

Chief Reader Report on Student Responses: 2022 AP[®] Japanese Language and Culture Free-Response Questions

• Number of Readers	35			
Total Group				
• Number of Students Scored	2,765			
• Score Distribution		Exam Score	N	%At
		5	1,342	48.5
		4	271	9.8
		3	474	17.1
		2	206	7.5
		1	472	17.1
• Global Mean	3.65			
Standard Group*				
• Number of Students Scored	1,228			
• Score Distribution		Exam Score	N	%At
		5	192	15.6
		4	136	11.1
		3	329	26.8
		2	169	13.8
		1	402	32.7
• Global Mean	2.63			

The following comments on the 2022 free-response questions for AP[®] Japanese Language and Culture were compiled, edited, and written by the Chief Reader, Kazue Masuyama of California State University, Sacramento. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Task 1

Task: Interpersonal Writing

Topic: Text Chat

Max Score: 36

Total Group Mean Score: 22.07

Standard Group Mean Score: 17.77

What were the responses to this question expected to demonstrate?

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.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Music is a topic of interest for many AP students, or one that they are at least familiar with, so they generally performed well on this task. When inquired about popular music or a singing activity called *karaoke*, many responses not only contained appropriate vocabulary and sentence structures but also displayed cultural knowledge about Japanese artists and/or songs. Still, some responses did not use grammar structures that would have strengthened the quality of their answers, such as phrases used to justifying an opinion. A number of students seem to have overlooked portions of the prompt, such as an English directive to give a suggestion.

Text Chat 1 Prompt: Respond. こんにちは。あなたの友達の間では、どんな音楽が人気がある？

In general, students were able to meet and exceed the basic task completion. A majority of students were able to write at least one type of music that is popular among their friends, although it was not uncommon for loanwords (e.g., ロック; クラッシカル) to be typed incorrectly. If students did not fully read the あなたの友達の間 portion of the prompt, they were more likely to only describe their personal taste in music (e.g., 私はロックが好きです) and rendering their responses incomplete. When reciprocating the initial greeting (こんにちは) from the interlocutor, a noticeable number of students typed this basic word incorrectly (e.g., このちは).

Text Chat 2 Prompt: Give your opinion. 音楽を聞くことのいい点は何だと思う？

Most students appeared to understand the prompt and fulfilled the task requirement of describing a merit of listening to music. Students used a variety of writing methods to express their opinions (e.g., ーと思います; ーとーなります). Quite a few responses mentioned the students' favorite singer, song, or musical genre without specifying what it was that was good about them, making such answers incomplete. Stronger responses described the benefits of listening to music, such as its ability to enhance one's mood. When typing

the verb “to listen,” a roughly equal portion of students used 聞く or 聴く – both kanji considered acceptable by AP Readers.

Text Chat 3 Prompt: Give your preference. 日本ではカラオケで歌うのが好きな人が多いんだけど、あなたもカラオケしてみたい？

Responses to this inquiry about partaking in a singing activity called *karaoke* were generally successful. Many students were able to meet the task requirement by stating that they would or would not like to try out this leisure activity. However, some students may have read the English directive to “give your preference” and thought that they needed to use a preference grammar structure, such as ーのほうがいいです. A problematic nature with the ーしてみたい “try and do~” portion of the prompt is that it seems to assume that the exam taker has never experienced *karaoke*, which may cause students who are veteran *karaoke* singers to be confused about how they should answer.

Text Chat 4 Prompt: Justify your opinion. 先生が音楽を聞きながら勉強するのはダメだって言うんだけど、どう思う？

Some students seem to have found this portion of the text-chat exchange relatively difficult. The task requirement for this prompt was to state and justify an opinion about a teacher’s class policy, which forbids students from studying while listening to music. A number of test takers appear to have neglected to read the English directive to “justify your opinion,” as evidenced by the quantity of incomplete responses that only included an opinion about the teacher’s music policy (e.g., 悪いと思います). In other cases, students attempted to justify their opinion but had insufficient vocabulary and/or lacked the complex grammatical forms to do so adequately.

Text Chat 5 Prompt: Respond with details. 日本の音楽について、何か知っている？

In general, this prompt was not difficult for students as long as they understood the prompt and adhered to the English directive to “respond with details.” Replies that gave vague and general descriptions of Japanese music (e.g., いい; たのしい) scored on the low to mid-range on the scoring scale. Other students just responded that they know Japanese music, without adding any information about it. Some exam takers appear to have misread 何か知っている with 何が知りたい and asked general questions about music (e.g., 日本の生徒の中で、どんな音楽が一番人気ですか) or took an interactive route by inquiring about the interlocutor’s taste in music.

Text Chat 6 Prompt: Give at least one suggestion. 日本の高校生に聞いてほしい音楽を教えてください？

This prompt required students to offer at least one musical suggestion to Japanese high school students. A good number of responses completed the task by recommending specific singers, groups, and/or musical genres. Students used a variety of methods to write artists’ names, such as katakana (e.g., テーラ・スイフト) or the original English spelling (e.g., Beatles). As with Text Chat 5, a noticeable number of students only asked questions about music (e.g., 日本の高校生はどんな音楽に興味があるの?), which is an inappropriate way to respond to this prompt. Perhaps students had been conditioned to assume that they should ask questions toward the end of the task.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
<p>Text Chat 1: Respond. こんにちは。あなたの友達の間では、どんな音楽が人気がある？</p>	
<ul style="list-style-type: none"> Some responses consisted only of a formulaic self introduction, even though the prompt gave no indication that this was a first-time meeting. <p>こんにちは。私は～です。</p> <p>こんにちは。わたしの名前～です。</p> <p>こんにちは。わたしは～です、よろしく おねがいします。</p>	<ul style="list-style-type: none"> Higher scoring examples omitted a self introduction and instead directly addressed the question about what type of music is popular. <p>こんにちは。私の友達の中では、いろんな音楽が人気あります。例えば、ピアノの音楽や、ドラムの音楽などが人気です。</p> <p>そうですね、わたしの友達はポップが好きです。でも、ぼくはロック音楽好きです、とくにJ-ロック</p> <p>私の友達わラップが好きな人がたくさんいるよ。特に有名な人のコンサート</p> <p>私はポップの音楽が一番人気と思います</p>
<ul style="list-style-type: none"> Even though the prompt elicits information about what kind of music is popular among the exam taker’s friends (あなたの友達の間では), some students wrote only about their personal musical taste (e.g., 私は～好きです). Such responses were scored as incomplete. <p>私は クラシカル が すきです。</p> <p>私は Kpop や Jpop やクラシクの音楽がすき。</p> <p>はじめまひたかはしさん。私の好きな 音楽は ポープです。そしてアニメの音が 一番好きです。</p>	<ul style="list-style-type: none"> Responses that demonstrated a full understanding of the prompt used appropriate subject pronouns (e.g., 私たち; 僕たち) or made an explicit reference to friends (e.g., 友達は; 私の友達; 友達の間では). <p>こんにちは。友達はクラシックの音楽が好きです。</p> <p>僕の友達の間ではラップや、アメリカンポップが人気です。</p> <p>私は日本のロックの音楽などがすきです。だが、私の友達は韓国のケイポップが好きです。</p>

<ul style="list-style-type: none"> • Even though the initial greeting (こんにちは) was embedded in the prompt, a noticeable number of students that reciprocated this greeting typed it incorrectly (e.g., このちは; こにちは; こんにちはわ; こんいち). 	<ul style="list-style-type: none"> • Stronger responses used correct orthography to reciprocate the time-of-day greeting (こんにちは).
<ul style="list-style-type: none"> • Musical genres that are loanwords were quite often typed incorrectly in katakana (e.g., ポプ; ローク; ヒポホピ; クラシク) or written entirely in hiragana (e.g., くらしかる). <p>わたしのともだちはらっぷがすきです。</p> <p>こんにちは、たかはしさん。わたしのともだちは、くらしかるのおんがく</p> <p>こんにちは、いい元気ですか？いろいろな音楽人があります。たとえば、ポップとロークのひとがります。</p>	<ul style="list-style-type: none"> • Stronger responses were those in which loanwords were typed appropriately and correctly in katakana (e.g., ポップ; ロック; ラップ; クラシック). <p>こんにちはたかはしさん。私の友達はラップが好きですよ。たかはしさんはどんあ音楽が好きですか。</p> <p>私たちはクラシックとポップ音楽が好きです。</p> <p>こんにちは。ロックとジャズがあります。</p>
<ul style="list-style-type: none"> • In some responses, students adequately completed the task, but used appropriate but limited vocabulary and simple syntactic structures. <p>私達はクラシカルな音楽をたいていききます</p> <p>僕のがっこうでわポップのおんがくがにんきです</p>	<ul style="list-style-type: none"> • Although they sometimes included sporadic errors, stronger responses included more complex sentence structures. <p>今学校での流行っているのは、J—POP の音楽の方が多いかな。</p> <p>僕のお友達ではいろいろな音楽が聞くけど 一番人気のはポップの音楽です。いろいろなポップがあるからいいと思います。</p>
<ul style="list-style-type: none"> • When describing popular music, some students used the phrase 人気がある awkwardly, resulting in an unnatural flow of expression (e.g., ジャスやポップの音楽は人気があるです). 	<ul style="list-style-type: none"> • Responses that employed the phrase 人気がある correctly or utilized rich idioms (e.g., 流行っている; ハマっている) to describe their friends' favorite music tended to score higher.

