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

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Interpersonal Writing—Text Chat**

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

**Question 1: Text Chat**

**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 interpersonal writing	Suggests lack of competence in interpersonal writing	Suggests emerging competence in interpersonal writing	Demonstrates competence in interpersonal writing	Suggests emerging excellence in interpersonal writing	Demonstrates excellence in interpersonal writing
<b>TASK COMPLETION</b>	<ul style="list-style-type: none"> <li>Addresses prompt minimally or marginally</li> </ul>	<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>Directly addresses prompt and provides a basic but appropriate answer</li> </ul>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate response</li> </ul>	<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>Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</li> </ul>
<b>DELIVERY</b>	<ul style="list-style-type: none"> <li>Labored expression constantly interferes with comprehensibility</li> <li>Errors in orthography and mechanics very frequent or significantly interfere with readability</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>Errors in orthography and mechanics frequent or interfere with readability</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>Errors in orthography and mechanics may be frequent or interfere with readability</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>Errors in orthography and mechanics do not interfere with readability</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>Infrequent or insignificant errors in orthography and mechanics</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>Orthography and mechanics virtually error free</li> <li>Consistent use of register and style appropriate to situation</li> </ul>
<b>LANGUAGE USE</b>	<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>Excellent use of grammar and syntax, 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
- “I don’t understand,” “Please repeat,” or equivalent in Japanese
- Not in Japanese

**NR (No Response): BLANK (no response)**

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## Interpersonal Writing: Text Chat 1

### Sample: A

こんにちは。私達の間には、一番人気あるの音楽はやはり日本アニメと関わっている音楽ですね。私の友達はだいぶんおたくだから

### Sample: B

こんにちは。友達ちのなかでは色々な音楽がにんきです。例えばロックやヤップがはやっています。

### Sample: C

このちは。ロックをのおんがくをききます。

**Interpersonal Writing: Text Chat 1 (continued)**

**Note:** Student samples are quoted verbatim and may contain grammatical errors.

**Overview**

This task evaluated writing skills in interpersonal writing by having students respond as part of a simulated exchange of text-chat messages. The prompt is comprised of a statement in English identifying an interlocutor and conversation topic and a series of brief messages to which students respond. Each message consists of a chat entry in Japanese and a brief direction in English that provides guidance on what is expected in that response. Students have 90 seconds to read the message and respond at each turn in the text-chat exchange.

On this year's exam students participated in a text-chat exchange with Aoi Takahashi, a student from a sister school, about music. To successfully respond to the prompts, students needed to (1) state what kind of music is popular among friends, (2) answer an inquiry about the merits of listening to music, (3) express whether or not they would like to do a singing activity, (4) state and justify an opinion about a teacher's music policy, (5) describe what they know about Japanese music, and (6) give at least one musical recommendation to Japanese high school students. Each of the six responses receives a holistic score based on how well it accomplishes the assigned task.

**Sample: A****Score: 6**

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt with thoroughness and detail about the type of music that is popular among the exam taker's friends (日本アニメと関わっている音楽). The response is well organized and coherent with a clear progression of ideas using cohesive devices (私の友達はだいぶんおたくだから). The delivery flows naturally and easily with virtually no orthographical and mechanical errors. Language use includes rich vocabulary (関わっている; おたく) and a variety of appropriate grammatical structures (日本アニメと関わっている音楽). Sporadic errors (人気あるの音楽 should be 人気がある音楽) are minor and do not interfere with overall comprehensibility. The last sentence is incomplete, but its meaning can be easily inferred.

**Sample: B****Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt with a general description about the type of music popular among friends (色々な音楽がにんきです). The unnatural flow of expression does not impede readability (友達ちのなかでは). Sporadic errors in orthography do not interfere with comprehensibility (友達ち should be 友達; ヤップ can be easily understood as ラップ). Language use and vocabulary are appropriate but limited to simple structures (にんきです; はやっています). This response could have earned a higher score had it contained more specific information about popular music, using more complex grammatical structures.

## Interpersonal Writing: Text Chat 1 (continued)

### Sample: C

### Score: 2

This response suggests a lack of competence in interpersonal writing. It directly addresses the prompt, but the answer is incomplete because it is unclear whether the response is referring to the exam taker's preference or his/her friends' taste in music (ロックをのおんがくをききます). The labored expression and errors in orthography interfere with comprehensibility (このちは should be こんにちは; ローク should be written as ロック). The complete lack of kanji from the AP kanji list affects readability. This response could have earned a higher score had it answered the question more specifically and demonstrated better control of language use.

