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

## Sample Student Responses and Scoring Commentary

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## 2019 SCORING GUIDELINES

### Interpersonal Speaking: Conversation

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> <b>Demonstrates excellence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</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>	<ul style="list-style-type: none"> <li>Rich vocabulary and idioms</li> <li>Excellent use of grammar and syntax with minimal or no errors</li> </ul>
<b>5</b>	<b>VERY GOOD</b> <b>Suggests emerging excellence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail</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>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>
<b>4</b>	<b>GOOD</b> <b>Demonstrates competence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate response</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>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>
<b>3</b>	<b>ADEQUATE</b> <b>Suggests emerging competence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a basic but appropriate answer</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>Some inappropriate vocabulary and idioms interfere with comprehensibility</li> <li>Errors in grammatical and syntactic structures sometimes interfere with comprehensibility</li> </ul>
<b>2</b>	<b>WEAK</b> <b>Suggests lack of competence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate but incomplete answer</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>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>
<b>1</b>	<b>VERY WEAK</b> <b>Demonstrates lack of competence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Addresses prompt minimally or marginally</li> </ul>	<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>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>
<b>0</b>	<b>UNACCEPTABLE</b> <b>Contains nothing that earns credit</b>	<ul style="list-style-type: none"> <li>Mere restatement of the prompt</li> <li>Clearly does not respond to the prompt</li> <li>“I don’t understand,” “Please repeat,” or equivalent in Japanese</li> <li>Not in Japanese</li> <li>Blank (although recording equipment is functioning) or mere sighs</li> </ul>		

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## 2019 SCORING COMMENTARY

### Interpersonal Speaking: Conversation 1

**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 evaluates speaking skills in the interpersonal communicative mode by having students respond as part of a simulated conversation. It comprises a statement in English that identifies an interlocutor and conversation topic, followed by a series of four related prompts in Japanese. After each prompt, students have 20 seconds to respond.

On this year's exam students participated in a conversation with Takeshi Nakamura, a homestay coordinator, about an upcoming homestay. To successfully respond to the prompt, students had to (1) respond to the coordinator's self-introduction, (2) explain why they wanted to do a homestay, (3) express their preference for either a week-long or month-long program, and (4) indicate a day and time they could meet the following week for further discussion.

#### Sample: A

Score: 5

#### Transcript of Student Response

こちらこそ、よろしくおねがいします。私の名前は、[name of candidate] です。Um, ええと、このホームステイに楽しみにしています。ええと、何でも聞いてください。

#### Commentary

This response suggests emerging excellence in interpersonal speaking. It directly addresses the prompt and provides a thorough and appropriate response with some elaboration (何でも聞いてください). The flow of expression is relatively smooth, and the register is consistent and appropriate to the situation. Although the response is relatively short, the use of grammar is appropriate, with a minor error (ホームステイに楽しみにしています) that does not distract from the message. The response could have received a higher score had it contained more complex grammatical structures and rich vocabulary or had it provided more elaboration and detail.

#### Sample: B

Score: 4

#### Transcript of Student Response

はじめまして。ええ、あたし、名前は [name of candidate] です。Uh, あたし、えっと、いえ、laugh どうぞよろしくお願ひします。えー、わたしは、えっと、うん、ホームステイをとってもうれしいねえ。ああ、すごいなあ。すごいで、laugh ありがとうございます。

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## 2019 SCORING COMMENTARY

### Interpersonal Speaking: Conversation 1 (continued)

#### Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response. The pace is generally consistent, albeit with several hesitations, filled with pauses (Uh; えっと), and repetitions. The strained flow of expression does not interfere with comprehensibility. The response includes some lapses in register (うれしいねえ; すごいなあ). It is comprised of formulaic expressions and simple structures. The response could have earned a higher score had it contained some elaboration and detail and exhibited more ease of expression and consistent use of register.

#### Sample: C

#### Score: 2

#### Transcript of Student Response

おはよございます。僕は [name of candidate] です。

#### Commentary

This response suggests a lack of competence in interpersonal speaking. It addresses the prompt partially with a greeting and self-introduction, but it does not respond to the prompt's use of はじめまして or よろしくお願ひします。The response is short and contains two basic structures, a formulaic greeting (おはよございます) and 僕は [name of candidate] です。The speech is fast and somewhat slurred. This response could have earned a higher score had it directly addressed the fact that the student was meeting Mr. Nakamura for the first time.

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## 2019 SCORING COMMENTARY

### Interpersonal Speaking: Conversation 2

#### Sample: A

Score: 6

#### Transcript of Student Response

まあ、あたしー、ずっと前から日本が大好きだから、ま、ちゃんと経験したいんですね、と思いますよく友達と話したり、テレビとかを見たら、本当に、日本の生活は楽しそうですね、と思って、私も経験したいと思います。

#### Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt and provides a thorough response, including elaboration and detail explaining why the student desires to do a homestay. (よく友達と話したり、テレビとかを見たら、本当に、日本の生活は楽しそうですね、と思って). The flow of expression and pace are natural with only minor errors (経験したいんですね、と思います should be 経験したいと思います; 楽しそうですね、と思って should be 楽しそうだと思って). Appropriate register and style are used consistently. The response demonstrates excellent use of grammar (んです; 話したり; テレビとか; 楽しそう) and contains a variety of vocabulary (生活), including rich vocabulary (経験; ちゃんと).

