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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

私の学校はもうオンラインでの勉強はやっていないんですけれども、コロナウィルスがはやってって  
いた頃は授業がオンラインで行っていました。

### Sample: B

あと、COVID にオンラインで勉強をしました。でも、いまに学校に勉強をしています。

### Sample: C

こんちは、オンラトンでまなぶが好きです。

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

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

**Overview**

Text Chat 1-6 evaluates writing skills in the interpersonal communicative mode by having students respond as part of a simulated exchange of text-chat messages. The prompt comprises 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 about online learning with Haruna Tashiro, a previous exchange student. To successfully respond to the prompts, students needed to (1) explain how or if online learning was taking place at their schools, (2) give a specific example of a positive aspect of digital learning, (3) offer advice to Haruna on how to improve study skills while engaged in online learning, (4) describe how high school students' lifestyles changed as a result of online learning, (5) give a reason for why they may or may not want to do digital learning next year, and (6) respond to Haruna's desire to collect other students' opinions through a group chat. 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 the student expressing that the school no longer offers online classes. Furthermore, elaboration is provided by contrasting it to how classes were conducted online during the pandemic (コロナウィルスがはやっていた頃は授業がオンラインで行っていました). The response is well organized and coherent, with a clear progression of ideas that state that the respondent's class is no longer carried out via online (一けれども; はやっていた頃は). Orthography and mechanics are virtually error free. Register and style are consistent and appropriate to the situation. The response contains rich vocabulary (はやって; いた頃; 行う). Excellent use of grammar and syntax are evident, with minimal errors (e.g., もうオンラインでやっていない; はやってって頃はオンラインで行っていました). A minor error in particles (授業がオンラインで行っていました for 授業をオンラインで行っていました) does not interfere with comprehensibility.

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

This response demonstrates competence in interpersonal writing. It directly addresses the prompt with statements that contrast how students studied before and after the pandemic. Particle errors do not interfere with readability (いま for いまに; 学校に should be 学校で). The unnatural placement of あと at the beginning of the response and a phrase (COVID に is better phrased as COVID の時に) do not significantly impede comprehensibility. The response contains appropriate but limited vocabulary and idioms. This response could have earned a higher score had it contained a wider variety of vocabulary, used more complex grammatical structures, and included more elaboration and detail.

## Interpersonal Writing: Text Chat 1 (continued)

**Sample: C**

**Score: 2**

This response suggests a lack of competence in interpersonal writing. The answer is incomplete because it does not clearly explain the school situation regarding the use of online learning, although the student does state a preference for using it. Errors in orthography interfere with readability (こんにちは; オンラトン). It includes insufficient vocabulary and demonstrates limited control of language (まなぶが should be まなぶのが). The response could have earned a higher score had it answered the question more directly and demonstrated better control of language use.

## Interpersonal Writing: Text Chat 2

### Sample: A

私は日本語のクラスや数学のクラスもオンラインの宿題が一番便利だと思います。たくさん宿題時間があるし、色々な質問がするし、このクラスでオンラインの宿題があるのほうがいいと思います。

### Sample: B

私の高校は、アップがあります。このアップの中で、書くことと読むことがあります。とても便利と思えよう。

### Sample: C

コビドではオンラインを使う



**Interpersonal Writing: Text Chat 2 (continued)****Sample: A****Score: 6**

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt with an opinion that the most convenient method of doing homework is online. The second sentence follows up on the opinion by giving two examples of the benefits of doing homework online (e.g., ample time to complete assignments; variety of questions). The response is well organized with a clear progression of ideas. Complex structures such as the cohesive device ～し～し and a summarizing opinion ～と思います are evident. Delivery is generally natural and easily flowing, although 色々な質問がするし should be 色々な質問ができるし and たくさん宿題時間があるし could have been better expressed as たくさん宿題の時間があるし. The minor error of adding の in 宿題があるのほう that does not impede comprehensibility. All kanji are typed accurately and appropriately, which enhances readability. Register and style are consistent and appropriate to the situation.

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

This response demonstrates competence in interpersonal writing. The student directly addresses the prompt by describing an app that is used as a study tool at school. Grammatical structures contain some errors (読むことがあります would be better as 読むことができます; 便利と should be 便利だと), but do not interfere with comprehensibility. このアップの中で is an unnatural expression, and would have been better written as このアップで or このアップを使って. An orthography and mechanics mistake (思いよう) does not interfere with comprehensibility. The response could have earned a higher score had it used more complex grammatical structures and used a wider variety of vocabulary and syntactic structures.

