

# AP<sup>®</sup> JAPANESE LANGUAGE AND CULTURE

## 2013 SCORING GUIDELINES

### Interpersonal Writing: Text Chat

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> Demonstrates excellence in interpersonal writing	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</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>	<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>
<b>5</b>	<b>VERY GOOD</b> Suggests emerging excellence in interpersonal writing	<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>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>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>
<b>4</b>	<b>GOOD</b> Demonstrates competence in interpersonal writing	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate response</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>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>
<b>3</b>	<b>ADEQUATE</b> Suggests emerging competence in interpersonal writing	<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>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>Some inappropriate vocabulary and idioms interfere with comprehensibility</li> <li>Errors in grammatical and syntactic structures sometimes interfere with comprehensibility</li> </ul>
<b>2</b>	<b>WEAK</b> Suggests lack of competence in interpersonal writing	<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>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>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>
<b>1</b>	<b>VERY WEAK</b> Demonstrates lack of competence in interpersonal writing	<ul style="list-style-type: none"> <li>Addresses prompt minimally or marginally</li> </ul>	<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>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>
<b>0</b>	<b>UNACCEPTABLE</b> Contains nothing that earns credit	<ul style="list-style-type: none"> <li>Mere restatement of the prompt</li> <li>Clearly does not respond to the prompt</li> <li>“I don’t understand,” “Please repeat,” or equivalent in Japanese</li> <li>Not in Japanese</li> <li>Blank</li> </ul>		

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## Text Chat 1 Sample A

私はクパティノという町に住んでいて、家から学校までは15分ぐらいかかります。通行がいい日は12分しかかかりませんが、通行止めとかがある日は25分もかかつことがあります。

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**Text Chat 1  
Sample B**

私は学校に行く時30分ぐらいかかります。家をちょっとといたのでバスを乗って行きます。

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**Text Chat 1**  
**Sample C**

私は いちくらいに かかりました。

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## 2013 SCORING COMMENTARY

### Interpersonal Writing: Text Chat 1

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

#### Overview

This task evaluated writing skills in the interpersonal communicative mode by having students respond as part of a simulated exchange of text-chat messages. The prompt comprised a statement in English identifying an interlocutor and conversation topic, and a series of six brief messages to which the student responded. Each message consisted of a chat entry in Japanese and a brief direction in English that provided guidance on what is expected in the response. Students were asked to participate in an exchange of text-chat messages with a pen pal, Hiro Kawada, about commuting to high school. Students were asked to (a) respond to the question about their commuting time, (b) respond to the question about their means of transportation for commuting to school, (c) explain their opinion about which is better—taking a bus or train (public transportation) or driving to go to school, (d) give their opinion about high school students driving to school, (e) give at least one example of activity that they do on the way to school, and (f) pose a specific question about Japanese high school students' commute.

Students had 90 seconds to read the message and respond at each turn in the text-chat exchange. Each of the six responses received a holistic score based on how well it accomplished the assigned task, and all six scores counted equally in calculating the total score.

#### Sample: A

##### Score: 6

This response directly addresses the prompt and provides a very thorough and appropriate answer. The response includes elaboration and detail and earned a score of 6. There is an error in orthography that does not significantly impede comprehensibility (かかつ). However, it is apparent that the student has control over this vocabulary item because it is written correctly elsewhere in the response (かかります). Otherwise, the delivery exhibits natural, easily flowing expression throughout. Language use shows some rich vocabulary (通行; 通行止め) and idioms (通行がいい) albeit somewhat unnatural in this context (a more natural expression would be 交通量が少ない or 車が少ない). Language use presents excellent use of grammar and syntax without error.

#### Sample: B

##### Score: 4

This response directly addresses the prompt and provides an appropriate answer, responding in a complete manner by mentioning the means of transportation (bus), and the reason why it is necessary to take a bus (the student's home is far from the school), and earned a score of 4. There is an error in orthography (とい for とおい) that does not significantly impact comprehensibility. Language use shows appropriate but limited vocabulary and idioms. There are two errors in grammar (を in 家ををちょっととい should be が; を in バスに乗って should be に) that interfere with comprehensibility. There is an error in orthography (とい for とおい) that does not significantly impact comprehensibility. Language use shows appropriate but limited vocabulary and idioms. There are two errors in grammar (を in 家ををちょっととい should be が; を in バスに乗って should be に) that interfere with comprehensibility.

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**Interpersonal Writing: Text Chat 1**

**Sample: C**

**Score: 2**

This response directly addresses the prompt by providing a number (いち) but lacks a unit of time. It is an appropriate but incomplete response and earned a score of 2. Language use shows a limited control of grammar (に in ... くらいに should not be used). The use of the past tense (かかりました) instead of the present tense is not appropriate, because the prompt refers to habitual practice. This error interferes with comprehensibility. The meaning of the keyword in いち can be ambiguous because it is written in hiragana (instead of using the Arabic numeral '1' or kanji '一'). Overall, this response suggests lack of competence in interpersonal writing. A complete answer and fewer errors in language use would have earned a higher score.

