

2024



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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**
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**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)**

## Interpersonal Writing: Text Chat 1

### Sample: A

はい、学んでいます。日本の文化には、いろんなゲームやおもちゃのことが知っています。たとえば、けんだまや、かるたや、いろんな子供向けのおもちゃについて知っています。

### Sample: B

学校で、たくさん日本の文化を習えました。たとえば、なつまつりです。

### Sample: C

日本のふうんかは思いしろいいです。

## Interpersonal Writing: Text Chat 1 (continued)

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

### Overview

Text Chats 1–6 evaluate students' interpersonal communicative writing skills through a simulated exchange of text messages. The prompt includes a statement in English identifying an interlocutor and the conversation topic, followed by a series of brief messages to which students must respond. Each message consists of a chat entry in Japanese and a brief direction in English that provides guidance on what is expected in the response. Students have 90 seconds to read and respond to each message in the text-chat exchange.

Students participated in a text-chat exchange on this year's exam with Yui Yamada, a news reporter, about studying Japanese culture.

To respond successfully, students needed to:

1. explain what they have learned about Japanese culture;
2. provide specific examples of how they study Japanese culture;
3. explain their preferences;
4. give their opinions about Japanese culture;
5. describe the types of Japanese culture they would like to experience in Japan; and
6. offer advice to those planning to study Japanese language and culture.

Each of the six responses is evaluated holistically 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 and provides a thorough and appropriate response (i.e., 日本の文化には、いろんなゲームやおもちゃのことが知っています。たとえば、けんだまや、かるたや、いろんな子供向けのおもちゃについて知っています)。This response exhibits natural, easily flowing expressions with a clear progression of ideas (e.g., 日本の文化には、いろんなゲーム; たとえば、けんだまや、かるたや、いろんな子供向けのおもちゃ)。It is well organized and coherent and consistently uses register and style appropriate to the situation. Orthography and mechanics are virtually error free. The response exhibits rich vocabulary (e.g., かるた; 子供向け) and excellent use of syntactic structures with sporadic errors (e.g., 日本の文化には for 日本の文化については ; おもちゃのことが for おもちゃのことを).

## Interpersonal Writing: Text Chat 1 (continued)

### Sample: B

#### Score: 4

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an example (i.e., 学校で、たくさん日本の文化を習えました。たとえば、なつまつりです)。It generally exhibits ease of expression with minor errors in orthography that do not interfere with readability (i.e., 習えました for 習いました). This response has a consistent use of register and style appropriate to the situation. This response uses appropriate but limited vocabulary and simple syntactic structures (i.e., たとえば、なつまつりです; たくさん日本の文化を習えました). This response would have earned a higher score if it had provided more information about Japanese culture, using more varied vocabulary and syntactic structures.

### Sample: C

#### Score: 2

This response suggests a lack of competence in interpersonal writing. It addresses the prompt marginally by mentioning ぶんか and provides an incomplete answer. Labored expressions such as ぶんか and 思いしろいいです significantly interfere with comprehensibility. Errors in orthography and mechanics also interfere with readability (e.g., ぶんか for 文化; 思いしろいい for おもしろい). The response exhibits insufficient vocabulary and limited control of syntactic structures. This response would have earned a higher score if it had addressed the prompt completely, explaining more about Japanese culture, and exhibited a better control of language.