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

This response suggests a lack of competence in interpersonal writing. It addresses the general topic of doing online activities, but the answer is incomplete because it does not specify a benefit of online learning. While the use of an informal speech style (使う) is acceptable in this context, the response is limited to a simple grammatical structure. Referring to Covid as コビト rather than the more commonly used word コロナ somewhat interferes with comprehensibility. 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 3

#### Sample: A

勉強をするときに、クラシカルの音楽を聞くと良いと思います。僕は、たまに数学の宿題をするときに音楽をすると集中ができるので、とても勉強ができます。

#### Sample: B

手でノートを書く方がいいと思います。なぜなら、おぼやすいからです。

#### Sample: C

宿題お完成のわ大事です

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

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt with the advice that listening to classical music while studying can help while engaged in online learning. The response includes elaboration with a personal account of how listening to music has enhanced the student's learning. Multiple subordinate clauses, such as *〜ときに* and *〜と* are evident. Delivery flows easily, although some phrases are somewhat unnatural (音楽をする for 音楽をきく; とても勉強ができません for 勉強がよくできます). An orthographic error (できません should be できます) does not impede comprehensibility. Register and style are generally consistent. The use of *良い* rather than *いい* suggests a sensitivity to appropriate style. The response exhibits excellent use of grammar, incorporating complex structures without errors. Language use includes rich vocabulary (*集中*) and the correct representation of the borrowed word *クラシカル*.

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

This response demonstrates competence in interpersonal writing. It follows the English directive to give advice, namely, to take notes by hand when engaged in online learning. The response also provides justification for the advice by suggesting that taking notes by hand will make it easier to remember what is being studied. Grammatical structures are not complex, but are used appropriately, including *〜方がいい* and *〜と思います*. The syntactic structure to give a reason (*なぜなら〜からです*) is a pattern that is often used mistakenly by learners but is written correctly in this response. The error in *おぼやすい*, rather than *おぼえやすい*, does not impede comprehensibility. Vocabulary is appropriate but limited. This response could have earned a higher score had it used more complex grammatical structures, a wider variety of vocabulary, and more elaboration.

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

This response suggests a lack of competence in interpersonal writing. There is an attempt to address the prompt by referring to doing homework, but the response is incomplete as it is not tied to online learning. The expression is labored, which impacts comprehensibility. Grammatical control is limited, as evidenced by the inability to produce *完成するの*, and this affects comprehensibility. Errors, such as *お* for *を*, and *わ* for *は*, also impede comprehensibility. The response could have earned a higher score with a more direct, more complete answer, and by demonstrating greater control of language use.

## Interpersonal Writing: Text Chat 4

### Sample: A

高校線の生活は、楽になっていると思います。オンラインで授業を受けられるおかげで、他のものに時間をかけてとりくめます。たとえば、スポーツなど二集中できます。

### Sample: B

高校生の生活はもっとかんたんになった。クラスは簡単で、学校に行くのはいらなかった

### Sample: C

オンライン連勝で、高校性の終わりはむずかしかったです。

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

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt by describing how high school students' lifestyles have gotten easier (楽になっていると思います). Furthermore, the response adds detail by specifying how students are able to use their time more efficiently (オンラインで授業を受けられるおかげで、他のものに時間をかけてとりくめます). The response is well organized and coherent, with a clear progression of ideas. The delivery flows naturally and easily. The use of kanji (二) instead of hiragana (に) to indicate a particle somewhat impedes comprehensibility, but the other kanji error (高校線 for 高校生) is easier to understand. Register is consistent and appropriate to the situation. The response contains rich vocabulary (受けられるおかげで; 時間をかけてとりくめます; 集中). Most kanji are typed accurately and appropriately, which enhances readability.

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

This response demonstrates competence in interpersonal writing. It directly addresses the prompt with a description of how high school students' lives have become simplified due to online learning. The response uses appropriate syntactic structures, although 行くのはいらなかった could have been better expressed as 行かなくてもよかった. A mechanical error (missing a period at the end) does not interfere with comprehensibility. The informal speech style (なった; なかった) is consistent and appropriate for communicating with a fellow student. The response could have earned a higher score had it used more appropriate complex structures and a wider variety of vocabulary.