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**Text Chat 2  
Sample A**

ふつうは電車と地下鉄で学校に行きます。地下鉄だけでも学校に行けますが、まず電車を使うのはもっと速いです。電車の料金は地下鉄の料金より高いですが、電車はとてもべんりです。

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**Text Chat 2  
Sample B**

私は私の車に運転します。そして時々バスに乗ります



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**Text Chat 2  
Sample C**

学は好きじゃないです。バースに行って d

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### Interpersonal Writing: Text Chat 2

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

**Sample: A**

**Score: 6**

This response demonstrates excellence in interpersonal writing. With the initial sentence (ふつうは電車と地下鉄で学校に行きます), there is a direct and suitable answer regarding one's method of transportation to school. Additional detail is provided to the merits of utilizing two different modes of transportation (電車と地下鉄) instead of just one (地下鉄). While まず is somewhat unnatural within this context, overall the expressions are natural and easily flowing. べんり could have been typed in kanji, in parallel with the rest of the words, which are presented without error in kanji. The use of register and style are consistent and appropriate to the situation.

**Sample: B**

**Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt, includes two different modes of transportation (車 and バス), and utilizes two different yet appropriate verbs (運転します and 乗ります) to describe riding them. 私は私の車に運転します is an unnatural expression, but does not necessarily impede comprehensibility. There are no mistakes in the use of kanji from the AP kanji list. Vocabulary and sentence structures are appropriate but limited. The lack of a period at the end is a mechanical error, but does not interfere with readability. This response would have earned a higher score if it had included more detail and used more complex grammatical and syntactic structures.

**Sample: C**

**Score: 2**

The response directly addresses the prompt by including バース. The response is incomplete because it cuts off with a stray English letter に行って d. The lack of cohesion between the first and the second sentence makes the response semantically unclear. The orthographical error バース (for バス) may not impede readability, but it is the key word in terms of task completion. A possible mistake of typing 学 instead of 学校 further affects comprehensibility. There is limited control of syntactic structures (バースに行って d); the student may have intended to write バスに乗って. This response demonstrates a lack of competence in interpersonal writing. Completing the second sentence properly and using a more appropriate verb (乗る instead of 行く; or 乗っていく), would have earned this response a higher score.

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**Text Chat 3**  
**Sample A**

僕は車で学校に行くのが一番好きです。なぜかと言うと、僕は行きたい時に学校に行ける自由があるのが好きだからです。

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**Text Chat 3  
Sample B**

そうですね、私は車で行くの方がもっといいと思います。なぜならば、バスはちょっとあぶないだと思ひます。

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**Text Chat 3  
Sample C**

バス は たかくない だから

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## Interpersonal Writing: Text Chat 3

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

### **Sample: A**

**Score: 6**

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt and provides a thorough and appropriate answer. Expression flows easily. No orthographic or mechanical errors are present. The use of register and style is consistent and appropriate to the situation. An advanced-level vocabulary word (自由) is used. The solid grammatical and syntactic construction is evident and error free.

### **Sample: B**

**Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate answer. Limited control of grammar (行くの方, あぶないだと) contributes to the strained or unnatural flow of expression, but comprehensibility is not affected. There are no orthographic or mechanical errors. The register and style are used consistently and appropriately. Limited but appropriate vocabulary is used. Grammar and syntax are generally appropriate with the exception of the complex structure that begins with なぜならば (should be なぜならば～からです). If the response contained richer vocabulary and more elaboration or detail using complex grammatical structures accurately, it would have earned a higher score.

### **Sample: C**

**Score: 2**

This response suggests lack of competence in interpersonal writing. It directly addresses the prompt but provides an incomplete answer. Although there are no significant orthographic or mechanical errors, a basic kanji like 高 is not used for たかの たかく, which reduces readability. Spaces are used between words in an unconventional manner. Vocabulary is insufficient and grammatical and syntactic control is limited. Fragmented language and labored expression interfere with readability and comprehensibility. Better control of grammatical and syntactic structure would have earned this response a higher score.

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**Text Chat 4  
Sample A**

私は高校生は車を運転しない方がいいと思います。なぜなら、車はきけんだし、とっても高いので、きよつけてないと、大変なことに成るからです。

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**Text Chat 4  
Sample B**

高校生が車を運手してるいいと思います。



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**Text Chat 4  
Sample C**

私は くるまで つかうするが とおもいます。

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### Interpersonal Writing: Text Chat 4

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

**Sample: A**

**Score: 6**

This response directly addresses the prompt and provides a very thorough and appropriate response including elaboration and detail. The expression flows naturally and easily. Orthography and mechanics are virtually error free. Generally, the use of kanji is very good, although 気 from the AP kanji list could be used for き of きよ[sic]つけてない to enhance readability. The appropriate register and style are used consistently and appropriately. A variety of appropriate vocabulary is used. The response uses excellent grammar and syntax (e.g., ない方がいい; なぜなら ... からです; ... し; ... と, ... ことに成る) with minimal errors. よ of きよつけてない is probably a typo and should be を.

