

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

## 2015 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>		

# AP<sup>®</sup> JAPANESE LANGUAGE AND CULTURE 2015 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 the student's speaking skills in the interpersonal communicative mode by having them respond as part of a simulated conversation. It comprises a statement in English identifying 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.

The task on the 2015 exam directed students to engage in a conversation with Hiro Yamamoto, a Japanese student, about an upcoming event. Students were expected to (a) give advice to Hiro regarding the choice between informal and formal attire for the concert on Friday, (b) suggest a place to eat after the concert, (c) respond to Hiro's request to go to the concert together, and (d) react to Hiro's remark about looking forward to the concert experience.

### Sample: A

Score: 6

### Transcript of Student Response

ええ、そうですね。あー、ロックのコンサートですから、uh Tシャツとジーンズは、大丈夫だと思いますが、えー、もっと、上品な服が、uh を、着たいのなら、それも大丈夫だと思います。

### Commentary

The response is thorough and detailed, containing an assurance that T-shirt and jeans are acceptable and enhancing this choice with a reason (ロックのコンサートですから). Furthermore, the response goes on to say that more sophisticated clothing is acceptable as well. Complex structures with cohesive devices (～なら、～と思います) and rich vocabulary (上品な服) are evident. There are some hesitations, but these pauses do not interfere with overall comprehensibility. Register and style are used consistently and appropriately. The response demonstrates excellence in interpersonal speaking.

### Sample: B

Score: 4

### Transcript of Student Response

・・・はい、あー、えとー、Tシャツは、いいけどおう、ファマ、フォーマルの、uh、s-服は、服も、あー、いいですu。

### Commentary

The response addresses the prompt directly by stating that both a T-shirt and formal clothes are good choices for attire, though without elaboration. While pauses and hesitations are noticeable, they do not necessitate special listener effort. The syntactic structure is error free and pronunciation is self-corrected (ファマ、フォーマルの; s-服は、服も). Register and style are appropriate to the situation. The response would have been stronger if the student had spoken at a smoother pace and elaborated further, such as explaining why both choices are acceptable. The response demonstrates competence in interpersonal speaking.

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2015 SCORING COMMENTARY**

**Interpersonal Speaking: Conversation 1 (continued)**

**Sample: C**

**Score: 2**

**Transcript of Student Response**

ふたつのほう、もうが、あ、いい。

**Commentary**

The response addresses the prompt by stating a recommendation (ふたつのほう、もうが、あ、いい) with a comparative structure, even though it does not specifically mention either formal or casual clothes. While it appears that the student is attempting to say “both choices are o.k.,” it requires significant effort on the part of the listener to understand. Additionally, the unnatural flow characterized by frequent pauses impedes comprehensibility. A better control of grammar and smoother delivery would have resulted in a higher score. The response suggests a lack of competence in interpersonal speaking.

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## Interpersonal Speaking: Conversation 2

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.

**Sample: A**  
**Score: 5**

### Transcript of Student Response

えーと、あー、コンサートの後で、えーと、um、ah 人気があるレストランで食べ物を食べる、um、あ食べよう。えーと、そして、食べるの後で、えーと買い物しよう。

### Commentary

This response directly addresses the prompt and provides an appropriate answer with elaboration. Vocabulary, grammar, and syntactic structures with complex structure (e.g., 人気があるレストランで) are used appropriately. Although the response includes frequent hesitations, a syntactic error (食べるの後で) and self-correction of an error (食べる is corrected to 食べよう), they do not significantly distract from the message. In addition, the use of register and style is appropriate to the situation (e.g., 食べよう, しよう). If additional elaboration were included with rich vocabulary and idioms, the response would have earned a higher score. Overall this response suggests emerging excellence in interpersonal speaking.

**Sample: B**  
**Score: 3**

### Transcript of Student Response

コンサートの後、で、レストラン、に行きます。えっと、レストランは、えっと、なにも、ですね。

### Commentary

This response suggests emerging competence in interpersonal speaking. It directly addresses the prompt and provides a basic answer. The grammatical structure is appropriate. However, unnatural flow of expression with some hesitation, and the end (e.g., なにも、ですね), interfere with comprehensibility. The response would have earned a higher score if the delivery were smoother and language use were more appropriate and accurate with clearer sentence ending remarks (e.g., using a suggestion like 行きましよう instead of 行きます for the first sentence). Overall this response suggests emerging competence in interpersonal speaking.

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

### Transcript of Student Response

えーっと、えーっと、あの一・・えーっと、どこ一、えー、えーっと一、なにも、よ、どこ

### Commentary

This response demonstrates a lack of competence in interpersonal speaking. The answer mainly consists of hesitation and addresses the prompt only marginally (どこ). Insufficient vocabulary and limited control of grammatical structures result in fragmented language.

