AP® Japanese Language and Culture
Sample Student Responses and Scoring Commentary

Inside:

- Interpersonal Writing—Text Chat
- Scoring Guidelines
- Student Samples
- Scoring Commentary

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Question 1: Text Chat  

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.
## AP® Japanese Language and Culture 2022 Scoring Guidelines

<table>
<thead>
<tr>
<th>1 Very weak</th>
<th>2 Weak</th>
<th>3 Adequate</th>
<th>4 Good</th>
<th>5 Very good</th>
<th>6 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates lack of competence in interpersonal writing</td>
<td>Suggests lack of competence in interpersonal writing</td>
<td>Suggests emerging competence in interpersonal writing</td>
<td>Demonstrates competence in interpersonal writing</td>
<td>Suggests emerging excellence in interpersonal writing</td>
<td>Demonstrates excellence in interpersonal writing</td>
</tr>
</tbody>
</table>

### Task Completion
- **1 Very weak**: Addresses prompt minimally or marginally
- **2 Weak**: Directly addresses prompt and provides an appropriate but incomplete answer
- **3 Adequate**: Directly addresses prompt and provides a basic but appropriate answer
- **4 Good**: Directly addresses prompt and provides an appropriate response
- **5 Very good**: Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail
- **6 Excellent**: Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail

### Delivery
- **1 Very weak**: Labored expression constantly interferes with comprehensibility
- **2 Weak**: Labored expression frequently interferes with comprehensibility
- **3 Adequate**: Strained or unnatural flow of expression sometimes interferes with comprehensibility
- **4 Good**: Strained or unnatural flow of expression does not interfere with comprehensibility
- **5 Very good**: Generally exhibits ease of expression
- **6 Excellent**: Natural, easily flowing expression

### Language Use
- **1 Very weak**: Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility
- **2 Weak**: Limited control of grammatical and syntactic structures frequently interferes with comprehensibility
- **3 Adequate**: Some inappropriate vocabulary and idioms interfere with comprehensibility
- **4 Good**: Appropriate but limited vocabulary and idioms
- **5 Very good**: Variety of vocabulary and idioms, with sporadic errors
- **6 Excellent**: Rich vocabulary and idioms

### Errors in orthography and mechanics
- **1 Very weak**: Errors in orthography and mechanics very frequent or significantly interfere with readability
- **2 Weak**: Errors in orthography and mechanics frequent or interfere with readability
- **3 Adequate**: Errors in orthography and mechanics may be frequent or interfere with readability
- **4 Good**: Errors in orthography and mechanics do not interfere with readability
- **5 Very good**: Infrequent or insignificant errors in orthography and mechanics
- **6 Excellent**: Orthography and mechanics virtually error free

### Constant use of register and style inappropriate to situation
- **1 Very weak**: Constant use of register and style inappropriate to situation
- **2 Weak**: Frequent use of register and style inappropriate to situation
- **3 Adequate**: Use of register and style appropriate to situation is inconsistent or includes many errors
- **4 Good**: May include several lapses in otherwise consistent use of register and style appropriate to situation
- **5 Very good**: Consistent use of register and style appropriate to situation except for occasional lapses
- **6 Excellent**: Consistent use of register and style appropriate to situation

### Errors in grammatical and syntactic structures
- **1 Very weak**: Errors in grammatical and syntactic structures significantly interfere with comprehensibility or results in very fragmented language
- **2 Weak**: Errors in grammatical and syntactic structures frequently interfere with comprehensibility
- **3 Adequate**: Errors in grammatical and syntactic structures sometimes interfere with comprehensibility
- **4 Good**: Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures
- **5 Very good**: Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures
- **6 Excellent**: Excellent use of grammar and syntax, with minimal or no errors
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
こんにちは。私達の間には、一番人気あるの音楽はやはり日本アニメと関わっている音楽ですね。私の友達はだいぶんおたくだから

Sample: B
こんにちは。友達ちのなかでは色々な音楽がにんきです。例えばロックやヤップがはやっています。

Sample: C
このちは。ロックをのおんがくをききます。
Interpersonal Writing: Text Chat 1 (continued)

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

Overview

This task evaluated writing skills in interpersonal writing by having students respond as part of a simulated exchange of text-chat messages. The prompt is comprised of a statement in English identifying an interlocutor and conversation topic and a series of 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 that response. Students have 90 seconds to read the message and respond at each turn in the text-chat exchange.