Text Chat 2: Give your opinion. 音楽を聞くことのいい点は何だと思う？

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
<ul style="list-style-type: none"> Quite a few students simply cited a musical genre or a type of music that they liked. Others added interactive inquiries, such as asking interlocutor, Aoi Takahashi, what type of music she liked. But if a response neglected to pinpoint a good aspect of listening to that musical genre, it received a score of 2 or lower. <p>だいすきなおんがくはばぼです。</p> <p>ええと、私はクラシックとかポップとかロックの曲が好きです。</p> <p>もちろんクラシカルはいいおもう。高橋ちゃんもう？なんの音楽はいい思いますか？</p> <p>J-ポップいいですとおもいます でも私は でも聞きます あなたは何を音楽好きですか？</p>	<ul style="list-style-type: none"> Responses that fulfilled the task requirement were those in which students not only cited a musical genre (e.g., クラシック) or a type of music (e.g., 日本語の音楽) that they liked, but explained the benefit of listening to that particular type of music. <p>音楽を聴くことの良い点が多いと思います。まず、すごく楽しいと思います。それと、私は日本語の音楽を聴くとき、言語の勉強もなれるので、すごくいいと思います。音楽者の言葉を聞いて、</p> <p>音楽を聞くと心が落ち着くところが良い点だと思う。テストの前にクラシックの音楽を 聞くと落ち着いて緊張がなくなったり、集中できるよ。</p>
<ul style="list-style-type: none"> Another common type of incomplete response was that in which students described their music listening habits (e.g., listen in the morning, use an electronic device) but did not specify a good aspect of listening to music. <p>家の内に音楽を聞きます。</p> <p>私は音楽聞くことは寝るまいです。</p> <p>私は勉強の時に音楽を聞きます。シャワーに入るも聞きます。</p> <p>みんなで電話で音楽を聞きます。なぜなら、みんなが持っているからです。</p>	<ul style="list-style-type: none"> Stronger responses fulfilled the task requirement by not only describing the student's music listening habit (e.g., listen to music while doing homework) but also connecting it to a beneficial aspect of music. <p>個人的には、音楽を聞いているともっと集中ができると思います。なので、僕は家で勉強をするときにはいつも音楽を聞いています。</p> <p>私が思う音楽を聞くことのいい点は落ち込んでいるときに自分の気分を上げたりすることができることだと思うんだ。</p> <p>音楽聞くことはとても面白いだ。運転するときに音楽をいつも聞く。試合の前にも音楽をよく聞く。</p> <p>宿題をすれば、音楽を聞いた方がいいと思います。なぜなら、音楽は手伝いからです。</p>

- When giving an opinion, it was not uncommon for students on the low- to mid-level scoring spectrum to incorrectly insert a だ (or neglect to insert a だ where it is required) before the syntactic structure ~と思います。

私は音楽を聞くいいだと思います。

音楽を聞く事は色々ないい点があるだと思います。

- Stronger responses were those in which the ーと 思います structure was used without errors.

私は音楽を聞くことはすごくいいことだと思います。聞くことでストレス発散になるしリラックスできるからです。自分の個性も表せます。

いいと思います。音楽は大切活動だと思いますから、すごいと思います。

- When attempting to describe music that is “fast,” a few students transposed it to the adjective はや い. This literal translation resulted in an unnatural expression, and the responses became more awkward when students used the kanji for “early” 早い instead of the “fast, quick” 速い kanji.

僕は音楽聞いて好きなことは早い歌です。こういう歌はエネルギーアップして

いい音楽は早いと思います。例えば、ジェポップの音楽がたいてい早いので

音楽を聞くことのいい点は少し早い音楽です。早い音楽はとていいだと思います。

- Students producing more advanced responses were likely to not use はや い, and instead used richer Japanese idioms (e.g., 運動用の曲; ハイテンポな音楽) to refer to fast-paced music.

音楽を聞いたら、気持ちが良くなる場所がいい点だと思います。寂しいときは寂しい曲、運動するときには運動用の曲、など自分がどう感じているかによって違う種類の音楽を聴くことができます。他にも、音楽を聴くと、集中力が増すことなども起きます。以上が音楽の良い点だと思います。

音楽の種類にもよるけど、クラシックとかは気持ちを落ち着かせてくれるし、Hip Hop とかのハイテンポな音楽は気分を上げてくれる

- When typing the key word “to listen,” a roughly equal portion of students chose either the kanji 聞く or 聴く in the drop-down folder, both of which were acceptable to AP Readers. However, some students wound up using both kanji within the same response, which made the orthography slightly inconsistent.

私の考えとして、音楽を聴くのは、とてもリフレッシュ感です。なぜなら、クラシカルとジャズとかの音楽を聞く時、嬉しくなりますから。

- Responses that demonstrated more consistency were those in which students typed the “to listen” verb repeatedly in their replies, but always using the same kanji—either 聞く or 聴く .

音楽を聴くことのいい点は音楽を聴くと、気分が良くなり、もっと嬉しくなるように思います。それに、悲しかったら、音楽を聴くと、気分も良くなります。

Text Chat 3: Give your preference. 日本ではカラオケで歌うのが好きな人が多いんだけど、あなたもカラオケしてみたい？

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Weaker responses simply consisted of students' statements that they wanted to or did not want to partake in the singing activity (e.g., 私もカラオケしてみたいです). Such succinct replies fell short of the English preface that instructed them to "respond as fully ~ as possible." <p>私もカラオケしてみたいです。</p> <p>はい。私もカラオケに行ってみたいです。</p> <p>私はカラオケをあんまりしたくないです。</p>	<ul style="list-style-type: none"> • Responses that demonstrated an awareness of the AP mantra to "respond as fully ~as possible" were those that expressed with thoroughness the student's willingness or reluctance to try <i>karaoke</i>. <p>はい、ぜひやってみたい！私ははカラオケが大好きだ。そして、日本語の歌も一つ二つ覚えるから、一緒に楽しめると思う。</p> <p>僕はカラオケやってみたいと思います。お友達といっしょにうたうのはたのしそう</p> <p>カラオケしたことないから、私もカラオケしてみたい。</p> <p>僕は歌を歌うのが下手なのでカラオケをしてみたくないです。</p>
<ul style="list-style-type: none"> • Some responses revealed a lack of familiarity with the syntactic structure ~してみたい. <p>はい、みたいです。</p> <p>はい、ぼくもみたいです。</p> <p>カラオケしてみたいで、好きです。</p> <p>はい、カラオケみたいですよ！なにも日本の音楽を歌いたい</p> <p>はい、三年間前に日本に行った時に、私はカラオケをしました。でも、アメリカでカラオケもみたいです。</p>	<ul style="list-style-type: none"> • Stronger responses demonstrated an ability to apply the ~してみたい structure appropriately to express a willingness to try out the singing activity. <p>はい、カラオケをしてみたいです。なぜなら、楽しいと思うからです。友達とカラオケをしてみたいです。音楽が</p> <p>うん、一回もカラオケをしたことがないので、やってみたい。</p> <p>カラオケをずっとしてみたくった。楽しと思っています。</p>

