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# AP Japanese Language and Culture

## Sample Student Responses and Scoring Commentary

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## 2017 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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**Interpersonal Writing: Text Chat 1**

**Sample: A**

はい、何でも聞いて下さい。私はペットを飼った事があります。この話を楽しみにしています。

**Sample: B**

はい！どうぞ！僕は、家でペットがにひきいます。

**Sample: C**

はい。僕はペットを

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## Interpersonal Writing: Text Chat 1

**Note:** Student samples are quoted verbatim and may contain 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 six 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 the response. Students have 90 seconds to read the message and respond at each turn in the text-chat exchange. Each of the six responses receives a holistic score based on how well it accomplishes the assigned task, and all six scores count equally in calculating the total score.

On this year’s exam, students participated in a text chat with Takeo Yamada, a student at their sister school, on the topic of pet ownership. To successfully respond to the prompt, students needed to (1) respond to an initial inquiry, (2) discuss what pets are popular among their friends, (3) discuss the benefits of pet ownership, (4) give advice to convince the interlocutor’s mother to allow a pet, (5) give their opinion about Japanese pet cafes, and (6) ask one or more questions about pets in Japan.

### Sample: A

#### Score: 5

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt and provides a thorough and appropriate response with some elaboration (私はペットを飼った事があります。この話を楽しみにしています). It generally exhibits ease of expression. There are no errors in orthography and mechanics. It also displays consistent use of register. Although it uses appropriate grammatical structures, the expression この話を楽しみにしています is somewhat awkward in this context. If this response had contained a more appropriate expression, such as この話題は楽しいですね, it would have earned a higher score.

### Sample: B

#### Score: 3

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt and provides a basic but appropriate answer. Unnatural flow of expression, inappropriate use of grammar (僕は、家で should be 僕の家には), errors in use of punctuation, and use of *hiragana* instead of *kanji* (にひきいます should be 二ひきいます) sometimes interfere with readability and comprehensibility. This response would have earned a higher score if it had demonstrated better control of grammatical structures.

### Sample: C

#### Score: 1

This response demonstrates a lack of competence in interpersonal writing. Insufficient vocabulary and idioms, and limited control of grammatical and syntactic structures, result in a very fragmented and incomplete response. This response would have earned a higher score had the first sentence included more than just はい, such as はい、どうぞ; はい、いいですよ; はい、なんでも聞いてください.

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**Interpersonal Writing: Text Chat 2**

**Sample: A**

友達の間で人気があるペットは犬と猫です。いつもこの話題が出てくると、友達はいつも話し合があります。

**Sample: B**

友達のは、犬と猫のペットがあります。

**Sample: C**

えと、そのペットに人気じゃない。ピングイは レイシです。

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**Interpersonal Writing: Text Chat 2**

**Sample: A**

**Score: 6**

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt and gives two examples, then elaborates by commenting further on the topic. For the most part, the expressions are natural and flowing. It displays consistent use of register, and is virtually free of orthographic and mechanical errors. It contains examples of more advanced vocabulary such as 話題 and 話し合い. The response is free of grammatical errors and includes some relatively advanced structures (人気があるペット, 出てくると). This response would have been stronger without the repetition of いつも, and also had the student produced a more natural phrase than 友達はいつも話し合いがあります, such as 友達と話します.

**Sample: B**

**Score: 3**

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt and provides a basic but appropriate answer by giving two examples. The expression is not quite natural, with some errors in grammar and word choice (友達のは, 犬と猫のペット; ペットがあります). The vocabulary and grammar are basic. This response would have earned a higher score had it displayed better control of grammatical structures and included more detail or elaboration.

**Sample: C**

**Score: 1**

This response addresses the prompt only minimally by mentioning pets. The student may be trying to explain that some pet is not popular (そのペットに人気じゃない,) but because no specific pets are mentioned, the meaning is unclear. Insufficient control of vocabulary makes the second sentence incomprehensible, as the meanings of ピングイ (ペンギン?) and (レイシ) are unclear. This response would have earned a higher score had it demonstrated sufficient control of vocabulary and grammar to give a direct answer to the prompt.

