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

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Interpersonal Speaking—Conversation**

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

### Question 3: Conversation

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 speaking	Suggests lack of competence in interpersonal speaking	Suggests emerging competence in interpersonal speaking	Demonstrates competence in interpersonal speaking	Suggests emerging excellence in interpersonal speaking	Demonstrates excellence in interpersonal speaking
<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>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>
<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 although recording equipment is functioning) or mere sighs**

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## 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 evaluated interpersonal speaking skills by having students respond as part of a simulated conversation. It consists of 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 Naomi Nakanishi, a booth staffer at a Japan fair, about Japanese technology. To successfully respond to the prompt, students had to (1) respond to the coordinator's initial welcoming remark, (2) explain what kind of car they were interested in, (3) state how they predicted technology would change our lives in the future, and (4) answer a question about whether they were willing to respond to a written or online survey after the conversation. The English preface to the Japanese prompts was: You will have a conversation with Naomi Nakanishi, a booth staffer at a Japan fair, about Japanese technology.

### Sample: A

**Score: 6**

#### Transcript of Student Response

こんにちは、あの、このブースに、きて、あの、ほんとにうれしいです。あの、僕は、日本の技術に、たくさん、あの、すごく、興味に、がありますから、あの、たくさん、質問してもいいですか。あの、今日、よろしくお願ひします。

#### Commentary

This response demonstrates excellence in interpersonal speaking. It provides a very thorough and appropriate response with elaboration and detail by commenting on the visit (このブースに、きて、あの、ほんとにうれしいです), stating a reason for asking questions (興味に、がありますから), and concluding with a culturally appropriate expression (今日、よろしくお願ひします). It contains complex grammar (質問してもいいですか) with rich vocabulary (技術), and the expression is natural and flowing, with minimal fillers (あの) and virtually error-free pronunciation.

### Sample: B

**Score: 4**

#### Transcript of Student Response

初めまして。ブー t . . . を、見るこゝ、. . . を、楽しみたいでゝす。

#### Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (ブー t . . . を、見るこゝ、. . . を、楽しみたいでゝす) with a brief greeting (初めまして). The pace is generally consistent with some strained or unnatural flow of expression that does not interfere with comprehensibility. A single error in pronunciation (ブー t )

## Interpersonal Speaking: Conversation 1 (continued)

does not necessitate special listener effort. The response would have earned a higher score had it provided elaboration and detail and included more complex grammatical structures.

### Sample: C

Score: 2

### Transcript of Student Response

はい、こんにちは・・・あ・・・くるまブース、を[long pause] あ、・・・ここ、くるまブース、・・・あ・・・なにをする・・・

### Commentary

This response suggests lack of competence in interpersonal speaking. It addresses the prompt minimally with a mention of “car booth” (くるまブース), but the response is incomplete because it is not clear if the respondent intended to ask the staff member a question. Frequent hesitations and repetitions interfere with comprehensibility (くるまブース・を・・・あ、・・・ここ、くるまブース). The response would have earned a higher score had it more directly addressed the prompt.

## Interpersonal Speaking: Conversation 2

### Sample: A Score: 5

#### Transcript of Student Response

あの、きょー、私はー、あのう、伝統的な一車がいいんですけどー、新しいのテクノロジー、について勉強したい。あの、もっと学びたい。とくに、エレクトツ、リックというー、カール、ハイブリッドかくるま、のこともっと勉強したい、と思います。

#### Commentary

This response suggests emerging excellence in interpersonal speaking. It directly addresses the prompt and gives a thorough and appropriate response, differentiating clearly between the respondent's personal preference in cars (伝統的な一車) and what she hopes to learn about (エレクトツ、リックというー、カール、ハイブリッドかくるま、のこと). The response exhibits smooth flowing expression with good pronunciation. The choice of register is generally appropriate, with two lapses in the middle of the response (勉強したい；学びたい). Grammatical and syntactic structures are used correctly. Word choice might occasionally be difficult to understand (伝統的な一車、カール), but the response also includes relatively advanced vocabulary (学びたい). This response would have earned a higher score had it exhibited more consistent use of register and more advanced syntax and vocabulary.

### Sample: B Score: 3

#### Transcript of Student Response

Uh、私はー、えっとー、uh、日産が、好きです。Uh、だから、日産、

#### Commentary

This response suggests emerging competence in interpersonal speaking. It directly addresses the prompt and gives a brief, basic, but appropriate answer, stating a preference for Nissan cars (だから、日産). The pace is inconsistent, with Japanese and English filled pauses (Uh、えっとー). The response includes only very basic vocabulary. The response would have earned a higher score had it provided a more complete answer and contained higher-level grammar and vocabulary.

