

2017

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# AP Japanese Language and Culture

## Sample Student Responses and Scoring Commentary

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

## 2017 SCORING GUIDELINES

### Interpersonal Speaking: Conversation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	<b>EXCELLENT</b> Demonstrates excellence in interpersonal speaking	<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>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>	<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>
5	<b>VERY GOOD</b> Suggests emerging excellence in interpersonal speaking	<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>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>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>
4	<b>GOOD</b> Demonstrates competence in interpersonal speaking	<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>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>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>
3	<b>ADEQUATE</b> Suggests emerging competence in interpersonal speaking	<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>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>Some inappropriate vocabulary and idioms interfere with comprehensibility</li> <li>Errors in grammatical and syntactic structures sometimes interfere with comprehensibility</li> </ul>
2	<b>WEAK</b> Suggests lack of competence in interpersonal speaking	<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>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>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>
1	<b>VERY WEAK</b> Demonstrates lack of competence in interpersonal speaking	<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>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>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>
0	<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 (although recording equipment is functioning) or mere sighs</li> </ul>		

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## 2017 SCORING COMMENTARY

### Interpersonal Speaking: Conversation 1

**Note:** Student 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 evaluates speaking skills in the interpersonal communicative mode by having students respond as part of a simulated conversation. It comprises a statement in English that identifies an interlocutor and conversation topic and a series of four related utterances in Japanese. Students have 20 seconds to speak at each turn in the conversation. Each of the four responses receives a holistic score based on how well it accomplishes the assigned task, and all four scores count equally in calculating the total score.

On this year's exam, students participated in a conversation with Hiroko Kikuchi, the president of an environmental club, about global warming. To successfully respond to the prompt, students had to (1) respond to the initial inquiry appropriately, (2) state their preference for gasoline-powered cars versus electric cars, (3) explain that preference, and (4) state a preferred day for a follow-up conversation.

#### Sample: A

**Score: 6**

#### Transcript of Student Response

はい、わだ、私の名前は[name of candidate]です。で、よろしくお願ひします。私は学校でいろんな地球温暖化の知識を習いましたから、地球温暖化は一番大きな問題と思ひます。よろしくお願ひします。

#### Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt and provides a very thorough and appropriate response, including a natural formulaic response (よろしくお願ひします). The flow of expression and the pacing are natural, and the pronunciation is virtually error free. Appropriate register and style are used consistently. There is rich vocabulary (知識) and idioms (~を習いましたから、~は一番大きな). The response shows excellent use of grammar and syntax with a single error (問題と思ひます should be 問題だと思ひます) which does not interfere with comprehensibility.

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## Interpersonal Speaking: Conversation 1 (continued)

**Sample: B**

**Score: 4**

### Transcript of Student Response

Ah、はい、よろしくお願いします。地球おんどんかいについて、何でも聞いてください。

### Commentary

This response demonstrates competence in interpersonal communication. It directly and appropriately addresses the prompt with a clear response to the question (はい、よろしくお願いします). It contains unnatural flow of expressions (はい、地球おんどんかい) which do not interfere with comprehensibility. The use of idioms is consistent and appropriate to the situation (~について、何でも聞いて), and the pronunciation is generally error free. It would have earned a higher score if it had included a greater variety of vocabulary and more elaboration and detail.

**Sample: C**

**Score: 2**

### Transcript of Student Response

あのう、地球の・・・いいお天気ですね。Uh・・・だから、地球の・・・天気を助けります。

### Commentary

This response suggests lack of competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate but incomplete answer. It includes frequent hesitation (Uh・・・だから). The final utterance (地球の・・・天気を助けります) demonstrates insufficient vocabulary and limited control of grammatical and syntactic structures. This response would have received a higher score if it had addressed the prompt appropriately.

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**Interpersonal Speaking: Conversation 2**

**Sample: A**

**Score: 6**

**Transcript of Student Response**

電気を使う車の方がガソリンを使う車よりもいいと思います。なぜなら、ガソリンを使う車は、え、地球温暖化の大きな原因の一つとなっているからです。電気の方がエコでいいと思います。

**Commentary**

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt and provides elaboration with rich vocabulary (地球温暖化の大きな原因の一つ). The flow of expression and the pacing are natural with no errors. Appropriate register and style are used consistently. The response shows excellent use of grammar (原因の一つとなっている; エコでいいと思います).

**Sample: B**

**Score: 4**

**Transcript of Student Response**

もちろん、電気の車の方がいいと思います。

**Commentary**

The response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (電気の車の方がいい). The grammatical structures are simple and contain no errors. The response would have received a higher score if it had included a greater variety of vocabulary and/or elaboration.

