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

## Sample Student Responses and Scoring Commentary

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#### **Presentation 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"> <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>
DELIVERY	<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>
LANGUAGE USE	<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>

**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**

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## Presentation Speaking: Cultural Perspective Presentation

**Note:** Students’ responses are quoted verbatim and may contain spelling and 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 question overviews can be found in the “Chief Reader Report on Student Responses” on [AP Central](#).

### Sample: A

**Score: 6**

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

今から、日本のスポーツについてお発表します。第一には野球です。野球は日本でとても人気があるスポーツだと思います。えっとー、特に、学校で、たくさんの生徒一は、野球一、野球できると思います。第二にはテニスです。テニスが上手にできる人が多いと言われています。えっとー、第三には体育です。えっと、日本の学校で体育は大事な授業だと言われています。特に、大会があります。えっと、第四には体操です。えっと、体操は、日本の年寄りをよくしているスポーツだと思います。体の健康にいいし、体操はとても重要なスポーツだと思います。第五には、えっとー、日本人は道、日本人は、よく散歩しているそうです。例えば、道がせまいし、交通機関、は、交通機関を使ったり、えっとー、よく近いところに行き、行ったら、行きたっ、行ったら、散歩しています。結論として、日本のスポーツはとてもおもしろいと思います。特に、野球をしてみたいです。私の意見として、体操は年寄りの健康のために、とても大事なことだと思います。聞いてくれてありがとうございます。以上です。

### Commentary

This response demonstrates excellence in presentational speaking and cultural knowledge. The presentation directly addresses all aspects of the prompt with thoroughness and detail. This response discusses baseball, tennis, physical education, physical exercise, and walking (i.e., 野球; テニス; 体育; 体操; 散歩). The response displays cultural knowledge (e.g., 学校で、たくさんの生徒一は、野球一、野球できると思います; 日本の学校で体育は大事な授業だと言われています。特に、大会があります; 日本人は道... 道がせまいし、交通機関、は、交通機関を使ったり、えっとー、よく近いところに行き、行ったら、行きたっ、行ったら、散歩しています). The response ends with a remark about what aspect of the Japanese culture the student likes (i.e., 日本のスポーツはとてもおもしろいと思います。特に、野球をしてみたいです。私の意見として、体操は年寄りの健康のために、とても大事なことだと思います). It is well organized, utilizing consistent transitional elements (i.e., 第一には; 第二には; 第三には; 第四には; 第五には; 結論として). The pace is natural, and the pronunciation is virtually error free. This response uses register and style appropriate to the situation. It also contains rich vocabulary and idioms (e.g., 年寄; 重要; 交通機関; 健康にいい). It demonstrates the use of a variety of appropriate syntactic structures (i.e., 日本の学校で体育は大事な授業だと言われています; 体の健康にいいし、体操はとても重要なスポーツだと思います; 体操は年寄りの健康のために、とても大事なことだと思います) with minimal error (e.g., 例えば、道がせまいし、交通機関、は、交通機関を使ったり、えっとー、よく近いところに行き、行ったら、行きたっ、行ったら、散歩しています).

## Presentational Speaking: Cultural Perspective Presentation (continued)

**Sample: B**

**Score: 4**

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

こんにちは。今日は日本のスポーツについてお話します。っと、一番目、は、えっと、運動会です。運動会は学校で運動するの日です。運動会で、えっと、赤チームと白いチームで子供とゲームをします。二番目はドッジボールです。ドッジボールは学校のスポーツが、です。ドッジボールで、えっと、三つ目のチームで、っと、ボールに、あ、いえ、いえ。[cough] **ahem**, 三番目はヨガです。ヨガは、体が **refresh** すること、できることです。ヨガでストレッチする、と、**breathing exercise** をことができます。四番、四目、四番目は野球です。野球は日本からで、有名な **wait** 人気のスポーツです。っとー、ロサンジェルスドジャーズで、日本人の翔平、翔平大谷、がいる、います、います。最後は、相撲です。相撲は、日本からのスポーツです。相撲は、レスリングのことです。私の感想は、日本で、体が大切の考えはいいと思います。っと、以上で、日本でスポーツの発表でした。ありがとうございました。