## Interpersonal Writing: Text Chat 2

### Sample: A

音楽を聞いたら、私はリラックスをします。そして、友達や他の人と音楽について話せますので、たくさんひとを会えますよ。

### Sample: B

音楽を聞くながら、学生たちが勉強しまそう。ストレスが多い時、おんがくをかきました

### Sample: C

だいすきなおんがくはばぼです。

## Interpersonal Writing: Text Chat 2 (continued)

### Sample: A

#### Score: 5

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt with a statement that listening to music is relaxing (私はリラックスをします). The second sentence provides additional detail about how music can enhance one's social life (たくさんひとを会えますよ). The response contains appropriate use of grammatical structures with sporadic errors (たくさんひとを会えます should be たくさんの人に会えます). All AP kanji is typed with the exception of one word (ひと). This response could have earned a higher score had it included more complex syntactic structures and richer vocabulary.

### Sample: B

#### Score: 3

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt with a description about how music can help relieve students' stress, though the first phrase is stated in a little roundabout manner (勉強しまそう). Errors in grammatical and syntactic structures sometimes interfere with comprehensibility (おんがくをかきました should be 音楽を聞きました). A response that had more clearly articulated how music serves to relieve stress would have earned a higher score.

### Sample: C

#### Score: 1

This response demonstrates a lack of competence in interpersonal writing. The positive statement about music (だいすきなおんがく) constitutes a minimal connection to the prompt. The complete absence of kanji and katakana, as well as an orthography error (ぼぼ), impede both readability and comprehensibility. This response would have received a higher score if it had provided a more direct answer to the prompt and exhibited better control of syntactic structures.

### Interpersonal Writing: Text Chat 3

#### Sample: A

僕は何回かカラオケをやったことがありますが、あまり好きではありません。歌うのがとても苦手です。でも友だちに誘われたら、行かないはいけません。

#### Sample: B

カラオケしてみたい！カラオケはとても楽しいです。うたをうたいのがままじょうずです。

#### Sample: C

カラオケときどきたくさんのはあります。でも、とてもたのしいです。

**Interpersonal Writing: Text Chat 3 (continued)****Sample: A**  
**Score: 6**

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt with the student expressing a reluctance to partake in the singing activity (あまり好きではありません; 歌うのがとても苦手です). Elaboration and detail are added with the statement that the respondent will participate if invited (友だちに誘われたら、行かないはいけません). The response is well organized and coherent with a clear progression of ideas using cohesive devices (—が; でも). Rich vocabulary and excellent use of grammatical structures (友だちに誘われたら) are evident. Minor errors (行かないはいけません should be 行かないとはいけません) do not interfere with comprehensibility. Orthography and mechanics are virtually error free.

**Sample: B**  
**Score: 4**

This response demonstrates competence in interpersonal writing. The initial statement conveys the student's enthusiasm to try out the singing activity (カラオケしてみたい!), thus addressing the prompt directly. Orthography errors and unnatural flow of expression (うたをうたいのがままじょうずです) do not interfere with comprehensibility. Grammatical and orthographic errors do not impede readability (まま should be まあまあ; うたいのが、 should be うたうのが). This response could have earned a higher score had it included more elaboration, contained richer vocabulary, and used more complex grammatical structures.

**Sample: C**  
**Score: 2**

This response suggests a lack of competence in interpersonal writing. It addresses the prompt, but the answer is incomplete because it does not clearly state if the student wants to participate in the entertainment activity. Limited control of grammatical structures and natural flow of expressions interfere with comprehensibility (カラオケときどきたくさんのはあります). The cohesive device (でも) is used inappropriately in this context. The lack of any kanji from the AP kanji list impedes readability. The response could have earned a higher score had it answered the question more completely and demonstrated better control of language use.

## Interpersonal Writing: Text Chat 4

### Sample: A

私の先生もそう思うけど、私は反対思います。なぜなら、音楽を聴くと、気分が良くなります。気分がいいと、よく勉強ができます。あなたはと思う？音楽聴きながら勉強するのが好き？

### Sample: B

私のはんたい。数学の宿題をしながら、私はいつも音楽を聞く。やさしくになると思う。

### Sample: C

私は、御宇が久喜区の和好きです。便器料の間には、おんがくきくともっとかんがいる

**Interpersonal Writing: Text Chat 4 (continued)****Sample: A****Score: 6**

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt by first expressing opposition to the teacher’s view toward music (私は反対思います) and then justifying that opinion (なぜなら、音楽を聴くと、気分が良くなります; 気分がいいと、よく勉強ができます). A brief comparison to the student’s own teacher (私の先生もそう思うけど) is added. The delivery exhibits natural and easily flowing expressions (あなたは どう思う? 音楽聴きながら勉強するのが好き?). Orthography and mechanics are virtually error free with a few exceptions (私は反対思います; いいと). The response consistently uses appropriate register and style for the situation. While the register does change to a more casual style toward the end of the response (あなたは どう思う?; 勉強するのが好き?), this style is appropriate because it is used to address a student that is at a similar grade level. The response contains excellent use of grammatical and syntactic structures (~けど~; なぜなら ~と) with no errors.