**Sample: C**

**Score: 2**

**Transcript of Student Response**

はい、ガソリンが・・・uh, 世界・・・な・・・良くないです。Uh, 僕は車で、学校・・・

**Commentary**

This response suggests a lack of competence in interpersonal speaking. It addresses the prompt, but it requires constant listener effort to understand. The expression is labored and the response contains frequent hesitations and fragmented language (ガソリンが・・・uh, 世界・・・な) which interfere with comprehensibility. This response would have received a higher score if it had demonstrated better control of vocabulary and grammatical structures.

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## Interpersonal Speaking: Conversation 3

### Sample: A

Score: 6

#### Transcript of Student Response

んと、なぜなら、ガソリン、ガソリンの車は、と、地球の空気に、二酸化炭素を出して、えー、地球を、の、地球の自然にわるいからです。でも電気の車は、あんなものがないから、地球、にいいと思います。

#### Commentary

This response demonstrates excellence in interpersonal speaking. It provides a thorough and appropriate response, including comparison between a negative aspect of gasoline-powered cars and a positive aspect of electric cars. The delivery is natural, and exhibits general ease of expression with minor hesitation or repetition. It contains an unnatural phrase (地球の自然に悪い, あんなものがない) which does not interfere with comprehensibility. The response uses complex grammar (なぜなら, ~からです, , 出して, ~がないから, 地球にいいと思います) and contains rich vocabulary (二酸化炭素, 地球, 自然).

### Sample: B

Score: 4

#### Transcript of Student Response

ガソリンの車は、地球の健康が悪くなる、なりますから。

#### Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt with an appropriate reason for not using gasoline-powered cars, but lacks additional information that might be given in the situation. The pace is generally consistent with some unnatural hesitation. It contains a phrase inappropriate to the situation (地球の健康が悪くなる). It uses appropriate grammar structure with self-correction (悪くなる、なります). The response would have received a higher score if it had provided additional pros and cons of gasoline-powered cars, demonstrated greater control of grammatical structures, and used a wider variety of vocabulary.

### Sample: C

Score: 1

#### Transcript of Student Response

ああ、電気・・・車・・・が・・・あ・・・あ・・・い・・・よ、いいです。

#### Commentary

This response demonstrates a lack of competence in interpersonal speaking. It lacks reasons appropriate to the situation. It addresses the prompt minimally in attempting to make a comprehensible comment about electric cars. It contains labored expression and repetition (・・・あ・・・あ・・・い) which necessitate listener effort. Insufficient vocabulary and control of syntactic structures significantly interfere with comprehensibility. The response could have earned a higher score if it had contained an appropriate reason, not only stating preference.

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## Interpersonal Speaking: Conversation 4

### Sample: A

Score: 6

#### Transcript of Student Response

はい、来週は、多分、月曜日が水曜日か、金曜日が、いちまんいい、と、おめいます。えっと、火曜日と木曜日には、バレーボールの、えっと、練習があるので、その日は、できないと思います。

#### Commentary

This response demonstrates excellence in interpersonal speaking. The response directly addresses the prompt thoroughly and appropriately, including several choices and a reason why the other days of the week would not work. The expression flows naturally and is easily understood. Pronunciation is almost error free except for a few insignificant mispronunciations that do not interfere with comprehensibility (e.g., いちまんいい should be 一番いい; おめいます should be 思います). A variety of appropriate and rich vocabulary is used (e.g., バレーボールの練習; その日はできない). The response uses excellent grammar and syntax (e.g., ～と思います; 練習があるので、...).

### Sample: B

Score: 4

#### Transcript of Student Response

はい、えっと一、来週月曜日、えーと、4時間ぐらい、いいです。そして、あっと、水曜日もいいです。

#### Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response. The unnatural flow of expression does not interfere with comprehensibility. It consistently uses register and style appropriate to the situation. The vocabulary is appropriate but limited. The sentence structures are simple and contain some ambiguous expressions (e.g., 4時間ぐらい、いいです). This response could have earned a higher score if it had included elaboration or detail and used a wider variety of vocabulary and complex syntactic structures.

### Sample: C

Score: 2

#### Transcript of Student Response

来週、um, 来週、たぶん、まあ・・・umm, ことし、かもな、umm, ・・・

#### Commentary

This response suggests a lack of competence in interpersonal speaking. It directly and appropriately addresses the prompt but does so incompletely, as it fails to provide a complete answer. The labored expression, the inappropriate use of vocabulary (ことし), and the limited control of syntactic structure interfere with comprehensibility. This response could have earned a higher score if it had provided a complete answer with better control of language.