<ul style="list-style-type: none"> Some students narrated their past experience (or lack thereof) with <i>karaoke</i> but neglected to clearly state whether or not they wanted to do the singing activity. Such responses made it difficult for AP Readers to discern whether or not they fulfilled the task requirement. <p>聞いたことはあるけどやってない</p> <p>カラオケ？カラオケしてことはありません。</p> <p>カラオケしたことがあります。とていものし かったでした、家族</p>	<ul style="list-style-type: none"> Stronger answers in terms of task completion explicitly stated whether or not the writers wanted to do <i>karaoke</i>, in addition to sharing details about their past experience with the leisure activity. <p>うん！本当にしてみたいよ！コロナの前、私はカラオケに行ったことがあるけど、久しぶりに行ってないから</p> <p>はい、私は日本でもカラオケをしてみたいです。アメリカでやってとても楽しかったです。</p> <p>うん、一回もカラオケをしたことがないので、やってみたい。</p>
<ul style="list-style-type: none"> Some responses required effort from AP Readers to determine whether or not the students were stating their preference. For example, a response included positive (e.g., 楽しい) or negative (e.g., はずかしい) descriptions of the <i>karaoke</i> experience, but no apparent statement on whether or not the writer wanted to take part. <p>カラオケはたのしいだよ</p> <p>私はカラオケが好きでう。でも、私は歌うが下手でう。カラオケで私ははずかしいでうす。</p> <p>アメリカでは、カラオケができる場所があります。私の友達の誕生日から、カラオケをしました。カラオケはとても楽しいと思います。</p>	<ul style="list-style-type: none"> Answers that expressed the student’s preference to sing or not sing, and were not limited to such statements alone, tended to score higher. <p>私はカラオケをしたことがないけど、絶対 カラオケをしてみたいです。友達と一緒にカラオケをするのが楽しそうだし、私は歌を歌うのが好きです。</p> <p>いいえ、僕はあまりカラオケをしてみたくないです。人の前で歌うのは苦手で歌うこと自体が上手ではないので。</p> <p>いいえ、カラオケをしてみたくない。歌うことが好きじゃないよ。</p>
<ul style="list-style-type: none"> As with <i>こんにち</i> in Text Chat 1, the word <i>カラオケ</i> was already written in the prompt but was typed incorrectly when students attempted to replicate it in their replies. Orthographic errors often emerged when this key word was converted to katakana (e.g., カリオキ should be カラオケ) or in-correctly written in the hiragana (e.g., かれおけ should be からおけ) or roomaji writing system (e.g., Kareoke should be Karaoke). 	<ul style="list-style-type: none"> For this prompt, responses in which the key word <i>カラオケ</i> was written correctly and appropriately in katakana, and that contained some sort of elaboration, typically earned higher scores.

Text Chat 4: Justify your opinion. 先生が音楽を聞きながら勉強するのはダメだって言うんだけど、どう思う？

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Quite a number of students stated an opinion about the teacher’s music policy but did not follow the English directive to “justify your opinion.” Such responses did not meet the task requirement and were scored as incomplete. 音楽を勉強するダメだって思います。 私は、音楽を聞きながら勉強することはいいと思います 私も音楽を聞きながら勉強しないほうがいいと思います。 	<ul style="list-style-type: none"> • Responses that demonstrated a full understanding of the task requirement included both an opinion and justification about listening to music while studying. 勉強しながら音楽を聞くのはとてもいいと思う。音楽を聞きながら勉強をすともっとしゅうちゅうができる 音楽を聞きながら勉強するのはいいと思う。音楽は私とフォーカスします。 私は反対です。音楽を聞きながら何かをするのはもっと楽しいです。
<ul style="list-style-type: none"> • A brief opinion stated without a sentence topic and/or subject made the response rather ambiguous. For AP Readers, it was difficult to discern if such opinions were about the teacher’s policy or for studying while listening to music. 悪いと思います。 私もそ思いますよ。 僕には、だめと思います。 僕はそれにはさんせいしません。 	<ul style="list-style-type: none"> • Students producing more advanced responses were able to articulate a clear opinion that was about studying while listening to music. 私はこの考え方と反対です。なぜなら、私は音楽を聞いて勉強をするのがもっと集中ができると思うからです。自分の勉強に集中できて学習をもっと早く終わることができます。

<ul style="list-style-type: none"> Some responses included statements that appeared to be the students' justification for their opinion, but it required effort from AP Readers to determine if they qualified as a justifying statement. <p>僕は勉強している間に音楽を聞くことは悪くないと思います。僕もたまに宿題をしながら聞いています</p> <p>先生の言うことを聞くのも大事だけど、私は人それぞれだと思う。</p> <p>音楽を聞きながら勉強は大丈夫だと思います。音楽の種類も関係します。</p>	<ul style="list-style-type: none"> Stronger responses were those in which students articulated the justification for their opinion more specifically, such as explaining that listening to music helps to improve their concentration (e.g., 集中できる). <p>私は学習するとき音楽で集中できる。</p> <p>私もそう思わない。なぜなら、おんがくを聞いて宿題をするのはリラックスすることができますから、もし音楽がなど、宿題するときテンション上がらないです</p> <p>僕はいいと思います。勉強がはかどるので僕は聞きます</p>
<ul style="list-style-type: none"> Some students simply stated that they study while listening to music. Such responses were scored as incomplete, because they contained neither an opinion nor a clear justification. <p>私は音楽をいつも聞いて勉強します。</p> <p>私は、勉強するのとき、音楽をききます</p> <p>私は勉強する音楽を毎日聞きます。クラシクル音楽がいいです。</p>	<ul style="list-style-type: none"> Higher scoring responses provided both an opinion about the policy and a justification for that opinion. <p>僕もだめだと思う。僕は音楽を聞きながら勉強できない。</p> <p>僕は音楽をないと、集中できないから、あまり嬉しくないです。</p>
<ul style="list-style-type: none"> Some students gave an opinion about music in general but made no connection to studying. It may be that they read the English preface, "You will have a conversation ~ about music" and the English directive to "Justify your opinion" but did not fully comprehend the 聞きながら勉強する portion of the prompt. <p>私はU2がだいすきです。おして</p> <p>私は音楽が好きです。私はダンスーが大好きから音楽が好きです。</p> <p>ぼくは MIKI MATSUBARA をとても大好きです。それから、とてもじょうずときれい！そして、Miki Matsubara をとてもじょうじのおんがくでとおもいます</p>	<ul style="list-style-type: none"> Students who understood the entire Japanese prompt were able to give an appropriate response that connected their opinion about music to studying. <p>それは少し反対です。うるさい音楽聞く時集中出来ない。でも静かな音楽が大丈夫だと思います。</p> <p>人によるけど、私わ音楽を聞けたらもっと速く問題を溶けられます。</p> <p>わたしは反対と思います。音楽を聞きながら勉強するのはいいと思います。リラックスして もっと勉強の時間が楽しいです。</p>

<ul style="list-style-type: none"> • Numerous students began their opinion by mimicking the phrase 音楽を聞きながら勉強する . While this is acceptable, the part that was a mere repetition of the prompt sometimes was in stark contrast with the basic grammar structures that followed it (e.g., いいだ). <p>この考えは違うと思う。音楽を聞きながら勉強するのはいいだ。</p> <p>音楽を聞きながら勉強するのはダメじゃないと思います。だから、音楽はもっと覚えています</p> <p>音楽を聞きながら勉強するのはいいと思う。</p>	<ul style="list-style-type: none"> • Students producing more advanced responses were likely to use a variation of 音楽を聞きながら勉強する to describe the act of studying while listening to music (e.g., 勉強中；一ながら；勉強のとき). <p>私は、勉強中に聞く音楽のジャンルによっては集中力を向上させるのもあると考えています。例えば、歌詞のないクラシックなど、集中するのに良いと思います。</p> <p>人それぞれだと思います。個人的には、私は音楽をかけながら勉強するほうが勉強がはかどります。</p> <p>私は賛成です。なぜなら、勉強のときは集中しなければいけないからです。</p>
<ul style="list-style-type: none"> • Some students gave a general opinion about Aoi Takahashi’s teacher (e.g., わるい；いい). Other pupils described their own teacher but with no information relevant to music policy. It may be that they understood the initial word 先生 but did not fully comprehend the prompt. <p>音楽先生は楽しいです。</p> <p>先生はわるい先生です。でも</p> <p>あの、私は中学だけ音楽のクラスを取りました。先生が手伝うが好きでした。</p>	<ul style="list-style-type: none"> • Stronger responses mentioned the interlocutor’s teacher only in reference to the teacher’s policy to forbid listening to music while studying. <p>私は先生のことで賛成です。もし、私が音楽を聞きながら勉強したら、集中できません。</p> <p>わたしは先生を反対しています。私は勉強するときには音楽を聞いたらすごくはかどります。</p> <p>わたしは先生は違うと思います。宿題をするときにおんがくをきいたら、宿題をもっと簡単になって。便利なことです。</p>
<ul style="list-style-type: none"> • A common error that came up in mid-level responses was the use of 手伝う or a slight variation of that verb. In such cases, students were probably trying to convey the notion that listening to music is “useful” or “helpful.” <p>僕は勉強しながら、時々音楽を聞くけど、よく手伝いと思う。</p> <p>私は勉強ながら音楽を聞くといいことと思います。なぜなら、音楽しゅちゅてつだおう出来る。</p> <p>音楽を聞きながら、勉強をすることはいいと思います。なぜなら、ときどきに、音楽は手伝うからです。そして、</p>	<ul style="list-style-type: none"> • Students who performed well were able to use richer vocabulary and idioms to articulate how listening to music benefits studying (e.g., 効率よく勉強ができます；勉強しやすくしてくれる). <p>自分の家で勉強してるなら、音楽を聞きながら勉強するのは悪くないと思います。音楽を聴とより効率よく勉強ができます</p> <p>音楽を聞きながら勉強すると、勉強がはかどる事があるよ。歌詞のある音楽はこうりつを下げるかもしれないけど、クラシックや言葉のない曲は、勉強しやすくしてくれるよ。</p>