On this year’s exam students participated in a text-chat exchange with Aoi Takahashi, a student from a sister school, about music. To successfully respond to the prompts, students needed to (1) state what kind of music is popular among friends, (2) answer an inquiry about the merits of listening to music, (3) express whether or not they would like to do a singing activity, (4) state and justify an opinion about a teacher’s music policy, (5) describe what they know about Japanese music, and (6) give at least one musical recommendation to Japanese high school students. Each of the six responses receives a holistic score 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 with thoroughness and detail about the type of music that is popular among the exam taker’s friends (日本アニメと関わっている音楽). The response is well organized and coherent with a clear progression of ideas using cohesive devices (私の友達はだいぶんおたくだから). The delivery flows naturally and easily with virtually no orthographical and mechanical errors. Language use includes rich vocabulary (関わっている; おたく) and a variety of appropriate grammatical structures (日本アニメと関わっている音楽). Sporadic errors (人気のある音楽 should be 人気がある音楽) are minor and do not interfere with overall comprehensibility. The last sentence is incomplete, but its meaning can be easily inferred.

Sample: B
Score: 4

This response demonstrates competence in interpersonal writing. It directly addresses the prompt with a general description about the type of music popular among friends (色々な音楽がにんきです). The unnatural flow of expression does not impede readability (友達のなかでは). Sporadic errors in orthography do not interfere with comprehensibility (友達 should be 友達; ヤップ can be easily understood as ラップ). Language use and vocabulary are appropriate but limited to simple structures (にんきです; はやっています). This response could have earned a higher score had it contained more specific information about popular music, using more complex grammatical structures.
Interpersonal Writing: Text Chat 1 (continued)

Sample: C
Score: 2

This response suggests a lack of competence in interpersonal writing. It directly addresses the prompt, but the answer is incomplete because it is unclear whether the response is referring to the exam taker’s preference or his/her friends’ taste in music (ロークをのおんがくをききます). The labored expression and errors in orthography interfere with comprehensibility (このちは should beこんにちは; ローク should be written as ロック). The complete lack of kanji from the AP kanji list affects readability. This response could have earned a higher score had it answered the question more specifically and demonstrated better control of language use.
Interpersonal Writing: Text Chat 2

Sample: A
音楽を聞いたたら、私はリラックスをします。そして、友達や他の人と音楽について話せますので、たくさんひとを会えますよ。

Sample: B
音楽を聞くながら、学生たちが勉強しまそう。ストレスが多い時、おんがくをかきました。

Sample: C
だいすきなおんがくはぱぽです。
Interpersonal Writing: Text Chat 2 (continued)

Sample: A  
Score: 5

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt with a statement that listening to music is relaxing (私はリラックスします). The second sentence provides additional detail about how music can enhance one’s social life (たくさんひとを会えますよ). The response contains appropriate use of grammatical structures with sporadic errors (たくさんひとを会えます should be たくさんの人と会えます). All AP kanji is typed with the exception of one word (ひと). This response could have earned a higher score had it included more complex syntactic structures and richer vocabulary.

Sample: B  
Score: 3

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt with a description about how music can help relieve students’ stress, though the first phrase is stated in a little roundabout manner (勉強しましょう). Errors in grammatical and syntactic structures sometimes interfere with comprehensibility (おんがくをかきました should be 音楽を聴きました). A response that had more clearly articulated how music serves to relieve stress would have earned a higher score.