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

This response suggests a lack of competence in interpersonal writing. It appears to address the prompt with the student's feelings (むずかしかったです) about the online environment toward the end of high school, but the answer is incomplete because it does not specify how students' lifestyles changed due to online learning. Errors in orthography are frequent (オンライン for オンライン; 連勝 for 練習; 高校性 for 高校生). Insufficient vocabulary interferes with comprehensibility (e.g., オンライン連勝 would be better written as オンライン学習). The response could have earned a higher score if it had answered the question more completely and demonstrated better control of language use.

## Interpersonal Writing: Text Chat 5

### Sample: A

受けたいと思います！最近、技術のおかげで、オンラインで習うのはすごく簡単になりました。家でも友だちとまだ話すことはできるし、まだ習えるのでやりたいと思っています！

### Sample: B

いいえ、来年、オンラインでうけたくないです。その理由はオンライは難しからです。

### Sample: C

私の思いはおおい

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

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt with a clear progression of ideas. The first statement conveys the student's enthusiasm to learn online next year (受けたいと思います!), and latter sentences provide reasons for that favorable opinion (e.g., easy to learn through the help of technology; ability to speak with friends from home and still learn). The delivery is generally natural and easily flowing. The response contains a cohesive device (友だちとまだ話すことはできるし) and a summarizing opinion (と思っています). Orthography is virtually error free, with a minor error (adding an extra お to おかげ) that does not impede comprehensibility. Register and style are consistent and appropriate to the situation. Rich vocabulary is evident (最近; 技術; おかげ). The response contains excellent use of grammatical and syntactic structures.

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

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response (その理由はオンライは難しからです). Sporadic errors in orthography are minor and do not interfere with comprehensibility (難し; オンライ). Register and style are consistent and appropriate to the situation. The response uses appropriate but limited vocabulary (オンライは難しいから). It displays an appropriate use of syntactic structures but is limited to the simple ones (~です). A response that included more complex structures and details would have earned a higher score.

**Sample: C****Score: 1**

This response demonstrates a lack of competence in interpersonal writing. There is a marginal connection to the prompt, with 思いはおおい suggesting that the reader has many thoughts on the subject of online classes. However, the lack of sufficient language interferes with comprehensibility. This response could have received a higher score had it provided a more direct answer to the prompt and exhibited better control of syntactic structures.

## Interpersonal Writing: Text Chat 6

### Sample: A

ああ、それはいいアイデアと思いますね！私は多くの知り合いが前オンライン学校をしましたから、その人達は興味があると調べてみますね！

### Sample: B

はい、いいです！あなたといしょにはグループチャットを作ります。

### Sample: C

いいですよ。グループ



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

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt with an initial statement that conveys the student's enthusiastic support of doing a group chat (それはいいアイデアと思いますね!). Detail and elaboration are added with an offer to find students that might be willing to partake in that activity (その人たちは興味があると調べてみますね!). The delivery exhibits natural and easily flowing expressions. Orthography and mechanics are virtually error free. Register and style are consistent and appropriate to the situation. The response contains rich vocabulary (知り合い; 人達; 興味). Errors in vocabulary and syntactic structures are minimal (学校 would be better as 学習; ~と調べてみます would be better written as ~か調べてみます; アイデアと思います should be アイデアだと思います).

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

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response (いいです! ; グループチャットを作ります). The use of register and style are appropriate to the situation. Language use and vocabulary are appropriate but limited to simple structures. A minor error (いしょには would be better written as いっしょに) does not interfere with comprehensibility. The response contains appropriate but limited vocabulary. The use of grammatical and syntactic structure is appropriate but limited to simple structure. If the response contained a wider variety of vocabulary, more complex syntactic structures, and more elaboration, it could have earned a higher score.

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

This response suggests a lack of competence in interpersonal writing. It attempts to directly address the prompt but is an incomplete response because it is unclear what the student is agreeing to do with only the initial statement (いいですよ). An error in orthography (グルプ for グループ) interferes with comprehensibility. It could have earned a higher score had it responded to the statement more completely and demonstrated better control of language.