Text Chat 5: Respond with details. 日本の音楽について、何か知っている？

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Responses that gave only succinct and generic descriptions (e.g., いい; おもしろい) of Japanese music may be common in real-life conversations, but they did not follow the English directive to “respond with details.” <p>日本の音楽はいいです。私は日本の音楽よく聞きます。かっこいです</p> <p>日本の音楽はとてもおもしろいです。一番好きな音楽はなんですか？</p> <p>日本の音楽は楽しそです。</p>	<ul style="list-style-type: none"> Responses that demonstrated an understanding of the task requirement offered detailed information about Japanese music with rich vocabulary. <p>日本の音楽は、いろいろな種類があることをしています。昔からある伝統的な演歌や、最近の J—ポップなどがあります。</p> <p>日本のアーティストは数人知っています。AKB 4 8 とか現代アーティストグループとかも知っています。今は日本のアーティストは世界でも人気です。</p>
<ul style="list-style-type: none"> Another example of weaker answers consisted of students simply declaring that they like a certain Japanese artist, group, or type of music. Without much additional detail, such basic responses received scores of 3 or lower. <p>日本の音楽のメロディが大好き</p> <p>私は EVE, YOASOBI の曲が大好き。</p> <p>私は日本の音楽が大好きね。LAMP が 一番すきの音楽ですね！</p>	<ul style="list-style-type: none"> Students who performed well were able to include enough detail to illuminate why a certain Japanese artist, group, or type of music was their favorite. <p>僕はアニメからの日本の音楽を知っています。たとえば、ナルトとワンピースのはじめのおんがくがすきです</p> <p>あまり聞かないけれど、アニメの音楽が好きだな。あまりいい気分じゃなくても、音楽を聞くと元気になります！</p> <p>私は J—Pop の音楽だけ聞くので、J—Pop の知識があります。リズムが好きで、日本語も習えます。J—Pop はゆうつうのスタイルがあります。</p>

<ul style="list-style-type: none"> Other lower scoring responses consisted of students stating that they listened to a Japanese artist, song, or musical genre but not adding much relevant information beyond that. <p>日本の音楽について運動の音楽を聞きます。</p> <p>時々私はアニメの音楽を聞きました。中学で和たくさんアニメの音楽を聞きました。</p> <p>時々日本の音楽に聞くけど、アメリカの音楽の方が好きです。私の日本語は下手からですね。</p>	<ul style="list-style-type: none"> Students who performed better were able to enhance their statement about listening to a Japanese artist, song, or genre with additional information. In other cases, students stated that they did not really listen to Japanese music but were still able to give details. <p>日本の音楽は大好きだよ。僕は JPOP が大好きで、毎日のように聴いているよ。僕が時に好きなアーティストは米律玄師</p> <p>あまり日本の音楽が聞かないけど、j ポップはたくさんの方が好きときいていいいます。</p>
<ul style="list-style-type: none"> Instead of stating what they know about Japanese music, quite a few students instead asked their own questions about Japanese music. Most of these were general inquiries about popular music (e.g., どんな音楽が人気ですか). Other questions were of the interactive type, asking about interlocutor’s preference in music. It may be that students misinterpreted 何か知っている? with 何が知りたい? <p>はい、日本の音楽についてちょっと質問があります。若い人の好きな音楽はなんですか？人気な歌はなんですか？生徒はアメリカの音楽を聞きますか？ありがとう。</p> <p>たかはしさんは一番好きな音楽は何ですか？日本の音楽は人気ですか？</p> <p>あなたの日本学校では、どんな音楽タイプが一番人気だと思いますか。</p>	<ul style="list-style-type: none"> Stronger responses gave evidence that students had read the prompt carefully and understood the task requirement. Instead of asking questions, students described what they knew about Japanese music. <p>日本の音楽はだいたい日本語でできていて、比較的速いテンポで明るいメロディーなことが多いと思います。</p> <p>新年に一度、紅白歌合戦があることは知っています。男女によって、紅組、白組に分かれます。</p> <p>日本の音楽にはたくさんの種類があります。楽器もそれぞれあります。私はとても好きです。</p>
<ul style="list-style-type: none"> Some writers expressed that they did not know anything about Japanese music, even though most AP Japanese students have been taught or exposed to at least one Japanese song. <p>ぜんぜんわかりません。どうぞわたしに おしえてください。</p> <p>日本の音楽に聞かない。でも、アメリカ音楽が聞く。テイラスイフツが好きです。</p> <p>何も知っている。</p>	<ul style="list-style-type: none"> Responses that demonstrated students’ knowledge of Japanese music received higher scores. <p>日本の伝統的な音楽はかっこいいともいます。三味線やことみたいな楽器があつて、美しい音がでられます。それから、ポップカルチャーにでる音楽も大好きです。アニメでいろんな音楽を見せて、かっこいいです。</p> <p>日本の音楽は種類はたくさんあります。今の音楽は、女のグループが人気あります。</p>

<ul style="list-style-type: none"> • A number of responses started with the phrase 日本<small>の</small>音楽<small>について</small>. While this was likely a result of students mimicking the prompt, the inclusion of this phrase in the context of an answer was a little unnatural and out of place. <p>日本の音楽について、ポップをゆめいです。</p> <p>日本の音楽について、ポップかをとっている。大好きです。楽しみです。</p> <p>日本の音楽について、いろいろな音楽が好きです。なぜなら、あのシンガーのスタイルが</p>	<ul style="list-style-type: none"> • Students who understood the appropriate use of ー<small>について</small> tended to not repeat it in their response. <p>日本の音楽でも色々なジャンルがあるってことは知っています。JPOP だったり、JROCK だったり、古い音楽もある。</p> <p>JPOP やアニメソングが人気だと知っています。僕もぜひ聞きたいです。</p>
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Text Chat 6: Give at least one suggestion. 日本の高校生に聞いてほしい音楽を教えてくれる？

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Students used a variety of writing methods (e.g., katakana, English) to depict musical genres or artists' names. While this was acceptable for the most part, some Western artists whose names were written in hiragana or with typing errors were hard to recognize. <p>ジョーひざいしのおんがく</p> <p>あなたはアドとクラシック音楽を</p> <p>ししゃもはわたしの一番好きバンドです。そして、テレビゲームのおんがくが</p> <p>日本の音楽はアメリカの音楽のほうが好きです。ズレくの音楽がほしいです</p>	<ul style="list-style-type: none"> • Students who performed better were able to type music-related terminology and artists' names with katakana in a way that was more recognizable. <p>はい、日本<small>の</small>高校生<small>には</small>最近アメリカ<small>で</small>流行<small>って</small>いる曲<small>を</small>聞いてほしいです。私は今テイラー<small>スイフト</small>にハマ<small>って</small>いるので、それも聞いてほしいです。あと、勉強</p> <p>アメリカ<small>では</small>アデル<small>さん</small>はとても人気<small>が</small>あります。アデル<small>さん</small>の歌<small>は</small>きれいだし</p> <p>ビリーアイリッシュ<small>ー</small>が聞いてほしです。すごくきれいな声<small>が</small></p>

<ul style="list-style-type: none"> • Weaker responses were those in which students listed the type of music that they listen to or like, but stopped short of suggesting explicitly that Japanese students should do the same. Such ambiguous statements made it hard for AP Readers to discern whether or not they fulfilled this prompt’s task requirement. <p>ボカロイド音楽をすきです。</p> <p>たくさん音楽を聞きます。も友達と音楽を聞きます。</p> <p>日本の音楽は BABY METAL をききます。でも、英語の音楽はエルトンジョンをききまうす。</p>	<ul style="list-style-type: none"> • In stronger responses, students not only revealed their favorite artist or song, but also used appropriate expressions (e.g., おすすめ; 聞いたほうがいい) to make a straightforward suggestion. <p>私の好きな日本の音楽ジャンルでおすすめしたいのはボーカロイドと言う音楽です。ボーカロイドは人間が歌っているのではなく、機械が歌っているので苦手な人は多いですが、私の一番のおすすめでよく聞いています。</p> <p>日本の高校生に聞いてほしい音楽は、アメリカの人気なラップやカントリー音楽を聞いたほうが良いとおもいます。</p>
<ul style="list-style-type: none"> • Some students appear to have misinterpreted the question, as evident in grammar structures that only express what the writer wants to listen to (e.g., 聞きたい; 聞いてみたい) rather than offering a suggestion. <p>いいよ。私は日本語の音楽聞きたいでう。そして、カオロケもいきたいです。</p> <p>わああ、しつもんはむずかしいです。えと R&B と Hip-Hop 音楽を聞きたいです。</p> <p>日本の人気な音楽を聞いてみたいです。それと一番はまってる歌も聞きたいです。</p>	<ul style="list-style-type: none"> • Stronger responses used appropriate grammar structures (e.g., いいと思います; 聞いてください) to give at least one music-related suggestion. <p>私は、ロックの歌が好きなので、ロックの歌をすすめます。ヒップホップもいいと思います。</p> <p>日本の高校生がバックを聞くといいと思います。</p> <p>K-POP を聞いてください。なぜなら、K-POP は楽しい音楽からだ。</p>