Sample: C  
Score: 1

This response demonstrates a lack of competence in interpersonal writing. The positive statement about music (だいすきなおんがく) constitutes a minimal connection to the prompt. The complete absence of kanji and katakana, as well as an orthography error (ぱぼ), impede both readability and comprehensibility. This response would have received a higher score if it had provided a more direct answer to the prompt and exhibited better control of syntactic structures.
Interpersonal Writing: Text Chat 3

Sample: A
僕は何回かカラオケをやったことがあります。あまり好きではありません。歌うのがとても苦手です。でも友だちに誘われたら、行かないはいいません。

Sample: B
カラオケしてみたい！カラオケはとても楽しいです。うたをうたいのがままじょうずです。

Sample: C
カラオケときどきたくさんのひとはあります。でも、とてもたのしいです。
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 expressing a reluctance to partake in the singing activity あまり好きではないんです; 歌うのがとても苦手です). Elaboration and detail are added with the statement that the respondent will participate if invited 友だちに誘われたら、行かないはいいません). The response is well organized and coherent with a clear progression of ideas using cohesive devices （〜が; でも). Rich vocabulary and excellent use of grammatical structures 友だちに誘われたら) are evident. Minor errors (行かないはいいません should be 行かないとはいえません) do not interfere with comprehensibility. Orthography and mechanics are virtually error free.

Sample: B
Score: 4

This response demonstrates competence in interpersonal writing. The initial statement conveys the student’s enthusiasm to try out the singing activity カラオケしてみたい!), thus addressing the prompt directly. Orthography errors and unnatural flow of expression (うたをうたいのがままじょうずです) do not interfere with comprehensibility. Grammatical and orthographic errors do not impede readability (まあまあ should be まあまあ; うたいのが、should be うたうのが). This response could have earned a higher score had it included more elaboration, contained richer vocabulary, and used more complex grammatical structures.

Sample: C
Score: 2

This response suggests a lack of competence in interpersonal writing. It addresses the prompt, but the answer is incomplete because it does not clearly state if the student wants to participate in the entertainment activity. Limited control of grammatical structures and natural flow of expressions interfere with comprehensibility カラオケときどきたくさんのひとはあります). The cohesive device （でも) is used inappropriately in this context. The lack of any kanji from the AP kanji list impedes readability. The response could have earned a higher score had it answered the question more completely and demonstrated better control of language use.
Sample: A
私の先生もそう思うけど、私は反対思います。なぜなら、音楽を聴くと、気分が良くなります。気分がいいと、よく勉強ができます。あなたはどう思う？音楽聴きながら勉強するのが好き？

Sample: B
私ははんたい。数学の宿題をしながら、私はいつも音楽を聞く。やさしくなると思う。

Sample: C
私は、御宇が久喜区の和好きです。便器料の間には、おんがくきくもっとかんがいる
Interpersonal Writing: Text Chat 4 (continued)

Sample: A  
Score: 6

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt by first expressing opposition to the teacher’s view toward music (私は反対思います) and then justifying that opinion (なぜなら、音楽を聴くと、気分が良くなります; 気分がいいと、よく勉強ができます). A brief comparison to the student’s own teacher (私の先生もそう思うけど) is added. The delivery exhibits natural and easily flowing expressions (あなたはどう思う？音楽聴きながら勉強するのが好き？). Orthography and mechanics are virtually error free with a few exceptions (私は反対思います; いいっと). The response consistently uses appropriate register and style for the situation. While the register does change to a more casual style toward the end of the response (あなたはどう思う？勉強するのが好き？), this style is appropriate because it is used to address a student that is at a similar grade level. The response contains excellent use of grammatical and syntactic structures (~けど~; なぜなら ~と) with no errors.

Sample: B  
Score: 4

This response demonstrates competence in interpersonal writing. It directly addresses the prompt by providing an opinion about the teacher’s policy about music (私ははんたい) and a justification for that opinion (やさしくになると思う). Strained and unnatural flow of expression (やさしくになる) do not interfere with comprehensibility. The use of register and style are appropriate to this situation. Vocabulary is appropriate but limited. Grammatical structures contain some errors that do not interfere with comprehensibility (やさしくになる should be やさしくなる). If the response contained richer vocabulary and more detail using complex grammatical structures, it could have earned a higher score.

