

2015 AP® JAPANESE LANGUAGE AND CULTURE FREE-RESPONSE QUESTIONS

AP Japanese Language & Culture - Speaking

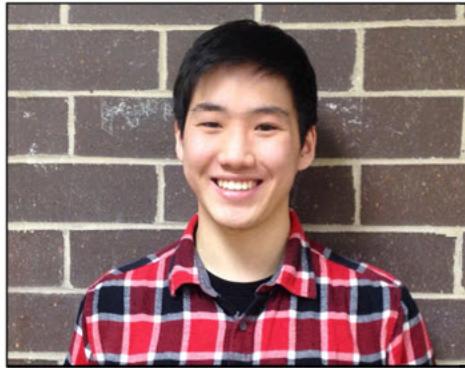


Question 1 of 5



Directions: You will participate in a simulated conversation. Each time it is your turn to speak, you will have 20 seconds to record. You should respond as fully and as appropriately as possible.

You will have a conversation with Hiro Yamamoto, a Japanese student, about an upcoming event.



RESPONSE TIME

00 : 00 : 00

Note: Students saw the exam screen above for each of the individual questions that together compose this task. Only the screen image for the first question is shown here, but during the exam, each of the screens indicated the number of the question the students were responding to.

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The following text is the recording script for the audio portion of the task shown in the previous screen image. Students heard this audio during the exam administration, but this text does not appear in the exam and is provided here for reference only.

N: You will have a conversation with Hiro Yamamoto, a Japanese student, about an upcoming event.

Speaking Question 1 of 5

MA: 金曜日のコンサートなんだけど、Tシャツとジーンズでいいかな？それともフォーマルな服の方がいいかな？

[TONE]

(20 seconds)

Speaking Question 2 of 5

MA: あ、そう。それで、コンサートの後、どこに食べに行こうか？

[TONE]

(20 seconds)

Speaking Question 3 of 5

MA: ところで、コンサートの場所がよく分からないから一緒に行ってくれない？

[TONE]

(20 seconds)

Speaking Question 4 of 5

MA: 金曜日のコンサート楽しみだね。わくわくするよ。

[TONE]

(20 seconds)

**AP® JAPANESE LANGUAGE AND CULTURE
2015 SCORING GUIDELINES**

Interpersonal Speaking: Conversation

| | | TASK COMPLETION | DELIVERY | LANGUAGE USE |
|----------|--|--|---|---|
| 6 | EXCELLENT Demonstrates excellence in interpersonal speaking | <ul style="list-style-type: none"> Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail | <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 | <ul style="list-style-type: none"> Rich vocabulary and idioms Excellent use of grammar and syntax, with minimal or no errors |
| 5 | VERY GOOD Suggests emerging excellence in interpersonal speaking | <ul style="list-style-type: none"> Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail | <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"> Variety of vocabulary and idioms, with sporadic errors Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures |
| 4 | GOOD Demonstrates competence in interpersonal speaking | <ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate response | <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"> 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 |
| 3 | ADEQUATE Suggests emerging competence in interpersonal speaking | <ul style="list-style-type: none"> Directly addresses prompt and provides a basic but appropriate answer | <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"> Some inappropriate vocabulary and idioms interfere with comprehensibility Errors in grammatical and syntactic structures sometimes interfere with comprehensibility |
| 2 | WEAK Suggests lack of competence in interpersonal speaking | <ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate but incomplete answer | <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"> 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 |
| 1 | VERY WEAK Demonstrates lack of competence in interpersonal speaking | <ul style="list-style-type: none"> Addresses prompt minimally or marginally | <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"> 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 |
| 0 | UNACCEPTABLE Contains nothing that earns credit | <ul style="list-style-type: none"> 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 Blank (although recording equipment is functioning) or mere sighs | | |

AP® JAPANESE LANGUAGE AND CULTURE 2015 SCORING GUIDELINES

Presentational Speaking: Cultural Perspective Presentation

| | | TASK COMPLETION | DELIVERY | LANGUAGE USE |
|----------|--|---|---|---|
| 6 | EXCELLENT <i>Demonstrates excellence in presentational speaking and cultural knowledge</i> | <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 | <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 | <ul style="list-style-type: none"> Rich vocabulary and idioms Variety of appropriate grammatical and syntactic structures, with minimal or no errors |
| 5 | VERY GOOD <i>Suggests emerging excellence in presentational speaking and cultural knowledge</i> | <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"> 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"> Variety of vocabulary and idioms, with sporadic errors Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures |
| 4 | GOOD <i>Demonstrates competence in presentational speaking and cultural knowledge</i> | <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"> 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"> 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 |
| 3 | ADEQUATE <i>Suggests emerging competence in presentational speaking and cultural knowledge</i> | <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"> 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"> Some inappropriate vocabulary and idioms interfere with comprehensibility Errors in grammatical and syntactic structures sometimes interfere with comprehensibility |
| 2 | WEAK <i>Suggests lack of competence in presentational speaking and cultural knowledge</i> | <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"> 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"> 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 |
| 1 | VERY WEAK <i>Demonstrates lack of competence in presentational speaking and cultural knowledge</i> | <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"> 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"> 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 |
| 0 | UNACCEPTABLE <i>Contains nothing that earns credit</i> | <ul style="list-style-type: none"> Mere restatement of the prompt Clearly does not respond to the prompt; completely irrelevant to the topic Not in Japanese Blank (although recording equipment is functioning) or mere sighs | | |