**Sample: B**

**Score: 3**

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt and provides a basic but appropriate answer. There are no orthographic or mechanical errors. The register and style are appropriate. However, the incorrect word choice (選手) and inappropriate grammar (してるいい) result in strained or unnatural flow of expression that could interfere with comprehensibility. Better control of grammar and a greater variety of vocabulary could have earned this response a higher score.

**Sample: C**

**Score: 2**

This response directly addresses the prompt and provides an appropriate but incomplete answer; it is incomplete because the response does not provide a complete message. No orthographic errors are present and labored expression frequently interferes with comprehensibility. The vocabulary is limited to very basic words (私, くるま, つかう, おもいます). The limited control of grammatical and syntactic structures and vocabulary interferes with comprehensibility and results in fragmented language. This response would have earned a higher score if it showed better control of language use.

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**Text Chat 5  
Sample A**

僕は車に乗れば宿題をしたり新しい本を読んだり携帯電話で友達と話したりします。でも朝からだいたい車で寝ることにします。そして、学校に起きていますから。

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**Text Chat 5  
Sample B**

いつも、けいたいで友達と電話をします。それとも、勉強をします。

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**Text Chat 5  
Sample C**

音楽を聞っ

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## 2013 SCORING COMMENTARY

### Interpersonal Writing: Text Chat 5

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

**Sample: A**

**Score: 6**

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt and provides a thorough and appropriate response including elaboration and detail. Although some expressions may not be as smooth as they could be (そして、学校に起きていますから could more idiomatically be expressed as そうしたら、学校で起きていられますから), the response generally exhibits easily flowing expression. The orthography and mechanics are virtually error free. The response uses a variety of vocabulary (宿題、携帯電話) and exhibits appropriate use of a variety of grammatical and syntactic structures (～ば、～たり～たり、～ことにします、～から).

**Sample: B**

**Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response. The inappropriate use of それとも disrupts the flow of expression; それから orあるいは is more appropriate. The response is also limited to simple sentence structures. There are no orthographic or mechanical errors. This response would have earned a higher score if it included complex structures with elaboration or detail.

**Sample: C**

**Score: 2**

This response demonstrates lack of competence in interpersonal writing. It directly addresses the prompt but provides an incomplete answer. It exhibits good use of kanji, but it clearly shows lack of vocabulary and grammatical and syntactic control, which interferes with comprehensibility and results in fragmented language. This response would have earned a higher score with a complete sentence.

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**Text Chat 6  
Sample A**

日本の電車はとても込んでいるだと聞きました。大変ですか。東京のような都会でたいてい日本の生徒は車で学校に行きませんか。

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**Text Chat 6  
Sample B**

日本の高校生はなにのりものをのりますか？いくらですか？



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**Text Chat 6  
Sample C**

日本では、電車で通う人と自電車で通う人、ど t t ち

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## 2013 SCORING COMMENTARY

### Interpersonal Writing: Text Chat 6

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

**Sample: A**

**Score: 6**

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt and provides a very thorough and appropriate response, including elaboration. The expression flows relatively easily. There are no orthographic or mechanical errors. It shows the consistent use of register and style appropriate to the situation. The vocabulary is used appropriately and such higher-level words as 込んでいる and 都会 are included. The response exhibits excellent use of grammar and syntax with a single error in 込んでいるだと聞きました (the だ should not be present).

**Sample: B**

**Score: 3**

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt and provides a basic but appropriate answer. There is no orthographic or mechanical error, but the appropriate use of kanji where possible would improve readability (乗りもの for のりもの). The vocabulary is mostly appropriate but basic (なにのりもの should be どののりもの). The use of grammar and syntax is also mostly appropriate (the particle を of のりものをのりますか should be に). Although this response is comprehensible, the flow of expression is somewhat strained as the response lacks a connection between the two questions. A higher score could have been earned if the questions asked were more specific and it showed better control of language use.

**Sample: C**

**Score: 2**

This response suggests a lack of competence in interpersonal writing. It addresses the prompt directly and appropriately, but does not provide a complete response. The kanji error in 自電車 interferes with comprehensibility as it could be 自転車 or 自動車. There is also an orthographical error in the question word in ど t t ち. The vocabulary used is appropriate (including 通う). A level of grammatical control is demonstrated (including the noun modification such as 電車で通う人). However, limited control of syntactic structures is evident. The response could have earned a higher score if it was provided in a complete sentence.