<ul style="list-style-type: none"> Some responses included suggestions that seemed connected to music (e.g., ヘッドフォン; ギター) but they were clearly not a musical recommendation for Japanese peers, as the prompt directs. It may be that the test takers only read or understood the general topic (i.e., music) from the English preface and the directive to “give at least one suggestion.” <p>ヘッドフォンをつかってもいいですね。それをすれば、他の人は</p> <p>私の意見はギターを教えるの方が良いです。楽しみですね。</p> <p>日本の高校は音楽をするべきです。なぜなら、音楽は面白いです。</p> <p>たくさん勉強することは大事ですね。毎日五分練習してください。</p>	<ul style="list-style-type: none"> Responses that demonstrated an understanding of the Japanese prompt addressed the prompt directly and avoided giving off-topic suggestions. <p>日本の高校生にはボーカロイドを聞いてほしいですね。私が好きなものもありますが、ボーカロイドは数が豊富なので、絶対に好きな音楽に出会えると思います。</p> <p>日本の高校生に聞いてほしい音楽はアメリカのカントリーはラップ音楽です。なぜならば、このジャンルは、アメリカを代表するからです。</p> <p>はい。ぜひ自分が大好きな歌手、スヌープドッグの曲を聞いてほしい。古いほうだがとてもかっこいいと思う。</p>
<ul style="list-style-type: none"> Some students resorted to mimicking the ーくれる portion of the prompt (教えてくれる). Because this structure is used to request a favor for oneself, its inclusion in the response was unnatural. <p>はい、くれる。</p> <p>日本の音楽をおしえてくれる</p> <p>好きな音楽子男子男性は教えてくれる。なぜなら、おんがくはみんなちがいます。</p>	<ul style="list-style-type: none"> Students who knew the appropriate use of ーくれる tended not to repeat it in the response. <p>日本の高校学生に英語のラップを聞いてほしいと思っています</p> <p>はい、ここで大流行のテイラー・スイフトをぜひ聞いてもらいたいです。あと、クィーンなどのロックバンドも聞いてほしいです。</p>

- As was the case with Text Chat 5, a number of responses only consisted of music-related questions. Even capable students who may have demonstrated excellence in delivery and language use received low scores on this prompt because they failed to meet the task requirement to “give at least one suggestion.” It may be that exam takers studied past AP Japanese exams and were conditioned to believe that they should just ask questions about the text-chat topic toward the end.

はい、質問があります！日本の高校生はどんなジャンルの音楽が好きですか？楽器を引きますか

高橋さんはどのような音楽が好きですか？最近、日本で一番人気の曲は何ですか？英語の曲も人気ですか？

日本の高校生はどんな音楽に興味があるの？できたら僕にも聞かせて。ぼく日本の音楽好きだからたくさん音楽を知りたい。

- Responses that demonstrated an understanding of both the English directive and the Japanese prompt avoided this pattern and gave clear suggestions.

うん！いくつもあるよ！BTSとかSTRAYKIDSとかはどうか？結構いいと思うよ！

日本のソール音楽が好きなら、KIRINJIというバンドの音楽を聞いたらどうですか。もっと古い音楽なら、山下達郎さんはいいです。

日本の高校生に聞いてほしい音楽はアニメの歌です。

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- AP teachers should drill into students the AP mantra, “You should respond as FULLY and as appropriately as possible.” This means not just reply to a question with a succinct response as they may do in a real-life conversation but to utilize the 90 seconds fully and add as much detail and elaboration as possible.
- While the English directive for Text Chat 1 (“Respond”) was the most general and easiest to follow, other prompts, such as Text Chat 4 and 5, had instructions that were more specific (e.g., “Justify your opinion,” “Respond with details,” respectively) and had the potential to determine whether or not a student’s response was scored as complete. Hence, AP teachers should constantly remind their students to read and follow the English instructions judiciously.
- Katakana loanwords can be difficult for students to produce correctly on a computer (e.g., ローク；ヒプホピ). One exam-taking strategy that AP students might employ is to practice typing katakana words that apply to themselves or their interests, such as their favorite musical genre or clothes (e.g., ショーツ).
- Students will benefit from getting more practice in giving suggestions (一たらどうですか；一たら/一がいいと思います；おすすめします；一たほうがいいです) or opinions using structures, such as 一と思います、一ので, etc. AP teachers should give students frequent exposure to not only question words, such as どう思う？, but also to less familiar idioms, such as いい点 or 何か知っている？

- Some students showed a tendency to repeat a portion of the prompt (e.g., 音楽を聞くことのいい点は一) to begin their response. They should be advised that not only does this not enhance their score, sometimes the phrases can sound awkward in the context of an answer (e.g., 日本の音楽について一).
- For Text Chat 1 and 3, vocabulary that was embedded in the prompt (こんにちは; カラオケ) was quite often typed incorrectly when replicated in the response. Because the exam format does not allow exam takers to copy and paste, students should at least refer carefully to the original words in the prompt.
- For Text Chat 5 and 6, some responses were scored as incomplete because they only included general questions about music. While past AP Exams often invited exam takers to ask questions toward the end of an exchange, that was not the case this year. Students should always read each prompt carefully.
- For Text Chat 6, it is recommended that students get more practice on verbs of giving and receiving: ーてもらー、ーてくれる、ーてあげる, as well as wishing expressions (ーほしい; ーてほしい; ーたい).

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Use and apply the Scoring Guidelines throughout the AP year in and in years leading up to the AP experience so students are familiar with how their response will be scored.
<https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Use examples of student performance to provide concrete examples of strong, good, and fair performance and have students apply the scoring guidelines so they can improve their performance.
<https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Provide sample text messages and have students work in pairs to identify the purpose of the message, what is being requested, and other pertinent details before responding, and provide students with a checklist of grammar and mechanical errors to look for and address when reviewing their own or peer-reviewing others' work.
- Refer to the exam information page for additional Text Chat prompts from previous years
<https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Begin having students respond to text chats early in their language learning experience so they become familiar with the task and begin to integrate more sophisticated language well before the beginning of the AP experience.
- Utilize flexible resources in AP classroom to provide students with daily instruction, practice and feedback to help cover and connect content and skills.
[AP Japanese Language and Culture: Classroom Resources | AP Central – The College Board](#)
- Complete the AP World Languages and Cultures online module on interpersonal writing.
<https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules?course=ap-japanese-language-and-culture>

Task 2

Task: Presentational Writing

Topic: Compare and Contrast Article

Max Score: 6

Total Group Mean Score: 4.06

Standard Group Mean Score: 3.26

What were the responses to this question expected to demonstrate?

This task assessed presentational writing skills by having students write an article for the student newspaper of their sister school in Japan. The prompt is given in English. It asks students, based on their own experience, to compare and contrast two sides of a single topic by identifying three aspects of the topic and highlighting similarities and differences between the two. In addition, students are asked to express their preference for one or the other of the sides and to provide their reasoning for that choice. The responses were expected to demonstrate students' ability to identify, compare and contrast, elaborate, choose, and explain in presentational writing. Students were also expected to display their ability to write using the AP kanji, to make use of a robust vocabulary, and to demonstrate control over grammatical structures.

