

2024



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

Score of 0: UNACCEPTABLE—Contains nothing that earns credit

- Mere restatement of the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- Not in Japanese

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

Presentational 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 task assesses speaking skills in the presentational communication mode by having students present their perspectives on a specific topic related to Japanese culture. The prompt includes 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 the role of nature or the environment in Japanese culture. They were to begin with an introduction, provide five detailed examples or aspects of Japanese nature or the environment, explain their perspective, and end 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 task completion, delivery, language use, and the level of cultural knowledge demonstrated in the presentation.

Presentational Speaking: Cultural Perspective Presentation (continued)**Sample: A****Score: 6****Transcript of Student Response**

本日、自然の日本の文化への影響について話します。よろしくお願ひします。一つ目の特徴は、季節が食べ物に影響を与えます。季節によると、あ、弁当に入れる食べ物が、違って、デザインも、違います。二つの特徴は、テレビゲームです。ゼルダのブレスオブザ wild と、ポケモン、というテレビゲームに、自然が、とても大きい影響を与えられました。そのテレビゲームが、美しく、たくさんの人が、楽しめます。三つ目の特徴は、ゴミです。日本は、ゴミを分けるに、とても正確的で、自然、に、対しての、きつく、気を遣いが、その影響を与えました。四つ目の特徴は、昔話です。かぐや姫という物語には、月が、あるし、自然です。五つ目の特徴は、環境、観光地です。日本の観光地は、ほとんどいなかにあります。僕は、自然が大好きで、自然が、日本の文化に、作られた、物も、大好きです。ありがとうございました。さようなら。

Commentary

This response demonstrates excellence in presentational speaking and cultural knowledge. The presentation directly addresses all aspects of prompt with thoroughness and detail. This response discusses the impact of seasons on meals, the beautiful nature depicted in video games, the Japanese environmental awareness regarding waste separation, old tales about the moon, and tourist attractions in rural Japan (i.e., 季節が食べ物に影響を与えます；そのテレビゲームが、美しく、たくさんの人が、楽しめます；ゴミを分けるに、とても正確的；昔話；日本の観光地は、ほとんどいなかにあります). The response ends with a remark about what aspect of the Japanese culture the student likes (i.e., 僕は、自然が大好きで、自然が、日本の文化に、作られた、物も、大好きです). It is well organized, utilizing consistent transitional elements (i.e., 一つ目の特徴は；二つの特徴；三つ目の特徴；四つ目の特徴；五つ目の特徴). The pace is natural, and the pronunciation is virtually error free. This response uses register and style appropriate to the situation. The response showcases the candidate's cultural knowledge (e.g., 季節によると、あ、弁当に入れる食べ物が、違って、デザインも、違います；ゴミを分けるに、とても正確的で、自然、に、対しての、きつく、気を遣いが、その影響を与えました；かぐや姫という物語には、月が、あるし、自然です). It also contains rich vocabulary and idioms (e.g., 季節が食べ物に影響を与えます；ゴミを分けるに、とても正確的で；自然、に、対しての、きつく、気を遣いが、その影響を与えました) with minimal errors (e.g., 自然が、とても大きい影響を与えられました；日本は、ゴミを分けるに). It demonstrates the use of a variety of appropriate grammar (i.e., 季節によると、あ、弁当に入れる食べ物が、違って、デザインも、違います；僕は、自然が大好きで、自然が、日本の文化に、作られた、物も、大好きです).

Presentational Speaking: Cultural Perspective Presentation (continued)

Sample: B

Score: 3

Transcript of Student Response

日本でネーチャーが、とても、たくさんネーチャーが、ありますよ。一番、桜、桜じ、桜じのチェリーブロッサムシーズンは、日本で、日本で大きいですよ。春、春で、桜は、桜はあります。春休みの、春休みで、春休みに、家族は、ピクニック、を、しますよ。日本語は、とても楽しいです。桜の時です。二番。とても妖怪の legends が、ネイチャー、あります。Um 雪女、と、雪女は、レジェンドで、日本で、とても、たくさん、話します。三番、日本語は、と、たくさん、ネイチエル diversity が、あります。木と、海と、雪はあります。ジャパン um 日本は、日本は、海が、たくさん globally グローバル、人気です。四番。日本語の、日本語の家族は、ネーチャーが、楽しい、楽しいですよ。春休みと、冬休みと、夏休みは、ネーチャーが、見ます。五番。お寺、と、お土産、と、日本語の、ホリデーは、ネーチャーが、たくさん、たくさん、しますよ。はい、ありがとうございます。ネーチャー。