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**Interpersonal Writing: Text Chat 3**

**Sample: A**

ペットを飼っていると、動物に仲良くする事ができてとてもいいと思います。他にペットは、かわいいから、ストレスにいいです。

**Sample: B**

私の家族のペットはオビくんです。たくさんいいことがいいと思います。一番、ペットは友達で二番、ペットとあそぶは楽しいです。

**Sample: C**

遊んで、食べて、飲んではいいいとおっもう

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**Interpersonal Writing: Text Chat 3**

**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 and detail. Excellent use of syntactic structures with no errors (～ていると、～ができて～と思います。). The response flows easily for the most part and exhibits ease of expression. There is an error in particle usage (動物に should be 動物と) but it does not interfere with comprehensibility. The register and style are appropriate and consistent. The cohesive device 他に is used effectively. Using ストレスをなくすのにいい instead of ストレスにいい might have enhanced the quality of the response.

**Sample: B**

**Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response. It consistently uses register and style appropriate to the situation. The vocabulary is appropriate but limited. The sentence structures are simple and contain some errors that do not interfere with comprehensibility (e.g., いいことがいい; あそぶは). Strained flow of expression and mistakes on mechanics, such as inappropriate location of comma, do not interfere with comprehensibility (一番、ペットは友達で二番、). This response could have earned a higher score if it had included elaboration or detail, 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 attempts to directly address the prompt. However, the labored nature of the expression and the choice of verbs result in ambiguity about whether the student is writing about the benefit of having a pet, or about things beneficial to pets (食べて、飲んで seem likely to be referring to what pets do, rather than what humans do.) The response would have earned a higher score had it been clear that the student understood the question and was answering it directly.



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**Interpersonal Writing: Text Chat 4**

**Sample: A**

おかさんにちゃんと説明して、ペットのかわいさを教えたいと思います。誰でもかわいいものが好きだと思いますから。私は私の母にそう言いましたから、彼女がペットが好きになりました。

**Sample: B**

お母さんとはなすのほうがいい。ペとはとてもすばらしい！お母さんはわからない

**Sample: C**

ちゃんとせわおするやくそくを s h

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## Interpersonal Writing: Text Chat 4

### Sample: A

Score: 6

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt and provides a very thorough and appropriate answer. The response begins with offering advice, and then provides elaboration and detail with respect to that specific advice (誰でもかわいいものが好きだ; 私の母にそう言いました). The delivery exhibits natural and easy flowing expression, though the second statement is slightly unnatural (私は私の; 彼女が). Orthography and mechanics are almost error free (おかさん should be おかあさん). The response uses consistent register and style appropriate to the situation. The response contains rich vocabulary (ちゃんと, 説明, ペットのかわいさ) and excellent use of syntactic and grammatical structures (誰でも, ~と思いますから) with minimal errors (教えたい should be 教えたらいい; 彼女が should be 母は).

### Sample: B

Score: 4

This response demonstrates competence in interpersonal writing. This response directly addresses the prompt and provides an appropriate response (お母さんとはなす). Unnatural flow of expression with no transitional elements does not interfere with comprehensibility. The errors in orthography (ぺと should be ペット) and mechanics (no punctuation at the end) do not interfere with readability. The use of register and style of this response are appropriate to the situation. It uses appropriate but limited vocabulary (とても, すばらしい) and grammatical and syntactic structures with minimal errors (はなすのほうが should be はなしたほうが; わかない should be わからない). If the response contained richer vocabulary and more elaboration or detail using more complex grammatical structures, 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 and provides an appropriate but incomplete answer (やくそくをし). This syntactically incomplete response has frequent errors in orthography (ちゃんと should be ちゃんと; せわおする should be せわをする) which interfere with comprehensibility. The response could have earned a higher score if it had demonstrated better control of language use, in a complete sentence, advising to make a promise to take care of the pet properly.

