

2022



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# AP<sup>®</sup> Japanese Language and Culture

## Scoring Guidelines

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**Question 1: Text Chat**

**6 points**

**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.

|                        | 1<br>Very weak  | 2<br>Weak   | 3<br>Adequate   | 4<br>Good  | 5<br>Very good   | 6<br>Excellent  |
|------------------------|---|---|---|--|--|---|
|                        | Demonstrates lack of competence in interpersonal writing  | Suggests lack of competence in interpersonal writing  | Suggests emerging competence in interpersonal writing   | Demonstrates competence in interpersonal writing   | Suggests emerging excellence in interpersonal writing  | Demonstrates excellence in interpersonal writing  |
| <b>TASK COMPLETION</b> | <ul style="list-style-type: none"> <li>Addresses prompt minimally or marginally</li> </ul>  | <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>Directly addresses prompt and provides a basic but appropriate answer</li> </ul>   | <ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate response</li> </ul>   | <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>Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</li> </ul>  |
| <b>DELIVERY</b>        | <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>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>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>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>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>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> |
| <b>LANGUAGE USE</b>    | <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> | <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> | <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>  | <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>  | <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>  | <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>  |

**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)**

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**Question 2: Compare and Contrast Article**

**6 points**

**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.

|                        | 1<br>Very weak  | 2<br>Weak   | 3<br>Adequate  | 4<br>Good   | 5<br>Very good  | 6<br>Excellent  |
|------------------------|---|---|--|---|---|---|
|                        | <b>Demonstrates lack of competence in presentational writing</b>  | <b>Suggests lack of competence in presentational writing</b>  | <b>Suggests emerging competence in presentational writing</b>  | <b>Demonstrates competence in presentational writing</b>  | <b>Suggests emerging excellence in presentational writing</b>   | <b>Demonstrates excellence in presentational writing</b>  |
| <b>TASK COMPLETION</b> | <ul style="list-style-type: none"> <li>Article addresses prompt only minimally</li> <li>Lacks organization and coherence</li> </ul>   | <ul style="list-style-type: none"> <li>Article addresses topic only marginally or addresses only some aspects of prompt</li> <li>Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices</li> </ul>                   | <ul style="list-style-type: none"> <li>Article addresses topic directly but may not address all aspects of prompt</li> <li>Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices</li> </ul>  | <ul style="list-style-type: none"> <li>Article addresses all aspects of prompt, including expression of preference and reasoning, but may lack detail or elaboration</li> <li>Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent</li> </ul>              | <ul style="list-style-type: none"> <li>Article addresses all aspects of prompt, including expression of preference and reasoning</li> <li>Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices</li> </ul> | <ul style="list-style-type: none"> <li>Article addresses all aspects of prompt with thoroughness and detail, including expression of preference and reasoning</li> <li>Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices</li> </ul> |
| <b>DELIVERY</b>        | <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>Labored expression frequently interferes with comprehensibility</li> <li>Errors in orthography and mechanics frequent or interfere with readability</li> <li>Frequent mistakes in use of kanji according to AP Japanese kanji list</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>May include frequent mistakes in use of kanji according to AP Japanese kanji list</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 mistakes in use of kanji according to AP Japanese kanji list</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>Occasional mistakes in use of kanji according to AP Japanese kanji list</li> </ul>   | <ul style="list-style-type: none"> <li>Natural, easily flowing expression</li> <li>Orthography and mechanics virtually error free</li> <li>Virtually no mistakes in use of kanji according to AP Japanese kanji list</li> </ul>   |
| <b>LANGUAGE USE</b>    | <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> | <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> | <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>   | <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>   | <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>   | <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>  |

**Score of 0: UNACCEPTABLE**—Contains nothing that earns credit

- Mere restatement of the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- Not in Japanese

**NR (No Response): BLANK (no response)**

**Question 3: Conversation**

**6 points**

**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.

|                        | 1<br>Very weak  | 2<br>Weak  | 3<br>Adequate  | 4<br>Good   | 5<br>Very good   | 6<br>Excellent  |
|------------------------|---|--|--|---|--|---|
|                        | Demonstrates lack of competence in interpersonal speaking   | Suggests lack of competence in interpersonal speaking  | Suggests emerging competence in interpersonal speaking   | Demonstrates competence in interpersonal speaking   | Suggests emerging excellence in interpersonal speaking   | Demonstrates excellence in interpersonal speaking   |
| <b>TASK COMPLETION</b> | <ul style="list-style-type: none"> <li>Addresses prompt minimally or marginally</li> </ul>  | <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>Directly addresses prompt and provides a basic but appropriate answer</li> </ul>  | <ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate response</li> </ul>  | <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>Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</li> </ul>  |
| <b>DELIVERY</b>        | <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>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>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>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>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>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> |
| <b>LANGUAGE USE</b>    | <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>           | <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>                    | <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>   | <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>   | <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>  | <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>  |



**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 although recording equipment is functioning) or mere sighs**

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**Question 4: Cultural Perspective Presentation**

**6 points**

**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.

|                        | 1<br>Very weak  | 2<br>Weak   | 3<br>Adequate  | 4<br>Good   | 5<br>Very good   | 6<br>Excellent  |
|------------------------|---|---|--|---|--|---|
|                        | <b>Demonstrates lack of competence in presentational speaking and cultural knowledge</b>  | <b>Suggests lack of competence in presentational speaking and cultural knowledge</b>  | <b>Suggests emerging competence in presentational speaking and cultural knowledge</b>  | <b>Demonstrates competence in presentational speaking and cultural knowledge</b>  | <b>Suggests emerging excellence in presentational speaking and cultural knowledge</b>  | <b>Demonstrates excellence in presentational speaking and cultural knowledge</b>  |
| <b>TASK COMPLETION</b> | <ul style="list-style-type: none"> <li>• Presentation addresses prompt only minimally</li> <li>• Lacks organization and coherence</li> <li>• Cultural information almost entirely inaccurate or missing</li> </ul>  | <ul style="list-style-type: none"> <li>• Presentation addresses topic only marginally or addresses only some aspects of prompt</li> <li>• Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices</li> <li>• Cultural information has frequent or significant inaccuracies</li> </ul> | <ul style="list-style-type: none"> <li>• Presentation addresses topic directly but may not address all aspects of prompt</li> <li>• Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices</li> <li>• Cultural information may have several inaccuracies</li> </ul>   | <ul style="list-style-type: none"> <li>• Presentation addresses almost all aspects of prompt, including explanation of view or perspective, but may lack detail or elaboration</li> <li>• Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent</li> <li>• Generally correct cultural information with some inaccuracies</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Presentation addresses all aspects of prompt, including explanation of view or perspective</li> <li>• Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices</li> <li>• Minimal errors in cultural information</li> </ul>                     | <ul style="list-style-type: none"> <li>• Presentation addresses all aspects of prompt with thoroughness and detail, including explanation of view or perspective</li> <li>• Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices</li> <li>• Cultural information is accurate and detailed</li> </ul> |
| <b>DELIVERY</b>        | <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>• 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>• 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>• 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>• 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>• 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>   |
| <b>LANGUAGE USE</b>    | <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>               | <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>   | <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>   | <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>   | <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>  | <ul style="list-style-type: none"> <li>• Rich vocabulary and idioms</li> <li>• Variety of appropriate grammatical and syntactic structures, with minimal or no errors</li> </ul>  |

## AP® Japanese Language and Culture 2022 Scoring Guidelines

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**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 although recording equipment is functioning) or mere sighs

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