The 2022 prompt asked students to compare and contrast having an after-school part-time job and engaging in extracurricular activities.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Students generally responded to the topic well, perhaps because students generally have experience with part-time jobs or extracurricular activities. Most students were able to identify three similarities and differences between part-time jobs and extracurricular activities, whether school sponsored (e.g., sports teams or school clubs) or not (e.g., various lessons). Many addressed the importance of activities for physical and mental health, while others addressed the importance of earning money for personal use or to contribute to family finances. Many students were able to structure their responses effectively, with ample use of transitional elements and cohesive devices. Many responses achieved a good flow of expression that displayed use of topic-related vocabulary (e.g., 比較, 類似点, 相違点, 給料) and a good control of grammatical patterns. Strong responses clearly articulated the writers' preferences, either in the introduction, conclusion, or both. Responses on the higher end of the scoring spectrum revealed the writers' preferences more subtly through complex structures (e.g., 僕は、アルバイトの方をしたいと思っています。僕はいっぱい遊びたいので、お金が必要となります。たしかに好きなクラブに入るのもいいけど、学校の外で友達と楽しむ方が僕にとって大切です。). Responses became weaker, however, when the writers' preferences were not clear or were not included at all. In some responses, students neglected to address the prompt directly and instead compared the Japanese school system with their own.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
<ul style="list-style-type: none"> The prompt specified that students write a response comparing part-time jobs to extracurricular activities. However, some students appeared to have misread the prompt and compared American and Japanese schools. <p>今日は日本の高校のほうかごとアメリカの高校のほうかごうくらべてほしです。</p> <ul style="list-style-type: none"> Some responses misunderstood the phrase “sister school in Japan” and wrote about their own sister’s school. <p>私の姉が日本の学校に行きました，姉な高校にとってもつまらないよ</p> <ul style="list-style-type: none"> Some responses used expressions appropriate for spoken presentations (e.g., 発表します，話します). 	<ul style="list-style-type: none"> Strong responses clearly compared similarities and differences of part-time jobs and extracurricular activities in written form for the sister school newspaper. <p>今からバイトをすることと部活をすることを比較します。この文章で類似点を一つと相違点を2つ説明したいと思います。</p> <p>これから放課後のバイトと部活について書き、比べてみたいと思います。まず、バイトについて書きます。</p> <p>これから学校のあとにバイトをすることと部活をすることを比べたいと思います。バイトをすることと部活をすることは共通点も相違点があります。</p>
<ul style="list-style-type: none"> Some responses neglected to express their preferences and reasons clearly. <p>それから、私はクラブがほしいです。</p> <p>私はお金が大好きからアルバイトを好きですがクラブといいです。</p> <p>アルバイトはたいてい近くにある仕事なので、店やレストランなどに働くのはあまり楽しくないです。</p> <p>部活はとてまたのし、からあなたの学生がいます。</p>	<ul style="list-style-type: none"> Stronger responses from the mid to high range stated their preference and reasons in detail. <p>結論として、バイトと部活は両方とも個人に良い影響を与えます。ただ、部活は趣味の知識を広げ、バイトは社会の知識を広げます。個人的な意見ですが、私は部活のほうが好きです。なぜなら、部活をすると人間関係はバイトほどではないけれど、作る練習ができるし、学校にあるので、私にとってとても便利です。</p> <p>私は、仕事をするほうが良いと思います。なぜならば、お金をもらえるからです。また、社会に出る前に働くことは大切だと思うからです</p> <p>部活動は楽しいで、お金が大きいですから、私は部活動の方がアルバイトより好きです。今私はドラマをしています。未来で俳優になりたいです。</p>

- Attempts to explain the benefits of the student’s preferred activity were sometimes unclear due to lack of vocabulary or cultural knowledge.

大学はアルバイトより学校のクラブの方が好きです

日本の学校はときどきバイトをしなければいけません。

- Differences in culture concerning the role of extracurricular activities related to university admission result in awkward phrases. Weak responses tend to use single words, such as レジメ or 大学に入り安い, to explain benefits of their choice. Other examples are:

部活によれば大学におすすめされるぐらいだけです。

大学校はたくさんクラブがありますのでクラブする生徒たちがアドバンスがありますと思います。

- Strong responses appropriately demonstrated their cultural understanding of the role of extracurricular activities.

1つ目の相違点はバイトと部活に参加する理由です。バイトをする生徒は自分のために使える金が多いからです。逆に部活をする生徒はお金を稼ぎません。それに、バイトをする生徒は社会を体験したいからやることで、部活をする人は、自分の趣味や文化の知識を広げたいからします。

僕は部活のほうが楽しいと思います。バイトは断られるかもしれないし、ストレスが高いと思うからです。しかも、部活は自分の好きなものができます。野球が好きだったら野球部に入り、音楽が好きだったらバンドに入れます。バイトでは、好きなところで働けるけど、自分のしたいことはできないかもしれません。

次は部活について書きます。部活は大体学校内でやります。スポーツや読書、ボランティア活動などができます。次に、部活が一緒の人と仲良くなれます。僕も部活のおかげで友達が増えました。最後に、部活は入りたい人は入れます。

- Some responses did not use the indentations or divisions between paragraphs appropriate for newspaper articles.

これから、パートタイムの仕事とアフトレアクチビチスで同じいと違うです。一つに、パートタイムの仕事は、たくさん円があります。アフトレアクチビチスは、円がありません。二つに、パートタイムの仕事は、あなたで仕事をきれいと思います。アフトレアクチビチスは、あなたでアクチビチスを嬉しくて、楽しいです。パートタイムの仕事とアフトレアクチビチスは、同じいで使います。そして、パートタイムの仕事とアフトレアクチビチスは、同じいで時間を減ります。さらに、

- Although the use of paragraphs was not specified in the directions, it is the standard format for newspaper articles and makes the information easier to process. Stronger responses used a line return before a new paragraph and began the paragraph with a transitional element. A response from the high range of the scoring guideline:

これから、高校後でアルバイトと部活を比較します。両方ともひまの時にしますが、よく見ると、見つめの相違点があります。

最初、一番目の相違点は時給です。アルバイトがあったら、お金が欲しいです。だから、時給があります。毎時にアルバイトにいったら、お金をもらいます。しかし、活動は時給がありません。なぜかという、活動に参加したら、楽しい事をしたからです。基本的に、アルバイトはお金をもらう事です。一方、活動は楽しい事です。

次に、二番目の相違点は内容です。一般的に、アルバイトは店に働きます。それで、店に後客がい

	<p>ますので、後客を手伝ったり、話したり、します。一方、活動は店がなくて、後客がありません。活動は明確な事をします。例えば、茶道にお茶を作って、サッカーにスポーツをします。</p> <p>最後、三番目の相違点は人です。アルバイトでは店員がいます。店員は一般的に仕事の経験がなしで、若者で、お金が欲しいです。一方、活動の人はいつも高校生で、お金が欲しくありません。具体的に、楽しいことをしたいです。</p> <p>結論として、私の意見はアルバイトの方が好きです。なぜなら、時給があつて、お金をもらうからです。お金はものすごく大切ですので、アルバイトの方がいいです。</p>
<ul style="list-style-type: none"> • Weaker responses did not include appropriate punctuation marks, which interefered with readability. <p>クラブは学校のあと毎日に二時間から三時間ぐらいかかります一しゅうかんに一五じかんかかります。</p> <p>バイトではちゃんと仕事したらお金をもらえるでもぶかつではいつもお金もられないけどぶかつにファンドレイザでぶかつのお金をつくれる。</p>	<ul style="list-style-type: none"> • Stronger responses includes appropriate punctuation marks. <p>これから学校のクラブやスポーツのことを説明します。学校のクラブは友達と一緒にできるので、とても楽しいです。そして、いろいろな新しいことを習えます。たとえば、学校のクラブでは、すもうやそろばんやスポーツをできます。よく練習したら、スポーツが得意になれる可能性があります。最後に、仕事と同じように、大学のアプリケーションのために良いです。</p>
<ul style="list-style-type: none"> • A number of responses revealed students' lack of familiarity with loanwords (e.g., エキストラクリクラ; アリバイト; アクチビチ; ガム; スッポつ; チット). 	<ul style="list-style-type: none"> • Strong responses used loan words correctly (e.g., エキストラカリキュラム; アルバイト; アクティビティ; ゲーム; スポーツ; カンニング).
<ul style="list-style-type: none"> • Inappropriate loan words, such as チート, プロとコン, アプリ. 	<ul style="list-style-type: none"> • Strong responses used correct terminology for loan words and Japanese words (e.g., カンニング、プラスとマイナス、申込書・願書).
<ul style="list-style-type: none"> • Some students did not have sufficient knowledge of vocabulary. <p>学校の後, 学校の外, 学校外, 従業後 パートタイムジョブ, パルと一タイム 文化, 趣味, 校外活動, 部靴 違いこと, 同い事 いいこと お金が作ります; たくさん円があります</p>	<ul style="list-style-type: none"> • Stronger responses used key words appropriately <p>放課後 アルバイト 部活 相違点, 類似点, 共通点 利点 給料を稼ぐ</p>

<ul style="list-style-type: none"> Examples of incorrect kanji use resulting in interference in readability: <p>衣装 instead of 一緒 多きい instead of 大きい 一車 instead of 医者 使う instead of 作る 臭味 instead of 趣味 人感 instead of 時間</p>	<ul style="list-style-type: none"> Stronger samples were those that converted kanji correctly and typed katakana words accurately. <p>部活よりアルバイトの方が経験とスキルが必要です。</p>
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Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Emphasize the importance of stating a preference with reason(s).