## Interpersonal Writing: Text Chat 2

### Sample: A

私は、日本のアニメや映画などを見て学んでいます。日本のアニメはとても綺麗で、内容も面白いです。学校のイベントや、文化のイベントに参加しているキャラクター達の話は、とてもです

### Sample: B

本を読んで新しい単語をだり、映画で人の会話を聴きながら勉強しています。

### Sample: C

私は日本の友達があて、彼達から勉強のじぎよおやてます

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

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt by indicating ways that culture is studied, specifically mentioning anime and films. The response is appropriate and thorough, as elaboration and detail are included (i.e., 日本のアニメはとても綺麗で、内容も面白いです). The manner of expression is natural and flows easily (e.g., 日本のアニメや映画などを見て学んでいます; とても綺麗で、内容も面白いです; 参加しているキャラクター達の話). There are no errors in orthography or mechanics. The register and style are consistent and appropriate to the situation (e.g., 学んでいます; です; です), namely, communicating with a news reporter. The response makes excellent use of grammar and syntax (e.g., アニメや映画など; とても綺麗で; 文化のイベントに参加しているキャラクター達). The last phrase (i.e., とてもです) seems to be missing a word, but the message is conveyed.

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

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response by indicating that the culture is studied through reading books and listening to conversations in films. The style used is appropriate (i.e., 勉強しています). The vocabulary is also appropriate for the situation but is somewhat limited. The response uses appropriate syntax structures (e.g., たり; ながら), although it contains an error in a phrase (i.e., 単語をだり should be something like 単語を学んだり). The response would have earned a higher score with better use of vocabulary and grammar.

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

This response suggests a lack of competence in interpersonal writing. It directly addresses the prompt by providing a method used in studying culture. The response is appropriate but incomplete. The labored expression in the latter half of the response (i.e., 勉強よのじぎよおやてます) interferes with comprehensibility, and orthographic errors (e.g., じぎよお for じゅぎょうを) interfere with readability as well (e.g., がら; 勉強よ; じぎよ). The style is appropriate using the ます form, but the response displays limited control of grammar (e.g., あて for あって; やて for やって), with errors making the intended structure unclear (e.g., じぎよおやてます). This response would have earned a higher score by providing an additional way of studying culture with more accurate orthographic representation and a better control of language.



### Interpersonal Writing: Text Chat 3

#### Sample: A

ある時、春祭りのプロジェクトを取り組みました。日本語授業の友達と一生に、落語についてブースと発表を作りました。クラスの前で、落語をやってみました。それはとても楽しかったと思います。

#### Sample: B

8年生で日本に行くと東京に行きました。そしてラーメンがたくさん食べたとアメリカに変えるときにながいのれーぼーとでかきました。

#### Sample: C

私は日本の節分ぼプロジェクト

**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 explaining the preference of what Japanese cultural project was most enjoyable. Furthermore, elaboration is provided by details of the cultural project in which the respondent engaged (e.g., 日本語授業の友達と一生に、落語についてブースと発表を作りました; クラスの前で、落語をやってみました). The response is well organized and coherent with a clear progression of ideas how the project was done (e.g., ある時; クラスの前で; それは). Orthography and mechanics are virtually error free except for 一生に for 一緒に. Register and style are consistent and appropriate to the situation. The response contains rich vocabulary (e.g., 春祭り; 取り組みました; 落語). Excellent use of grammar and syntax are evident with minimal errors (e.g., ブースと発表を作りました for ブースを作って発表をしました). A minor error in particles (e.g., プロジェクトを取り組みました for プロジェクトに取り組みました) does not interfere with comprehensibility.

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

This response demonstrates competence in interpersonal writing. It directly addresses the prompt with the student explaining the preference of what Japanese culture-related activity was most enjoyable (e.g., アメリカに変えるときにながいのれーぽーとをかきました。). Strained or unnatural flow of expressions does not interfere with comprehensibility (e.g., 8年生で日本に行くと; ラメーンがたくさん食べたと). Errors in orthography and mechanics do not interfere with readability (e.g., 8年生で日本に行くと; ラメーンがたくさん食べたと; アメリカに変える for アメリカに帰る; ながいのれーぽーと for 長いレポート). Errors in particles do not interfere with readability (e.g., れーぽーとをかきました for れーぽーとをかきました; ながいのれーぽーと for 長いレポート). The response contains appropriate but limited vocabulary and structures (e.g., 東京に行きました; かきました). This response would have earned a higher score had it contained a wider variety of vocabulary, used more complex grammatical structures with accuracy, and included more elaboration and detail.

