくさん、習うこと、が、あります。そ、uh 神社、私は神社、に行きたい、いき、行きたいです。次に、せんこう場所、で、せ、せんこう場所は、とても、おもしろい、歴史場所です。せんこう場所は、たくさん、しん、死んだ人、の命、を、みせ、みせませ、みせ、見ませ。第三に、広島、と長崎。あの、uh uh 広島と長崎は、たくさん歴史を、習える、uh と、とくいな、な環境、も、あります。第四に、秋葉原。秋葉原は、とても、アニメ、の歴史、が、あります。[cough] 第五に、東京は、たくさん、uh、東京は、歴史、じゃない、みたい、uh 場所。でも、ここでは、uh、大事なえらぶ、を、を、始めた。以上です。ありがとうございます。

#### Commentary

This presentation demonstrates competence in presentational speaking and cultural knowledge. It addresses almost all aspects of the prompt (神社, せんこう場所, 広島, 長崎, 秋葉原, 東京) including explanations of perspectives (広島と長崎は、たくさん歴史を、習える). It is generally organized and coherent with consistent use of transitional elements (第一に, 次に, 第三に, 第四に, 第五に, 以上). The cultural information is generally correct. The expression is strained but does not interfere with comprehensibility (せんこう場所は、たくさん、しん、死んだ人のいのち、を、みせ、みせませ、みせ、見ませ). The language includes limited vocabulary (せんこう場所 for 戦争の場所; 見ませ for みせませ) and simple structures (大事なえらぶを、を始めた), but errors do not interfere with comprehensibility (歴史、場所、に、ついて、発表して、いただきたいと思ひます、東京は、歴史、じゃない、みたい、秋葉原は、とてもアニメの歴史があります). This presentation could have earned a higher score had it contained more cultural information with elaboration and more complex syntactic structures with fewer errors.

### Sample: C

Score: 2

#### Transcript of Student's Response(s)

[long silence] 今、発表しまーす。あー、日本は一、とーても歴史が所が、あります。そのいち、は、京都です。京都は一、uh、とても、外人は、きもの、を、あー、きてー、・・・きて、きてー、[long pause] えとー、やまふじ、uh, uh uh あ、その二、その二、は、やまふじ、やまふじは、とても、高い、で、ですよー。um, .. uh その三、はー

#### Commentary

This presentation suggests lack of competence in presentational speaking and cultural knowledge. It addresses the topic only marginally (京都, 外人, きもの, やまふじ). Some cohesive devices (そのに, そのさん) are used, but the information is scattered and lacks organization. The labored expression frequently interferes with comprehensibility (京都は、uh、とても、外人は、きもの、を、あー、きて、[pause] き t、きて). Frequent repetitions (きものを、き、きて、えと、やまふじ、あ、そのに、そのに、は、やまふじ、やまふじは) and long pauses necessitate constant listener effort. The language use shows insufficient vocabulary and idioms (やまふじ) and limited control of grammatical structures (京都は、あ、とても、外人は、きもの、を、あー、きて、きて). This response could have earned a higher score had it directly addressed the prompt and demonstrated greater control over language delivery and use.