In order to complete the task satisfactorily, students not only had to discuss three aspects of the two options, “part-time jobs” and “extracurricular activities,” but they also had to express a preference for one of the options and give reasons for their preference. While many students were able to express a preference, even some high-proficiency students neglected to include a preference. The preference need not be stated in the conclusion—it can be presented in the opening paragraph of the article—but it needs to be expressed somewhere in order to complete the task successfully.

In some responses, preferences were stated unclearly; thus, it was hard to determine the writer’s preference. For example, 私はピザを作ります。これはとても楽しいです。レストランにはたらく時、お金があります。Thus, it is recommended that teachers discuss with students what constitutes a preference and introduce patterns for clearly expressing a preference. Simple patterns include 私は～が好きです; 私は～(の)ほうがいい(と思います). Other methods could be to use opinion words, such as 私の意見/経験では～; 私にとっては/自分は～(の)ほうがいい/好む/選ぶ/にする. Some students expressed their equal interest in both options. When the preference was clearly stated with reason(s), it is considered as a good response (e.g., バイトも部活も大事な経験です。おすすめの選択は両方高校時代にやってみる事です。どちらも大事です). The following example contains clear-cut examples of expressions of preference: 結論として、バイトと部活は両方とも個人に良い影響を与えます。ただ、部活は趣味の知識を広げ、バイトは社会の知識を広げます。個人的な意見ですが、私は部活のほうが好きです。なぜなら、部活をすると人間関係はバイトほどではないけれど、作る練習ができるし、学校にあるので、私にとってとても便利です。Teachers should discuss with students what constitutes a preference and introduce patterns for clearly expressing a preference.

- State similarities as well as differences.

The prompt specifies that students should highlight both similarities and differences between the two options. Some students focused on describing both activities (e.g., アルバイトと部活、どちらもいいことですが一番大事なのは学校のことや生活のバランスを取ることです。), and many students focused on differences and neglected to mention similarities. While there is nothing wrong with focusing on differences, students should be reminded to read the instructions carefully to be sure they understand what they were expected to include in the article.

- Compare the two options that are indicated in the prompt.

This year’s prompt asked students to compare and contrast “part-time jobs” and “extracurricular activities.” However, some students, including some high-proficiency students, compared two options that were not indicated in the prompt and merely described various kinds of activities and jobs. It cannot be emphasized enough that students should be reminded to read the instructions carefully and be sure they understand what options they are expected to compare.

- Teachers should provide frequent opportunities for students to learn a variety of vocabulary, and expressions related to possible topics from the AP themes. Once students have mastered appropriate vocabulary and grammar structures, they should frequently engage in writing using those appropriate expressions.
- Students should learn how to elaborate their content in a logical way using complex sentences. In addition, students should practice using organizational and transitional phrases, such as 最初に, 第一に, 一つ目に, 最後に, to clarify their progression of ideas.
- Students should be reminded to check for misspellings and incorrect kanji conversion.
- Students should learn more about cultural differences in practice and perspective concerning educational systems, especially the role of extracurricular activities and part-time jobs as they relate to college admission.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Use and apply the Scoring Guidelines throughout the AP year in and in years leading up to the AP experience so students are familiar with how their response will be scored.
<https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Use examples of student performance to provide concrete examples of strong, good, and fair performance and have students apply the scoring guidelines so they can improve their performance.
- Provide examples of compare and contrast articles outlining the beginning, middle, and end. Ask students to brainstorm vocabulary and explanations and ideas about ways to respond to each question in the prompt, and then suggest some transitional expressions to link their ideas.
- Refer to the exam information page for additional Compare and Contrast Article prompts from previous years. <https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Begin having students write compare and contrast articles on various topics early in their language learning experience so they become familiar with the task and begin to integrate more sophisticated language well before the beginning of the AP experience.
- Utilize flexible resources in AP classroom to provide students with daily instruction, practice and feedback to help cover and connect content and skills:
[AP Japanese Language and Culture: Classroom Resources | AP Central – The College Board](#)
- Complete the AP World Languages and Cultures online module on presentational writing.
<https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules?course=ap-japanese-language-and-culture>

Task 3

Task: Interpersonal Speaking

Topic: Conversation

Max Score: 24

Total Group Mean Score: 14.12

Standard Group Mean Score: 10.32

What were the responses to this question expected to demonstrate?

This task evaluated interpersonal speaking skills by having students respond as part of a simulated conversation. It consists of a statement in English that identifies an interlocutor and conversation topic, followed by a series of four related prompts in Japanese. After each prompt, students have 20 seconds to respond.

On this year's exam students participated in a conversation with Naomi Nakanishi, a booth staffer at a Japan fair, about Japanese technology. To successfully respond to the prompt, students had to (1) respond to the coordinator's initial welcoming remark, (2) explain what kind of car they were interested in, (3) state how they predicted technology would change our lives in the future, and (4) answer a question about whether they were willing to respond to a written or online survey after the conversation. The English preface to the Japanese prompts was: You will have a conversation with Naomi Nakanishi, a booth staffer at a Japan fair, about Japanese technology.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Question 1: 車のブースによろこそ！私がこのブースをご案内します。

Even though this year's prompt did not require self-introduction, most students started out by introducing themselves using a basic formulaic expression (よろしく申し上げます). Others were able to add a comment about the booth (このブースでは、何をしますか). Some students responded incompletely by commenting on Japanese technology, which might have been a response to the English preface (日本語のテクノロジーはおもしろいなあ), or with a basic time-of-day greeting (こんにちは；おはようございます). Stronger responses went beyond acknowledging Ms. Nakanishi's invitation, adding additional comments related to the booth. Some students were able to produce thorough responses by expressing gratitude to Ms. Nakanishi, stating a reason for their visit, or expressing their own interests related to cars, with responses that contained rich vocabulary and more complex grammatical structures. A few students misunderstood the situation as one in which they themselves would be presenting information about cars or Japanese technology at the booth.

Question 2: ここには、新しいテクノロジーを使った車が色々ありますが、どんな車に興味がありますか。

In general, this prompt was not difficult for students to respond to as long as they understood the phrase 興味がありますか. However, some students spoke only about technology, giving a general opinion (テクノロジー、いいです) or listing examples of technology (ロボットとケイタイとパソコンがあります). They may have been responding to the English preface, or they may have understood only the word テクノロジー from the prompt. Other students understood that cars were the general topic of the prompt but replied by commenting on their own cars (私は、赤いホンダで学校に行く). Quite a few students explained that they did not drive yet, or that they were not very interested in cars; such responses generally seemed appropriate even when they did not mention one or more specific types of cars the students were interested in. Very basic responses sometimes simply mentioned a type of car students liked or wanted (ホンダが好きです；速い車がいいです).

Stronger responses were able to give one or more types of cars that were of interest and provide reasons for that interest. For example, many students brought up environmental issues, explaining that they were interested in electric cars and that their interest stemmed from a concern about climate change. Some students also elaborated with very interactive responses, asking Ms. Nakanishi what type of cars she had on display or what kind of cars she herself liked or recommended.

Question 3: これから、テクノロジーで、私達の生活はどう変わるとおもいますか。

This prompt asks how technology would change our lives in the future. However, many respondents seemed to misinterpret the prompt as asking about daily use of technology (テクノロジーで、私たちの生活) or for an opinion about technology (テクノロジーどうおもいますか). Responses earning lower scores often expressed an opinion about technology (新しいテクノロジーはすごいです) or mentioned the use of technology in daily life (毎日スマホを使います). Other lower-scoring responses discussed cars or made some reference to the technology fair. Basic responses indicated a general change in lifestyle due to technology (便利になるとおもいます). Stronger responses often stated a degree of change (大きく変わるとおもいます) and provided elaboration and detail by focusing on a particular aspect of technology and describing a specific change in lifestyle (人間の仕事は減る、自動でドアが開いたり). Some stronger responses concluded by asking Ms. Nakanishi for her opinion about future lifestyle changes.

Question 4: 後でもっと意見を聞きたいんですが、オンラインのアンケートか紙のアンケートに答えてくださいませんか。

In general, this prompt was not difficult for students to respond to as long as they understood the phrase (アンケートに答えてくださいませんか). Most students were able to indicate their willingness to answer a questionnaire, and this was considered to have completed the task adequately. Fewer students indicated their preference between answering online or on paper. In responses earning lower scores, many students did not realize that they were being asked to answer a questionnaire. Basic responses sometimes simply mentioned they would answer the questionnaire (じゃ、オンラインのアンケートにこたえますね). On the other hand, stronger responses included elaboration, such as explaining when they would be able to answer the questionnaire (e.g., オンラインアンケートならいつでもできます), mentioning an interest in the questionnaire (e.g., どういう質問があるのか気になっています), or wrapping up the conversation by commenting on their experience at the booth (e.g., 今日はブースの案内をありがとうございます。様々なテクノロジーについて話せて、学べて楽しかったです).

