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AP[®] Japanese Language and Culture

Sample Student Responses and Scoring Commentary

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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
	Demonstrates lack of competence in presentational speaking and cultural knowledge	Suggests lack of competence in presentational speaking and cultural knowledge	Suggests emerging competence in presentational speaking and cultural knowledge	Demonstrates competence in presentational speaking and cultural knowledge	Suggests emerging excellence in presentational speaking and cultural knowledge	Demonstrates excellence in presentational speaking and cultural knowledge
TASK COMPLETION	<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"> • 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"> • 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"> • 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"> • 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"> • 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
DELIVERY	<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"> • 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"> • Stained 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"> • 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"> • 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"> • Natural, easily flowing expression • Natural pace with minimal hesitation or repetition • Pronunciation virtually error free • Consistent use of register and style appropriate to situation
LANGUAGE USE	<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 	<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 	<ul style="list-style-type: none"> • Some inappropriate vocabulary and idioms interfere with comprehensibility • Errors in grammatical and syntactic structures sometimes interfere with comprehensibility 	<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 	<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 	<ul style="list-style-type: none"> • Rich vocabulary and idioms • Variety of appropriate grammatical and syntactic structures, with minimal or no errors

AP® Japanese Language and Culture 2022 Scoring Guidelines

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

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

This task assessed presentational speaking skills 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 students should respond.

On this year's exam the prompt instructed students to present their perspectives on Japanese stores, beginning with an introduction, giving five examples or aspects of Japanese stores 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 Response

こんにちは。ぼくは、[name of candidate]と申します。今日は日本のデパートやコンビニについて話したいと思います。日本の、コンビニが発達していて、とっても多いです。時には結構大きいめなコンビニやデパートもあるらしいです。あ、日本のコンビニは、たくさんの食べ物が出て、uh、いろいろなお菓子、弁当も出て、uh、時には、まあ、料理もしてくれるコンビニもあるらしいです。コンビニの外では、uh じはんぎもあって、そのじはんぎでは、いろいろなことを、買えることができます。いろいろな食べ物、飲み物、そして、家電製品までも、おいていることが多いです。uh そして、まあ、日本のコンビニでは、いろいろなほかの会社とコラボしろ、することが多いです。uh アニメのコラボグッズとか、コラボ食べ物、あー、たとえをすると、最近、ホラー映画とか[xxx]の会社でコラボをしたことをい、ありました。僕は、日本のコンビニはとていいくて、便利だからうらやましいです。アメリカのコンビニは、ちょっと、uh おいていることは少ないし、たりないと思います。アメリカのコンビニでも、弁当とか、ちょっとよりよい食べ物とか、た、飲み物を売ってくれればいいと思います。uh 日本のように・・・いろいろな会社とコラボもしてくれればいいと思います。では、ありがとうございました。

Commentary

This response demonstrates excellence in presentational speaking and cultural knowledge. The presentation directly addresses all aspects of the prompt with thoroughness and detail. It focuses on the products and services available at convenience stores in Japan (日本のコンビニは、たくさんの食べ物が出て、uh、いろいろなお菓子、弁当も出て、uh、時には、まあ、料理もしてくれるコンビニもあるらしいです; コンビニの外では、uh じはんぎもあって、そのじはんぎでは、いろいろなことを、買えることができます; そして、家電製品までも、おいていることが多いです; 日本のコンビニでは、いろいろなほかの会社とコラボしろ、することが多いです). The response ends with a favorable opinion toward convenience stores in Japan (アメリカのコンビニでも、弁当とか、ちょっとよりよい食べ物とか、た、飲み物を売ってくれればいいと思います; 日本のように・・・いろいろな会社とコラボもしてくれればいいと思います). It is well organized with consistent use of transitional elements (e.g., 時には;

Presentational Speaking: Cultural Perspective Presentation (continued)

そして; では). The pace is natural with minimal hesitation (uh), and the pronunciation is virtually error free. The response contains rich vocabulary (e.g., 発達; 家電製品; うらやましい; たりない; コラボ) with minimal errors (e.g., 大きいめな for 大きめ; 弁当もいて for 弁当もあって) and a variety of appropriate grammar (売ってくれればいい; いろんな会社とコラボもしてくれたい).