Sample: C  
Score: 2

This response suggests a lack of competence in interpersonal writing. It directly addresses the prompt with the respondent conveying a favorable view toward listening to music while studying (おんがくきくともっとかんがいる). However, labored expressions frequently interfere with comprehensibility (御宇が久喜区の和好きです may be 私は音楽聞くのは好きです; 便器料の間には may be 勉強の間には). The response is limited to simple grammatical structures. Orthographic errors for basic vocabulary (御宇が久 should be 音楽; 便器料 should be 勉強) significantly affect readability. The response could have earned a higher score had it demonstrated better orthography and control of language.
Sample: A
にほんの伝統的な音楽は和太鼓がしっています。これはにほんの伝統的な楽器です。現代の音楽はAKB48というなグループもいます。

Sample: B
えと、たくさん日本の音楽が知りませんですが、かっこいいなアニメの歌が来ました。たとえば

Sample: C
日本のムシくは難しいを作ります。
Interpersonal Writing: Text Chat 5 (continued)

Sample: A
Score: 6

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt with the student’s display of knowledge about a traditional Japanese drum (和太鼓). Furthermore, elaboration is provided with an example of a modern musical group (AKB48). The response includes a variety of rich vocabulary (伝統的な; 和太鼓; 楽器; 現代) and excellent use of grammatical structures (〜もいます) with minimal errors (〜がしっています should be 〜をしっています; 〜というグループ instead of 〜というなグループ). The use of hiragana instead of kanji for some words (にほん; しっています) somewhat impedes readability, but the response generally exhibits easily flowing expression. The response uses consistent register and style appropriate to the situation. Orthography and mechanics are virtually error free.

Sample: B
Score: 4

This response demonstrates competence in interpersonal writing. It directly addresses the prompt by stating that the writer knows about a type of song (アニメの歌). Vocabulary is appropriate but limited (アニメ; 歌). Grammatical and syntactic structures contain some errors (たくさん should be あまり; 〜が知りませんですが should be 〜を知りませんが; かっこいい should be かっこいい). There is an error in kanji conversion that slightly interferes with comprehensibility (アニメの歌が来ました should be アニメの歌を聞きました). Register and style are consistent and appropriate to the situation. If the response had used more complex grammatical structures and provided specific examples of songs by completing the second sentence (たとえば), it could have earned a higher score.

Sample: C
Score: 2

This response suggests a lack of competence in interpersonal writing. While it appears that the response addresses the prompt by making a statement about Japanese music, insufficient vocabulary and an error in orthography (ムシく should be 音楽) significantly affect readability. The inappropriate choice of vocabulary (作ります) also impedes comprehensibility. The response could have earned a higher score if it demonstrated better control of language use and clearly conveyed what the student knows about Japanese music.
Interpersonal Writing: Text Chat 6

Sample: A
日本の高校生は受験のために勉強するからそのためにピアノの音楽外衣だっと思います。

Sample: B
日本の高校生に聞き静か音楽をと思います。

Sample: C
日本の高校生に ヒホホぼ
Interpersonal Writing: Text Chat 6 (continued)

Sample: A
Score: 5

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt by suggesting a type of music (ピアノの音楽) and provides a reason for that recommendation (日本の高校生は受験のために勉強するために). It generally exhibits ease of expression and consistent use of appropriate register and style (~ます). An error in orthography (音楽外衣 can be 音楽が高い) does not impede with comprehensibility. It contains appropriate use of grammatical and syntactic structures with sporadic errors (外衣だっ for が高い). If this response used error-free complex sentences and had more elaboration, 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 suggestion for music (静か音楽). Strained or unnatural flow of expression sometimes hinder comprehensibility (聞き静か音楽をと思います). Kanji is used accurately and appropriately. The response could have scored higher if it showed better control of grammatical structures.

Sample: C
Score: 1

This response demonstrates a lack of competence in interpersonal writing. The inclusion of a music genre (ヒップホップ) constitutes a minimal connection to the prompt. However, errors in orthography (ヒポホぽ for ヒップホップ) interfere with comprehensibility. Limited control of grammatical structures interferes with comprehensibility and results in very fragmented language (日本 の 高校 生 に ヒポホぽ). This response would have earned a higher score if it had exhibited better control of syntactic structures and completed the sentence.