**Sample: B****Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt by providing an opinion about the teacher’s policy about music (私ははんたい) and a justification for that opinion (やさしくになると思う). Strained and unnatural flow of expression (やさしくになる) do not interfere with comprehensibility. The use of register and style are appropriate to this situation. Vocabulary is appropriate but limited. Grammatical structures contain some errors that do not interfere with comprehensibility (やさしくになる should be やさしくなる). If the response contained richer vocabulary and more detail using complex grammatical structures, it could have earned a higher score.

**Sample: C****Score: 2**

This response suggests a lack of competence in interpersonal writing. It directly addresses the prompt with the respondent conveying a favorable view toward listening to music while studying (おんがくきくともっとかんがある). However, labored expressions frequently interfere with comprehensibility (御宇が久喜区の和好きです may be 私は音楽聞くのは好きです; 便器料の間には may be 勉強の間には). The response is limited to simple grammatical structures. Orthographic errors for basic vocabulary (御宇が久 should be 音楽; 便器料 should be 勉強) significantly affect readability. The response could have earned a higher score had it demonstrated better orthography and control of language.

## Interpersonal Writing: Text Chat 5

### Sample: A

にほんの伝統的な音楽は 和太鼓がしています。これはにほんの伝統的な楽器です。現代の音楽は AKB48 というグループもいます。

### Sample: B

えと、たくさん日本の音楽が知りませんが、かっこいいアニメの歌が来ました。たとえば

### Sample: C

日本のムシくは難しいを作ります。

**Interpersonal Writing: Text Chat 5 (continued)****Sample: A****Score: 6**

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt with the student's display of knowledge about a traditional Japanese drum (和太鼓). Furthermore, elaboration is provided with an example of a modern musical group (AKB48). The response includes a variety of rich vocabulary (伝統的な; 和太鼓; 楽器; 現代) and excellent use of grammatical structures (～もいます) with minimal errors (～がしています should be ～をしています; ～というグループ instead of ～というなグループ). The use of hiragana instead of kanji for some words (にほん; しています) somewhat impedes readability, but the response generally exhibits easily flowing expression. The response uses consistent register and style appropriate to the situation. Orthography and mechanics are virtually error free.

**Sample: B****Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt by stating that the writer knows about a type of song (アニメの歌). Vocabulary is appropriate but limited (アニメ; 歌). Grammatical and syntactic structures contain some errors (たくさん should be あまり; ～が知りませんが should be ～を知りませんが; かつこいな should be かつこいい). There is an error in kanji conversion that slightly interferes with comprehensibility (アニメの歌が来ました should be アニメの歌を聞きました). Register and style are consistent and appropriate to the situation. If the response had used more complex grammatical structures and provided specific examples of songs by completing the second sentence (たとえば), it could have earned a higher score.

**Sample: C****Score: 2**

This response suggests a lack of competence in interpersonal writing. While it appears that the response addresses the prompt by making a statement about Japanese music, insufficient vocabulary and an error in orthography (ムシク should be 音楽) significantly affect readability. The inappropriate choice of vocabulary (作ります) also impedes comprehensibility. The response could have earned a higher score if it demonstrated better control of language use and clearly conveyed what the student knows about Japanese music.

## Interpersonal Writing: Text Chat 6

### Sample: A

日本の高校生は受験のために勉強するからそのためにピアノの音楽外衣だっと思います。

### Sample: B

日本の高校生に聞き静か音楽をとと思います。

### Sample: C

日本の高校生にヒポホぼ

## Interpersonal Writing: Text Chat 6 (continued)

### Sample: A

#### Score: 5

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt by suggesting a type of music (ピアノの音楽) and provides a reason for that recommendation (日本の高校生は受験のために勉強するからそのために). It generally exhibits ease of expression and consistent use of appropriate register and style (~ます). An error in orthography (音楽外衣 can be 音楽がいい) does not impede with comprehensibility. It contains appropriate use of grammatical and syntactic structures with sporadic errors (外衣だっ for がいい). If this response used error-free complex sentences and had more elaboration, it would have earned a higher score.

### Sample: B

#### Score: 3

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt and provides a basic but appropriate suggestion for music (静か音楽). Strained or unnatural flow of expression sometimes hinder comprehensibility (聞き静か音楽をと思います). Kanji is used accurately and appropriately. The response could have scored higher if it showed better control of grammatical structures.

### Sample: C

#### Score: 1

This response demonstrates a lack of competence in interpersonal writing. The inclusion of a music genre (ヒポホポ) constitutes a minimal connection to the prompt. However, errors in orthography (ヒポホポ for ヒップポップ) interfere with comprehensibility. Limited control of grammatical structures interferes with comprehensibility and results in very fragmented language (日本 の 高校生 に ヒポホポ). This response would have earned a higher score if it had exhibited better control of syntactic structures and completed the sentence.