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

This response suggests a lack of competence in interpersonal writing. The answer is incomplete because it does not clearly explain whether the mentioned project (e.g., 節分) was enjoyable. Errors in orthography interfere with readability (e.g., ぼロジェクト). It includes insufficient vocabulary and demonstrates limited control of language. The response would have earned a higher score had it answered the question more directly and demonstrated better control of language use.

## Interpersonal Writing: Text Chat 4

### Sample: A

日本の文化は他の国の文化ととても違います。日本の学校生活や日本の歴史などがとても面白いです。日本では一人ですが学校に行くことがびっくりしました。

### Sample: B

日本文化とアメリカ文化はとてもちがうです。でも日本文化はいいと思います。

### Sample: C

日本の家族ユネート思います。

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

This response demonstrates excellence in interpersonal writing by directly addressing the prompt and providing a very thorough and appropriate response. The inclusion of elaboration and detail, such as 日本では一人でが学校に行くことがびっくりしました, shows a deep engagement with the topic and a clear effort to provide specific examples. The expression flows naturally and easily, exemplified by sentences like 日本の文化は他の国の文化ととても違います。日本の学校生活や日本の歴史などがとても面白いです。 Orthography and mechanics are virtually error free. The consistent use of register and style are appropriate to the situation, as seen in phrases like 違います, 面白いです, and びっくりしました. The vocabulary is rich and varied with terms like 他国 and びっくり. Moreover, the excellent use of grammar and syntax is evident, with only minimal errors, such as 一人でが学校に行くことがびっくりしました instead of the more accurate 一人で学校に行くことにびっくりしました. Additionally, this response demonstrates cultural awareness, as illustrated by the observation about children going to school alone in Japan. This insight shows a thoughtful consideration of cultural differences and enhances the authenticity and relevance of the response.

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

This response demonstrates competence in interpersonal writing by directly addressing the prompt and providing an appropriate response, as illustrated by 日本の文化はいいと思います. There are some errors in orthography, such as ちがうです instead of ちがいます, but they do not interfere with readability. The use of register and style is appropriate for the situation with phrases like ちがうです and 思います. The vocabulary use is appropriate but limited. Terms such as 日本文化; アメリカ文化; ちがう, and いいと思います are suitable but do not show a wide range of expression. The response makes appropriate use of grammatical and syntactic structures, while there are some errors in more complex sentences. For example, 日本文化とアメリカ文化はとてもちがうです should be 日本文化とアメリカ文化はとてもちがいます. To earn a higher score, the response would have benefited from using more varied vocabulary and complex structures.

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

This response suggests a lack of competence in interpersonal writing by directly addressing the prompt but providing an appropriate yet incomplete answer. Errors in orthography, such as ユネート instead of ユニーク, interfere with readability and make it challenging for the reader to understand the intended meaning. The insufficient vocabulary frequently interferes with comprehensibility. Inappropriate vocabulary use, such as ユネート for ユニーク, further diminishes the clarity of the response. Limited control of grammatical and syntactic structures results in fragmented language. For example, 日本の家族ユネートと思います should be 日本の家族はユニークだと思います. More information and a better control of language would have earned a higher score.