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## 2015 SCORING COMMENTARY

### Interpersonal Speaking: Conversation 3

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.

#### Sample: A

Score: 6

#### Transcript of Student Response

はい、もちろん一緒に行こう。あのう、私も、私もコンサートの場所よくわかりませんが、携帯でGPSを使ったら、で、uh 簡単にいけます。バスやタクシーに行ってもいいですよ。

#### Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt and provides a very thorough and appropriate response. It includes the speaker's level of knowledge about the location of the concert (コンサートの場所よくわかりませんが) as well as the means (携帯でGPS) by which they might get there, and the mode of transportation (バスやタクシー). It contains excellent use of grammar (使ったら; 簡単にいけます). The expression is natural and easy-flowing and the pace is natural with minimal hesitation. The minor error (バスやタクシーに行って) and single lapse in register (行こう) do not interfere with comprehensibility.

#### Sample: B

Score: 4

#### Transcript of Student Response

はい、もちろん。あのう、あー、コンサートのところがよく、あー、知ります、あー、ので、私は、あー、あー、山本さんと一緒に来ます。

#### Commentary

This response demonstrates competence in interpersonal communication. It directly addresses the prompt confirming willingness to go to the event (はい、もちろん; 山本さんと一緒に来ます) and the speaker's knowledge about the concert location (コンサートのところがよく知ります), which is expressed in the prompt. It has a generally smooth pace but contains some minor hesitation (あー). The errors in pronunciation (来ます for 行きます) and grammatical structure (よく知ります) do not interfere with comprehensibility. The use of register is consistent, and the pronunciation is clear. It would have earned a higher score if it had included a greater variety of vocabulary and grammatical structures as well as elaboration and detail.

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**Interpersonal Speaking: Conversation 3 (continued)**

**Sample: C**

**Score: 1**

**Transcript of Student Response**

はい、あ、コンスト、あー、コンストはコンスト、concertはum、、よく知っている [long pause]  
あー、音楽が好きです。

**Commentary**

This response demonstrates a lack of competence in interpersonal speaking. It addresses the prompt only minimally in the mention of a concert. The phrase (よく知っている) could be understood as an attempt to indicate familiarity with the location of the concert. The response contains frequent hesitation and repetition as well as significant errors in pronunciation (コンスト should be コンサート). The vocabulary is limited and the ending (音楽が好きです) does not directly respond to the prompt. It would have earned a better score if it had directly addressed the prompt and demonstrated greater control of grammatical and syntactic structures.

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## Interpersonal Speaking: Conversation 4

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.

### Sample: A

Score: 6

#### Transcript of Student Response

はい、私も楽しみにしています。とってもワクワクです。わたしいは、コンサートオ、に、参加している人が、とても好きですから、私は、とっても楽しみにしています。

#### Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt and contains elaboration and detail including the speaker's expectations (参加している人が、とても好きですから; とっても楽しみにしています). The insignificant pronunciation error (コンサートオ) does not interfere with comprehensibility. The pace is generally smooth, and the expression generally flows naturally. The response also demonstrates competence in using complex phrases including rich vocabulary (e.g., 参加している人). Register is appropriate and consistent.

### Sample: B

Score: 3

#### Transcript of Student Response

はい、そうです。uh、わたしは、たのしみに、あ、いきましょう。コンサートの、みますか。ああ、みます。あなたろ、あなたあは、コンサートオをみます。

#### Commentary

This response suggests emerging competence in interpersonal speaking. It directly addresses the prompt and provides a basic answer. The grammatical structure and vocabulary are basic and limited, repeating *みます* three times. It also contains errors in pronunciation (あなたろ). Inconsistent pace marked by hesitation and elongated pronunciation (あなたあは) interfere with comprehensibility. The response would have earned a higher score if the delivery were smoother and the language use were more varied and accurate.

### Sample: C

Score: 1

#### Transcript of Student Response

きょうびに・・・わくわくするよ・・・いいい、はいですね。[laugh]・・・おわ、なにですか。[laugh]へん

#### Commentary

This response addresses the prompt minimally (e.g., きょうびに; わくわくするよ). The delivery is extremely labored, and the fragmented language requires listener effort. Limited control of vocabulary, syntax (はいですね; おわ、なにですか), and a pronunciation error (きょうびに should be 金曜日に) significantly interferes with comprehensibility. The response demonstrates a lack of competence in interpersonal speaking. It would have earned a higher score if it clearly stated an interest in the event.