

2023



AP[®] Japanese Language and Culture

Sample Student Responses and Scoring Commentary

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Presentational Speaking—Cultural Perspective Presentation

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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"> • 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"> • 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 2023 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

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 students should respond. On this year's exam, the prompt instructed students to present their perspectives on family activities in Japan, beginning with an introduction, giving five examples or aspects of family activities in Japan with details, explaining their view or perspective, and ending with a concluding remark. Students have 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)

これから、あー、家族と一緒に、あー、する活動について私の意見を発表します。まずは成人の日です。成人の日は、あー、子供が、あー、大人に、あー、な、なったことを お祝いするため、ために、あー、成人の日があります。あー、この日に、あー、日本人は家族と一緒に外で食事をしたり、写真を、あー、撮ったりします。あー、次は敬老の日です。この日に、あー、こ、おばあさんと、お、おばあさんとおじいさんに、感謝をあー、伝える日です。この日に家族は子供、と、あー、子供は、あー、おばあさんと、お、おじいさんに、あー、感謝のカードをあげます。あー、そして母の日です。あー、母に感謝をするために母の日があります。その日に子供は、あ、カーネーション、花とカードを母にあげます。あー、それから子供の日です。子供が、え、健康になれる、あー、なれることを、あー、お祝いするために、の日です。

この日に、のい、あ、家を、こいのぼりをたせて、わたし、もちを、あ、食べます。最後はひな祭りです。ひな祭りに、家族は、家を、ひなまつ、ひな人形を飾って、あー、あー、おいしい寿司を食べます。私はひな祭りが一番好きです。ひな祭りに、きれい、あー、着物を着るのが、楽しいと思います。以上は私の意見です。

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 cultural events celebrated in Japan such as Coming of Age Day, Respect for the Aged Day, Mother's Day, Children's Day, and *Hina Matsuri* and describes what families do on those days (成人の日は日本人は家族と一緒に外で食事をしたり、写真を撮ったりします; 敬老の日に家族は子供はおじいさんとおばあさんに感謝のカードをあげます; 母の日に子供はカーネーションとカードを母にあげます; 子供の日に鯉のぼりを飾って餅を食べます; ひな祭りに家族はひな人形を飾って寿司を食べます). The response ends with a remark about which event this respondent likes the most (私はひな祭りが一番好きです) with a reason (ひな祭りにきれいな着物を着るのが楽しいと思います). It is well organized, utilizing consistent transitional elements (e.g., これから; まずは; 次は; そして). The pace

Presentational Speaking: Cultural Perspective Presentation (continued)

is natural, and the pronunciation is virtually error free with the exception of *カーネンション*. The response showcases rich vocabulary (e.g., 成人の日; 敬老の日; 感謝伝える日) with minimal errors (e.g., たせて instead of たたせて) and demonstrates the use of a variety of appropriate grammar (母に感謝をするために母の日があります; 健康になれる). Although the response contains minimal errors, they are self-corrected (e.g., 子供が、え、健康になれる、あー、なれることを、あー、お祝いするために、の日です).

Sample: B

Score: 4

Transcript of Student's Response(s)

今から、日本の、家族の、アクティビティについてお話しします。それは、料理、映画、キャンプ、買い物、と、テレビゲームをします。みー、話します。まず、料理です。料理はとても楽しいです。いっしょに、てんぷらと、寿司を、します、は、とても楽しいです。あー、次に、映画。あー、一緒に映画館に、行きます。あー、色々な、映画をみます、は、とても楽しいです。あーまた、キャンプ、camping は、おもしろいです。あー日本にたくさんの山があります。あー、いいのスポーツが、あります。また、あー、買い物です。あー買い物の時に、色々な食べ物を、あ、一緒に買います、あー、それはとてもおもしろいです。あー、最後に、テレビゲームをします。あー、日本には、色々なテブ、テレビゲームがあります。あー例えば、ニンテンドー、プレイステーション、あー、マリオのビデオゲームがあります。あー、家族に、一緒にテレビゲームをしますの時は、とっても、よろこびです。あー、このように、日本の家族のアクティビティ、は、とても、とてもおもしろいと思います。あー、ありがとうございました。

Commentary

This response demonstrates competence in presentational speaking and cultural knowledge. It addresses almost all aspects of the prompt (e.g., 料理; 映画; camping; 買い物; テレビゲーム), including explanation of view (日本の家族のアクティビティ、は、とても、とてもおもしろいと思います). The response is relatively well organized with the use of cohesive devices (e.g., 今から; まず; 次に; また; 最後に; このように) and contains cultural information that is generally correct (日本には、色々なテブ、テレビゲームがあります。あー例えば、ニンテンドー、プレイステーション、あー、マリオのビデオゲームがあります). The pace is generally consistent with some unnatural hesitation (e.g., あー) and repetition (e.g., 日本には、色々なテブ、テレビゲームがあります). It also includes lapses in the use of register (e.g., あー、次に、映画). The vocabulary is appropriate but limited (e.g., よろこびです for 楽しいです or 嬉しいです). The use of grammatical structures is appropriate, but has sporadic errors in complex structures (e.g., 映画をみます、は、とても楽しいです should be 映画をみるのは、とても楽しいです; 一緒にテレビゲームをしますの時は should be 一緒にテレビゲームをする時は). The response could have earned a higher score had it contained more detail and elaboration, Japanese pronunciation for a Katakana word (i.e., camping), and contained more complex sentences with a better control of grammatical structures.

Presentation Speaking: Cultural Perspective Presentation (continued)

Sample: C

Score: 2

Transcript of Student's Response(s)

これから、家族の activity について発表します。まず、かぞこと、食べ物前に、「いただきまーす」を、はなし、はなします。そして、new year の shrine visit に、えっと、家族と、えーっと、行きます。えっと、shrine visit に、shrine visit は、えーっと、んー、[long pause] good luck の、えっとー、fortune、に、あげる。そしてー、えーっと、うーん、hot spring、の、えーっと、trip に、あー、行き、行きます。Christmas に、えー、えっと、present を、あげる。あげします。んー、とても、えー、楽しいですね。私ね、あー、家族と、えーっと、えいごを、見ると、教会に、行きます。はい、それでは、発表を、exhausted.

Commentary

This response suggests a lack of competence in presentational speaking and cultural knowledge. It addresses the topic only marginally by briefly discussing the New Year, going to hot springs, and Christmas (そして、New Year の shrine visit に、えっと、家族と、えーっと、行きます; Christmas に、えー、えっと、present を、あげる). However, all these aspects contain English words. The response includes off-topic elements and activities that are not clear (いただきます; えいごを、見ると、教会に、行きます). The information is generally scattered. The response lacks organization and includes minimal use of cohesive devices (e.g., そして), and the response includes frequent hesitation (e.g., えっと; えーっと; あー; んー). Insufficient and inappropriate vocabulary, presented in English words, frequently interfere with comprehensibility (e.g., activity; New Year; shrine visit; good luck; hot spring; trip; Christmas; present). This response could have earned a higher score if it had used appropriate vocabulary and grammatical patterns correctly to express the five aspects, including the student's views and opinions, less hesitation, and less reliance on English words.