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**Interpersonal Writing: Text Chat 5**

**Sample: A**

猫とか動物が好きですから、この遊べるカフェがいいだと思います。なぜなら、人々はかわいいペットと遊べますから。

**Sample: B**

すごいと思います。私はペット大好きからカフェはいいことです。

**Sample: C**

ペットはすごい。かわいいとたくさんことおおしえ

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**Interpersonal Writing: Text Chat 5**

**Sample: A**

**Score: 5**

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt and provides a thorough and appropriate response. It generally exhibits ease of expression. It uses a variety of vocabulary (動物, なぜなら) and appropriate grammatical and syntactic structures (～から～と思います; なぜなら～から) with one error (いいだと思います should be いいと思います). If this response had used richer vocabulary and idioms, and contained more elaboration, it would have earned a higher score.

**Sample: B**

**Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response. The response uses appropriate but limited vocabulary (すごい, 大好き, いい), and contains an error in orthography (思ういます should be 思います). It exhibits appropriate use of grammatical structures (～と思います; ～から～です), but with some errors (ペット大好きから should be ペットが大好きだから). If the response had contained richer vocabulary and more elaboration or detail, and had used more complex grammatical structures, it would have earned a higher score.

**Sample: C**

**Score: 1**

This response demonstrates a lack of competence in interpersonal writing. The opinion being expressed is off-topic as it concerns pets and not pet cafes. The mention of ペト (ペット) is a minimal connection to the prompt. Limited control of grammar (かわいいと should be かわいくて) and frequent errors in orthography (ペト should be ペット, たくさ n こと should be たくさんのこと, おおしえ should be をおしえ) significantly interfere with comprehensibility.

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**Interpersonal Writing: Text Chat 6**

**Sample: A**

最近、日本に一番人気があるペットはなんですか。日本にはペットと遊ばれる場所がありますか。日本でペットの食べ物はどうなタイプがありますか。日本でペット病院はたくさんありますか。

**Sample: B**

はい質問があります。日本ではどのペットが子供に人気があるんですか。後日本で一番かっているペットはなんですか。

**Sample: C**

私はペットを s c

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**Interpersonal Writing: Text Chat 6**

**Sample: A**

**Score: 5**

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt thoroughly and appropriately and includes elaboration. It exhibits general ease of expression. It contains complex structures in 一番人気があるペット and 遊ばれる場所. The errors (日本に一番人気 should be 日本で一番人気; 遊ばれる should be 遊べる) do not interfere with comprehensibility. A variety of appropriate vocabulary is used (最近, 場所). The grammar and syntax are very good, and appropriate register and style are used consistently. The response could have earned a higher score if it had a greater variety of sentence structures.

**Sample: B**

**Score: 4**

This response demonstrates competence in interpersonal writing. It directly and appropriately addresses the prompt. The unnatural flow of expression (日本で一番かっているペットとは should be 日本でみんなが一番かっているペットは) and inappropriate vocabulary (どの should be どんな in this situation) do not interfere with comprehensibility. The errors in mechanics (はい質問があります should be はい、質問があります) and orthography (ペットと should be ペット; かっている should be かっている) only slightly interfere with readability. Simple sentence structures are used throughout the response. It consistently uses register and style appropriate to the situation. This response could have earned a higher score if it had included elaboration or detail, and used a wider variety of vocabulary and syntactic structures.

**Sample: C**

**Score: 1**

This response demonstrates a lack of competence in interpersonal writing. It addresses the prompt only marginally by mentioning pets. It displays insufficient vocabulary, and the student refers to him/herself, rather than clearly starting a question about pets in Japan. Limited control of grammar is demonstrated in the inability to complete a question. The response would have earned a higher score if it had clearly responded to the prompt and demonstrated better control of language use.