Commentary

The response suggests competence in presentational speaking and cultural knowledge. The response addresses the topic directly. This response discusses cherry blossom viewing in spring, the legend of the snow woman, the richness of Japanese nature, family trips to enjoy the seasons, and things related to nature, such as temples, souvenirs, and holidays (i.e., 春、春で、桜は、桜はあります。春休みの、春休みで、春休みに、家族は、ピクニック、を、しますよ；とても妖怪の legends が、ネイチャー、あります；日本語は、と、たくさん、ネイチエル diversity が、あります；日本語の、日本語の家族は、ネーチャーが、楽しい、楽しいですよ。春休みと、冬休みと、夏休みは、ネーチャーが、見ます；お寺、と、お土産、と、日本語の、ホリデーは、ネーチャーが、たくさん、たくさん、しますよ). The pace is inconsistent, marked by some hesitation or repetition, and it requires listener effort (e.g., 一番、桜、桜じ、桜じのチェリーブロッサムシーズンは；春、春で、桜は、桜はあります；春休みの、春休みで、春休みに、家族は、ピクニック、を、しますよ；雪女、と、雪女は、レジェンドで；日本は、海が、たくさん globally グローバル、人気です). This response exhibits insignificant errors in pronunciation and appropriate use of register with occasional lapses (i.e., 一番、桜、桜じ、桜じのチェリーブロッサムシーズンは、日本で、日本で大きいですよ；日本語の、日本語の家族は、ネーチャーが、楽しい、楽しいですよ；お寺、と、お土産、と、日本語の、ホリデーは、ネーチャーが、たくさん、たくさん、しますよ). Some vocabulary is inappropriate, and it interferes with comprehensibility (i.e., ネーチャー；桜じ；チェリーブロッサムシーズン；legends；日本語は；ネイチエル diversity；globally；ジャパン；ホリデー), and some of the vocabulary is English words (i.e., legends；diversity；globally). There are errors in grammatical and syntactic structures that sometimes interfere with comprehensibility (e.g., とても妖怪の legends が、ネイチャー、あります；お寺、と、お土産、と、日本語の、ホリデーは、ネーチャーが、たくさん、たくさん、しますよ).

Presentational Speaking: Cultural Perspective Presentation (continued)

This response could have earned a higher score by using vocabulary and grammatical patterns correctly to express the five aspects, including the student’s views and opinions, with less hesitation and less reliance on English words, such as “legend,” “diversity,” and “globally.”

Sample: C

Score: 1

Transcript of Student Response

それから、nnn um [short pause] 私は、日本ネーチャー、が、話す。um 日本ネーチャーは、とてもきれいです。日本に、ネ、ネーチャーが好きです。日本ネーチャーは XXX。とても古い。Um でも、とてもきれい。um 日本ネーチャーは、とても clean。um そしてリサイクリング、あたまが、そして、um 日本ネーチャーは、um とても、きれいと思います。um 以上です。

Commentary

This response demonstrates a lack of competence in presentational speaking and cultural knowledge. It addresses the prompt only minimally. This response mentions the long history of Japanese nature and its cleanliness and recycling. (i.e., 日本ネーチャーは XXX。とても古い。Um でも、とてもきれい；そしてリサイクリング). It lacks organization and coherence. The response contains labored expressions, and they constantly interfere with comprehensibility (e.g., 私は、日本ネーチャーが、話す。um 日本ネーチャーは、とてもきれいです。日本に、ネ、ネーチャーが好きです。日本ネーチャーは XXX). It is also marked by constant hesitation (e.g., それから、nnn um [short pause] 私は、日本ネーチャー、が、話す；um 日本ネーチャーは、とてもきれいです；Um でも、とてもきれい；um 日本ネーチャーは、とても clean；um そしてリサイクリング、あたまが、そして、um 日本ネーチャーは、um とても、きれいと思います) and repetition (i.e., the word “ネーチャー”). The use of insufficient and inappropriate vocabulary constantly interferes with comprehensibility (i.e., ネーチャー；あたま), and limited control of grammatical and syntactic structures (e.g., 私は、日本ネーチャー、が、話す) constantly interferes with comprehensibility. This response could have earned a higher score if it had addressed the topic directly and used more appropriate vocabulary and grammatical patterns to express the five aspects, including the student’s views and opinions. Furthermore, a smoother pace, less hesitation, and the use of the Japanese word 自然 instead of ネーチャー would have contributed to a higher score.