## Interpersonal Writing: Text Chat 5

### Sample: A

私は、日本の自動販売機を見て、使ってみたいです。色々の種類のみものやたべものがはいつていて、安くて美味しく変えるのでぜひ使いたいです。

### Sample: B

京都に神社とおてらに行ってみたくて、大阪に食べ物を食べてみたいです。

### Sample: C

居とと北海道を行つたいがほしいね。

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

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt with thoroughness and detail about the student's desire to try out Japanese vending machines (i.e., 色々の種類ののみものやたべものがはいついて、安くて美味しく変える). In describing the appeal of these automated machines, there is a clear progression of ideas through the use of cohesive devices (e.g., ので) and rich vocabulary (e.g., 自動販売機 ; 種類). Delivery is generally natural and easily flowing, although 自動販売機を見て could be better phrased as 自動販売機を使ってみたいです. Sporadic errors (e.g., 色々の種類 should be 色々な種類) are minor and do not interfere with overall comprehensibility. An error in kanji conversion (i.e., 変える should have been 買える) and the absence of kanji in three consecutive words (i.e., のみものやたべものがはいついて) somewhat impede readability, but the rest of the response is typed appropriately with kanji from the AP kanji list. Register and style are consistent and appropriate to situation.

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

This response demonstrates competence in interpersonal writing. The student directly addresses the prompt by expressing a wish to do activities at two different cities in Japan (i.e., 京都 ; 大阪). However, the two experiences are combined into one sentence a little awkwardly with 行ってみたいで. It would have been better to separate them into two sentences and add a cohesive device such as そして at the start of the second sentence. Particle errors (e.g., 京都に could be 京都で or 京都の ; 大阪に should be 大阪で) do not interfere with comprehensibility. All kanji from the AP kanji list are typed with the exception that てら can be typed as 寺. Register and style are consistent and appropriate to the situation. This response would have earned a higher score had it contained more detail using appropriate grammatical 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 a statement of wanting to go to specific places in Japan (i.e., 居とと北海道), but the labored expression (行ったいがほしいね would be better written as 行きたいです or 行ってみたいで) contributes to the impression of limited language use. The initial error in orthography (居と instead of 京都) significantly affects both readability and comprehensibility. The response would have earned a higher score if it had demonstrated better control of language use and correct orthography.

## Interpersonal Writing: Text Chat 6

### Sample: A

まず、音楽をいっぱい聞いたほうがいいと思います。歌詞を見て、何かがわからないと、辞書を使って、歌詞の意味をゆっくり考えてみて方が良いと思います。

### Sample: B

はい。私のアドバイスはかんじが日本語にとってもたいせつから、よくべんきょうの方が良いと思います。

### Sample: C

私のアドバイス、日本語か文化が本当に好きして

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

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt (i.e., まず、音楽をいっぱい聞いたほうがいいと思います) and provides a very thorough and appropriate answer, including elaboration and details (e.g., 何かがわからないと、辞書を使って; 歌詞の意味をゆっくり考えてみて方が). The delivery exhibits natural and easily flowing expressions. Orthography and mechanics are virtually error free. The response uses consistent register and style appropriate to the situation. The response contains rich vocabulary (音楽; 歌詞; 辞書; 意味) and excellent use of syntactic and grammatical structures (聞いたほうがいい; 何かがわからないと) with minimal errors (みて方が for みた方が).

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

This response demonstrates competence in interpersonal writing. This response directly addresses the prompt and provides an appropriate response (i.e., よくべんきょうの方が良い). The unnatural flow of expression does not interfere with comprehensibility. There are no significant errors in orthography and mechanics, but some words can be written using AP kanji (e.g., かんじ for 漢字; べんきょう for 勉強). The use of register and style of this response are appropriate to the situation. It uses appropriate but limited vocabulary (e.g., かんじ; たいせつ) and grammatical and syntactic structures with minimal errors (e.g., たいせつから for たいせつだから; べんきょうの方が for 勉強した方が). Use of varied vocabulary and more complex structures would result in a higher score.

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

This response suggests a lack of competence in interpersonal writing. It attempts to directly address the prompt (i.e., 私のアドバイス), but the labored expression, such as 私のアドバイス、日本語か文化が, makes the answer incomplete. Insufficient vocabulary interferes with comprehensibility, and the limited control of grammatical and syntactic structures results in fragmented language (i.e., 日本語か文化が本当に好きして). The response would have earned a higher score if it provided more specific advice with a better control of language.