### Sample: C Score: 1

#### Transcript of Student Response

そうですねー。あたらしい、テクナルジー、[long pause] 私はー、uh、車で・・・あったらしいです。

#### Commentary

This response demonstrates lack of competence in interpersonal speaking. It addresses the prompt only minimally by repeating words from the prompt, mentioning technology and cars (テクナルジー；車). Each word is followed by a pause, and the pauses are sometimes quite lengthy. The language is extremely fragmented. The structure of the single sentence that is produced is extremely

### **Interpersonal Speaking: Conversation 2 (continued)**

simple and contains a particle error (車で・・・あったらしいです). Pronunciation errors could interfere with comprehensibility (車で・・・あったらしいです). This response would have earned a higher score had it more directly addressed the prompt and had it been less fragmented.

## Interpersonal Speaking: Conversation 3

### Sample: A

Score: 5

#### Transcript of Student Response

テクノロジー、を使ってー、もっと簡単、にー・・所から所に行けるー、と思います。あなたはどうか。

#### Commentary

This response suggests emerging excellence in interpersonal speaking. It addresses the prompt thoroughly and directly by stating a specific change that will be brought about by technology (もっと簡単、にー・・所から所に行けるー、と思います) and asking for Ms. Nakanishi's opinion as well (あなたはどうか). It exhibits a general ease of expression with only minor hesitations. Complex grammatical structures are used appropriately (所から所に行けるー、と思います). The use of あなた in this situation (a student addressing an adult) is somewhat unnatural. The response would have earned a higher score had it contained more thorough elaboration and more complex grammatical structures.

### Sample: B

Score: 3

#### Transcript of Student Response

日本、のー、テクノロジーは、uh、かっこういいと、思います。Uh、テクノロジーは、uh、車は速いになります。Uh、CD のテクノロジー、は、uh、便利です。

#### Commentary

This response suggests emerging competence in interpersonal speaking. It directly addresses the prompt with a basic but appropriate response (車は速いになります) predicting a change that will be brought about by technology. The initial comment about Japanese technology (日本、のー、テクノロジーは、uh、かっこういいと、思います) states an opinion but does not directly relate to the change in the second sentence. The final sentence (Uh、CD のテクノロジー、は、uh、便利です) interferes with comprehensibility because it refers to a relatively old technology. One grammatical error (早いになります) does not interfere with comprehensibility. The response would have earned a higher score had it responded to the prompt more directly and demonstrated greater control of vocabulary and grammatical structures.

### Sample: C

Score: 2

#### Transcript of Student Response

はい、uhh、テクノロジーは、とてもつかってです。Um、学校とー、うちとー・・ア、アルバイトとテクノロジーはつかってです、つかいてです。

### **Interpersonal Speaking: Conversation 3 (continued)**

#### **Commentary**

This response suggests a lack of competence in interpersonal speaking. It addresses the prompt with a comment about the use of technology in daily life (テクノロジーはつかってです) but does not refer to any change in technology or lifestyle. The expression is labored, and limited vocabulary and control of grammatical structures result in fragmented language that interferes with comprehensibility (テクノロジーは、とてもつかってです ; 学校とー、うちとー・・・ア、アルバイトとテクノロジーはつかってです、つかいてです). The response would have earned a higher score had it contained more complete information about changes in lifestyle brought about by technology and had the language been less fragmented.

## Interpersonal Speaking: Conversation 4

### Sample: A

Score: 6

#### Transcript of Student Response

えーと、紙のアンケート、をやるので、ちょっとペンを貸していただけますか。あと・・・はい・・・ペン、くれて、貸してくれ、てどうもありがとう、ございます。このアンケートって、名前を書かなければいけ、名前を書かなけ

#### Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt thoroughly and appropriately, including elaboration and detail about the situation and asking a specific question about the questionnaire (ちょっとペンを貸していただけますか; 名前を書かなければいけ). The flow of expression is natural and easily understood. The pronunciation is virtually error free with minimal fillers. The response demonstrates excellent use of grammar and syntax (貸していただけますか; 貸してくれ、て; 書かなければ) with one error that the speaker self-corrects (ペン、くれて、貸してくれ、て).

### Sample: B

Score: 4

#### Transcript of Student Response

はい、私は、アンケート、を、こたえます。この、ブートはとてもおもしろかったです。アンケート、トで、どんな車が、くる、とー

#### Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (私は、アンケート、を、こたえます). The pace is generally consistent, with some unnatural pauses (アンケート、を、こたえます) that do not interfere with the message. Errors in pronunciation do not necessitate special listener effort (ブート). This response would have earned a higher score had it contained a greater variety of vocabulary and idioms and more complex structures.

### Sample: C

Score: 2

#### Transcript of Student Response

オンラインがー、ウェブサイトのー、あー大好き

#### Commentary

This response suggests a lack of competence in interpersonal speaking. It addresses the prompt minimally with a mention of liking online survey (オンラインがー; あー大好き), but the response is incomplete because it is not specifically about answering the survey. Insufficient vocabulary interferes with comprehensibility (ウェブサイトのー、あー大好き). This response would have earned a higher score had it given a more complete answer.