Sample: B

Score: 4

Transcript of Student Response

こんにちは、今日は、日本の、uh、店について話します。uh、最初、さ、uh、最初は、100 円、uh、ま、まちです。uh 100 円、uh、店、は、uh、には、安いです、ね。uh、そして、uh、たくさん、の、uh、ものがあります。だから、uh 安くそうですね。uh、それから、服の、uh、店。uh、わたし、とくに、uh、ユニクロが好きです。uh ユニ、日本の、服は、uh、あまり、た、高い、そうですね。でも、uh とてもいい quality、です。それから、uh モルです。モルでは、uh いろいろな、まち、ま、uh、店があります。だから、とても便利、ですね。uh、ほしいものを買えます。それから、street vendor が、多いですね。には、大阪では、uh、たくさん、uh、食べ物を、買えます。uh、street vendor の、uh、の食べ物が、おいしいですね。・ ・ uh、そして、uh、さ、あいごは、デパート。デパートは、大きい、um、まち、um、店です。uh、そして、いろいろな、uh、買う、ものが、買えるものがある。uh、日本の、まちが、楽しいそうですね。uh、あ、ありがとう。

Commentary

This response demonstrates competence in presentational speaking and cultural knowledge. It addresses all aspects of the prompt (e.g., 100 円店; 服の店; mall; street vendor; デパート), including an explanation of the speaker's view: だから、とても便利、ですね; 日本の、まちが、楽しいそうですね (まち for 店). The response is relatively well organized with the use of cohesive devices (e.g., 最初; そして; だから; とくに; でも; それから) and contains cultural information that is generally correct. The pace is generally consistent with some unnatural hesitation (e.g., uh; umm) and repetition (e.g., uh、最初、さ、uh、最初は、100 円、uh、ま、まちです。uh 100 円). It also includes lapses in the use of register (e.g., そして、いろいろな、 uh、買う、ものが、買えるものがある). The vocabulary is appropriate but limited. The use of grammatical structures is appropriate, but it is limited to simple structures. The response could have earned a higher score had it contained more detail or elaboration, relied less on English words, exhibited less hesitation, and contained more complex sentences with a better control of grammatical structures.

Sample: C

Score: 2

Transcript of Student Response

はじめまして。私の一、日本の、店について話します。じゃあ、日本の、一、店、は一、ん一、ペン、の、店、と、あ一、べんり一、の店一、があります。店、に、おぶんとう、を、あり一、おぶんとう、があります。ん一、人で、人で一、店に一、は一、静かなです。私は一、日本の店一、は一、大好きです。日本の店、で、たくさん、おもしろいと一、かわいいの一、物、があります。うーん・ ・ はい・ ・ たくさん・ ・ お、おぶんとう・ ・ が一・ ・ あります。・ ・ うーん、はい・ ・ 終わりました。ありがとうございます。

Presentational Speaking: Cultural Perspective Presentation (continued)

Commentary

This response suggests a lack of competence in presentational speaking and cultural knowledge. It addresses the topic only marginally by talking about Japanese stores in general (便利な店; 日本の店は大好きです). The information is generally scattered, and the response lacks organization and includes no cohesive devices. The response includes frequent repetition (e.g., 店、に、おぶんとう、を、ありー、おぶんとう、があります). Frequent errors in pronunciation necessitate constant listener effort (e.g., おぶんとう; べんりーの店), and the limited control of grammar results in fragmented language (e.g., 人で、人でー、店にー、はー、静かなです). This response could have earned a higher score had it provided sufficient cultural knowledge and used vocabulary and grammatical patterns correctly to express the speaker's views and opinions.