AP® Japanese Language and Culture
Sample Student Responses and Scoring Commentary

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Question 3: Conversation

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.
<table>
<thead>
<tr>
<th>TASK COMPLETION</th>
<th>LANGUAGE USE</th>
<th>DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very weak</strong></td>
<td><strong>Weak</strong></td>
<td><strong>Adequate</strong></td>
</tr>
<tr>
<td>Demonstrates lack of competence in interpersonal speaking</td>
<td>Suggests lack of competence in interpersonal speaking</td>
<td>Suggests emerging competence in interpersonal speaking</td>
</tr>
<tr>
<td>• Addresses prompt minimally or marginally</td>
<td>• Directly addresses prompt and provides an appropriate but incomplete answer</td>
<td>• Directly addresses prompt and provides a basic but appropriate answer</td>
</tr>
<tr>
<td>• Labored expression constantly interferes with comprehensibility</td>
<td>• Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility</td>
<td>• Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language</td>
</tr>
<tr>
<td>• Constant hesitation or repetition</td>
<td>• Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility</td>
<td>• Limited control of grammatical and syntactic structures frequently interfere with comprehensibility</td>
</tr>
<tr>
<td>• Frequent errors in pronunciation necessitate intense listener effort</td>
<td>• Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility</td>
<td>• Limited control of grammatical and syntactic structures frequently interfere with comprehensibility or results in very fragmented language</td>
</tr>
<tr>
<td>• Constant use of register and style inappropriate to situation</td>
<td>• Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility</td>
<td>• Limited control of grammatical and syntactic structures frequently interfere with comprehensibility or results in very fragmented language</td>
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<td>• Limited control of grammatical and syntactic structures frequently interfere with comprehensibility or results in very fragmented language</td>
</tr>
<tr>
<td>• Strained or unnatural flow of expression sometimes interferes with comprehensibility</td>
<td>• Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility</td>
<td>• Limited control of grammatical and syntactic structures frequently interfere with comprehensibility or results in very fragmented language</td>
</tr>
<tr>
<td>• Generally exhibits ease of expression</td>
<td>• Variety of vocabulary and idioms, with sporadic errors</td>
<td>• Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures</td>
</tr>
</tbody>
</table>
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
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、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、よろしくお願いします。

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、よろしくお願いします). 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、見ること、  を、楽しみたいです。

Commentary
This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (ブー t  を、見ること、  を、楽しみたいです) 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、伝統的なー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、エレクトリックというー、カール、ハイブリッドかるま、のことをもっと勉強したい、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 (伝統的なー車) and what she hopes to learn about (エレクトリックというー、カール、ハイブリッドかるま、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 (伝統的なー車、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
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。あなたはどうですか。

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 (あなたはどうですか). 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、の一、テクノロジーは、uh、かっこいいと、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、の一、テクノロジーは、uh、かっこいいと、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。Uh、学校とー、うふとー・・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；学校と一、うちと一・・・と、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くださいますか。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ならない、名前を書かなければ

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くださいますか; 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 (貸してくださいますか; 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、ウェブサイトの一、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 (ウェブサイトの一、あー大好き). This response would have earned a higher score had it given a more complete answer.