### Commentary

This response demonstrates competence in presentational speaking and cultural knowledge. The response addresses almost all aspects of the prompt and discusses athletic day, dodgeball, yoga, baseball, and sumo (e.g., 運動会; ドッジボール; ヨガ; 野球; 相撲). The response ends with a remark about what aspect of Japanese culture the student likes (i.e., 私の感想は、日本で、体が大切の考えはいいと思います). The use of transitional elements is consistent (i.e., 一番目、は; 二番目は; 三番目は; 四番目は; 最後は). The response demonstrates cultural knowledge (e.g., 運動会は学校で運動するの日です。運動会で、えっと、赤チームと白いチームで子供とゲームをします; 野球は日本からで、有名な **wait** 人気のスポーツです。っとー、ロサンジェルスドジャーズで、日本人の翔平、翔平大谷、がいる、います、います; 相撲は、日本からのスポーツです。相撲は、レスリングのことです).

The pace is consistent, with occasional hesitation or repetition that does not interfere with comprehensibility (e.g., 四番、四目、四番目は野球です). This response exhibits insignificant errors in pronunciation that do not necessitate special listener effort (i.e., ティーム). The use of vocabulary is appropriate, except for words that are expressed in English (i.e., refresh; breathing exercise). The presentation has appropriate use of complex structures, with some sporadic errors that do not significantly impede comprehensibility (i.e., ヨガでストレッチする、と、breathing exercise をことができます; 野球は日本からで、有名な **wait** 人気のスポーツです). This response would have earned a higher score had it exhibited the correct use of vocabulary and grammatical patterns to express the five aspects and student's views and opinions, less hesitation, an avoidance of English pronunciation for katakana words (i.e., ティーム), and less reliance on English words (i.e., refresh and breathing exercise).

## Presentation Speaking: Cultural Perspective Presentation (continued)

**Sample: C**

**Score: 1**

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

ahem ahem こんにちは [name of candidate] です。どうぞよろしく。日本語スポーツが、は、たのしいですか。no, たのしいです。uh それから日本人、たくさんスポーツは・・・スポーツは athletic, athletic いっしょうけんめい。たとえば、スポーツ、help help [giggle] [long pause] ahem ahem かぞく一と、ともだち一、人、人は、スポーツは、こうえんに一は、学校と・・・です。[sigh] それから一、スポーツは一

### Commentary

This response demonstrates a lack of competence in presentational speaking and cultural knowledge. It addresses the prompt only minimally. This response mentions sports being fun (i.e., 日本語スポーツが、は、たのしいですか。no, たのしいです), but lacks organization and coherence. The response contains labored expressions that consistently interfere with comprehensibility (e.g., それから日本人、たくさんスポーツは・・・スポーツは athletic, athletic いっしょうけんめい。たとえば、スポーツ). It is also marked by constant hesitation (e.g., それから日本人、たくさんスポーツは・・・スポーツは athletic, athletic いっしょうけんめい; たとえば、スポーツ、help help [giggle] [long pause] ahem ahem かぞく一と、ともだち一、人、人は、スポーツは、こうえんに一は、学校と・・・です。[sigh] それから一、スポーツは一) and repetition (i.e., スポーツ). Insufficient, inappropriate vocabulary consistently interferes with comprehensibility (i.e., 日本語スポーツ; athletic). Limited control of syntactic structures interferes with comprehensibility and results in fragmented language (e.g., たとえば、スポーツ、help help [giggle] [long pause] ahem ahem かぞく一と、ともだち一、人、人は、スポーツは、こうえんに一は、学校と・・・です). This response would have earned a higher score had it exhibited the correct use of vocabulary and grammatical patterns correctly to express the five aspects and student's views and opinions, a smoother pace, less hesitation, and less reliance on English words (i.e., athletic).