#### Sample: B

Score: 4

#### Transcript of Student Response

うーん、いつも日本語の、文化を..をが、いもし..が、面白い、と思いますから、ホームステイを、したいです。

#### Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (文化が; 面白い、と思いますから). The grammatical structures are appropriate with one minor error (いつも ... 面白い). The inconsistent pace marked by some hesitation does not interfere with comprehensibility. This response could have earned a higher score had it included stronger language use and elaboration.

#### Sample: C

Score: 2

#### Transcript of Student Response

..えっとー、ホームステイを、は、やさしい、oh えっと、ホームステイはたのしい、uh ですか。

#### Commentary

This response suggests a lack of competence in interpersonal speaking. It addresses the prompt and provides an appropriate but incomplete answer (ホームステイはたのしい、uh ですか). The expression is labored, and the response contains frequent hesitation and fragmented language (えっと、ホームステイを、は、やさしい). This response could have earned a higher score had it clearly stated a reason and exhibited better delivery.

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## 2019 SCORING COMMENTARY

### Interpersonal Speaking: Conversation 3

#### Sample: A

Score: 6

#### Transcript of Student Response

実は一ヶ月の方が、いいと思います。あの、私は、uh、高校でたくさん日本語を、uh、勉強する機会ありませんから、一ヶ月、uh、一ヶ月びん、一ヶ月間、uh、勉強することが出来たらいいと思います。

#### Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt with a very thorough and appropriate response by stating a preference and providing a detailed explanation for the student's choice (私は、高校でたくさん日本語を、勉強する機会ありませんから). The expression is easy and flowing, with a natural pace and minimal hesitation. There are examples of excellent grammar and syntax (実は、勉強することが出来たら), as well as rich vocabulary (機会; 一ヶ月間).

#### Sample: B

Score: 4

#### Transcript of Student Response

あーと一、一週間、だと思います。なぜなら、あのう、あー、みじかいです。ああ、いがつかんはとてもながいです。

#### Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate answer by stating a preference (一週間) for one of the programs. The attempt to provide a reason (なぜなら、あのう、みじかいです) is limited to simple structures that do not clearly state a reason for the choice. The response contains several errors (だと思います; いがつかん) that do not interfere with comprehensibility. This response could have earned a higher score had it contained a more clearly stated reason for the student's preference. It could also be strengthened by the addition of elaboration and detail.

#### Sample: C

Score: 2

#### Transcript of Student Response

Mmm, 多分、一週間は、もっとぶるん、だから、[cough] じゃ、たくさん時間がないよ? それでも. . . それはss。

#### Commentary

This response demonstrates a lack of competence in interpersonal speaking. It directly addresses the prompt by attempting to state a choice, but the statement of preference is not clear (一週間は、もっとぶるん). The pace is inconsistent and marked by hesitation (Mmm). The limited control of grammatical structures interferes with comprehensibility (じゃ、たくさん時間がないよ). This response could have earned a higher score had it contained a clear program choice.

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## 2019 SCORING COMMENTARY

### Interpersonal Speaking: Conversation 4

#### Sample: A

Score: 6

#### Transcript of Student Response

えっと、私は来週たくさん試験があるから、uh ちょっと忙しい。でも、uh 来週週末、土曜日に、uh 昼ごはん、時に、uh はなしする、できます。uh その時は、いいんですか。

#### Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt thoroughly and appropriately, including elaboration and detail by stating a reason (試験があるから) and providing a specific date and time (土曜日に、uh、昼ごはん、時に). The flow of expression and the pace are natural with minimal use of filled pauses (uh), which do not distract from the message. The use of register is appropriate and consistent. The response demonstrates excellent use of rich vocabulary (uh) as well as grammar with minor errors (昼ごはん時に for 昼ごはんの時に; はなしする、できます for はなすことができます).

#### Sample: B

Score: 4

#### Transcript of Student Response

来週の月曜日の..1時は、いいだと思います。

#### Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response, but does not include elaboration or details. The grammatical structure is simple and contains an error (いいだと思います). The response exhibits some unnatural flow and hesitation that does not interfere with comprehensibility. This response could have received a higher score had the student spoken at a smoother pace, exhibited more control of grammatical structures, and included more varied vocabulary while giving a reason for preferring the selected meeting day and time.

#### Sample: C

Score: 2

#### Transcript of Student Response

uh でも、..でも、..いっす、来週、が、いい、がいいです。はい、来週がいいです。..いいと思います。  
[laughter]

#### Commentary

This response suggests a lack of competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate but incomplete answer (no specific date and time is mentioned). The expression is labored, and frequent hesitation and repetition interfere with comprehensibility (e.g., でも、..でも; いい、がいいです), requiring constant listener effort. This response could have received a higher score had it demonstrated better control of grammatical structures.