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Conversation 1: 車のブースにようこそ！私がこのブースをご案内します。	
<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Many responses included only a memorized self-introduction, which is not the most appropriate response to the first turn of this conversation. <p>はじめまして。わたしは、[name of candidate]です。よろしくおねがいします。</p>	<ul style="list-style-type: none"> Stronger responses gave an initial greeting, then directly addressed the topic of a booth visit. <p>あの、今日、よろしくお願ひします。 楽しみにしています。</p>
<ul style="list-style-type: none"> Some students replied by commenting on Japanese technology or fairs or festivals. <p>日本のテクノロジーはいいです。 日本の祭りは、おもしろいです。</p>	<ul style="list-style-type: none"> Students giving stronger responses showed evidence of having listened carefully to the prompt and attempting to address it directly. <p>あの、僕は、日本の技術にたくさん、あの、すごく、興味に、がありますから、あの、たくさん質問してもいいですか。 車のことは知らないなので、教えてください。</p>
<ul style="list-style-type: none"> With the exception of formulaic phrases, such as 楽しみにしています, predicates tended to consist of relatively basic questions (ありますか；しますか；ーですか). 	<ul style="list-style-type: none"> Stronger responses used predicates with more elaborate vocabulary and structures (日本の技術について、学びたいです).
<ul style="list-style-type: none"> Some responses contained only very basic vocabulary and structures. <p>どんな車ですか。 このブースは何がありますか。</p>	<ul style="list-style-type: none"> Stronger responses exhibited excellent use of vocabulary and grammar, including complex structures. <p>どんなことを教えてくれるか、期待しています。 日本の技術について学びたいと思っています。 詳しく説明していただけますか。</p>

Conversation 2: ここには、新しいテクノロジーを使った車が色々ありますが、どんな車に興味がありますか。

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Some students failed to understand the question and answered with general statements about technology (テクノロジーが大切と思う) or about their own or their family's car (ニッサンを運転しています). 	<ul style="list-style-type: none"> Stronger responses clearly stated the type(s) of car the student was interested in (テスラに興味があります) or clearly stated the student's lack of interest (車にはあまり興味ありませんが、どんなのがありますか).
<ul style="list-style-type: none"> Some responses were very brief, simply mentioning one or more types of car that were of interest. 電気の車がいいです。 早くてかっこいい車が好き。 	<ul style="list-style-type: none"> Stronger responses gave additional detail or elaboration. できれば、ガソリンを使わない車が、ぼくは見たいです。 日本の電気自動車についてもっと勉強したいから、もし、電気自動車について・・・はんなせれば、すごくうれしいです。 トヨタの車が見たいです。私の家族の車はトヨタですが、とても古いです。
<ul style="list-style-type: none"> Some students used only very basic vocabulary and structures (好きです; おもしろい; かっこいいです). 	<ul style="list-style-type: none"> Stronger responses used more elaborate vocabulary (技術; 地球温暖化; 水素), expressions (～に興味があります; ～に関心があります; ～が気に入っています), and more complex structures (もし電気自動車について話せれば、すごくうれしいです).
<ul style="list-style-type: none"> Many students had difficulty using loanwords or car names correctly (ガス; テクナルジー; Volkswagen). 	<ul style="list-style-type: none"> Stronger responses used loanwords and car names appropriately and with correct pronunciation (ガソリン; テクノロジー; フォルクスワーゲン).

Conversation 3: これから、テクノロジーで、私達の生活はどう変わるとおもいますか。

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Common Misconceptions/Knowledge Gaps</i>
<ul style="list-style-type: none"> Some students responded with opinions about technology (新しいテクノロジーはすごいです) or discussing how they use technology in daily life (毎日コンピューターを使います). 	<ul style="list-style-type: none"> Stronger responses clearly stated an expected change in lifestyle: ええっとテクノロジーは、げんだいにーいつも変わっているから、将来には、ロボットとか、えっと、すごく長い、運転できるバトリーカーとかあると思います。 スマホで私たちの生活はもっと便利になるとおもいます。
<ul style="list-style-type: none"> Some students provided only general changes in lifestyle. 仕事は楽になるとおもいます。 	<ul style="list-style-type: none"> Stronger responses contained specific examples of lifestyle changes. ロボットなど・・・私たちの仕事、を、とって、仕事あまり、なくなってしまうと思います。 ロボットがおじいちゃん、おばあちゃんをせわする。
<ul style="list-style-type: none"> Some students answered the prompt with brief comments on changes in technology. 車は速いになります。 	<ul style="list-style-type: none"> Stronger responses contained elaboration on changes in technology. いろんな仕事はロボットができるようになります。 テクノロジーを使って、もっと簡単に、所から所に行けるとおもいます。
<ul style="list-style-type: none"> Some students used only simple sentence structure and vocabulary. もっといいと思います。 	<ul style="list-style-type: none"> Stronger responses contained examples of complex grammar and rich vocabulary. 未来はもっと豊かになるとおもいます。

Conversation 4: 後でもっと意見を聞きたいんですが、オンラインのアンケートか紙のアンケートに答えてく
 ださいませんか。

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Common Misconceptions/Knowledge Gaps</i>
<ul style="list-style-type: none"> Some students seemed not to understand the phrase. アンケートをします。 オンラインが一、ウェブサイトの一、あー大好き。 	<ul style="list-style-type: none"> Stronger responses clearly stated the respondent's willingness to answer a questionnaire. えーと、紙のアンケート、をやるので、ちょっとペンを貸していただけますか。 はい、今私にはペンが持っていませんが、オンラインアンケートなら、いつでもできます。 はい、必ず。あの、どんなアンケートは何ですか。あの、えー、何番、しつもんがありますか。あの、アンケートが、好きです。
<ul style="list-style-type: none"> Some students had difficulty with verb phrases for filling out a questionnaire. アイパッドで、かみます。 オンラインのにきいて、僕は好きです。 	<ul style="list-style-type: none"> Stronger responses used appropriate verb phrases for filling out a questionnaire. じゃ、オンラインのアンケートにこたえますね。 紙のアンケートでこたえます。
<ul style="list-style-type: none"> Responses sometimes contained only very basic vocabulary and structures. アンケートをこたえます。 もちろん、オンラインの、へ、もちろん。 	<ul style="list-style-type: none"> Stronger responses exhibited excellent use of vocabulary and grammar, including complex structures. えーはい、そういたします。えー、車についてはそんなに知りませんが、やっぱり、自分の父は、車について本当にくわしいですし、自分も将来そうなりたいと、思っています。 オンラインでこたえさせていただきます。 時間があればしましょう。 紙のアンケートなら、こたえたいと思います。

<ul style="list-style-type: none"> Some students simply commented about answering a questionnaire and did not give additional details or elaboration. <p>オンラインのアンケートで答えますね。</p>	<ul style="list-style-type: none"> Stronger responses contained additional details or elaboration, or commenting on their experience at the booth. <p>オンラインのアンケートとか、どうやって見つけるんですか。</p> <p>そのアンケートは面白いそうですね。なぜならたくさんテクノロジーに興味があります。</p> <p>今日はブースの案内をありがとうございます。様々なテクノロジーについて話せて、学べて楽しかったです。</p>
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Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Teach students to listen to each prompt carefully and without preconceived notions of what it will ask for, then respond directly and appropriately. This will help them move beyond a response that seems only to reflect the explanation of the context that is given in the English preface, thus demonstrating that they have understood the prompt and are directly addressing it.
- Be sure students understand that, although the first turn of the conversation might be a prompt for which a self-introduction is an appropriate response, that is not always the case. Again, listening carefully without preconceived expectations is critical. For the first turn of this year’s conversation, more appropriate responses included content such as expressing interest in cars and/or a polite response to Ms. Nakanishi’s statement, ご案内します。
- Students should practice pronouncing loanwords correctly and also putting English words in Japanese pronunciation so that if they do not have sufficient vocabulary, there is at least a chance the word might be comprehensible to Japanese speakers not accustomed to interacting with learners. Additionally, it is important that students practice a variety of loanwords, not only those that come from English.
- Many students could have improved their scores by going beyond very basic vocabulary and grammar structures. Encourage students to stretch their skills by constantly practicing higher level vocabulary and grammar as they learn it.
- Remind students to speak as fully as possible in the Conversation section of the exam. Have them practice routinely elaborating when they answer questions—for example, giving reasons for their answers.
- Have students engage in activities that give them practice in completing the task in the allotted time.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Use and apply the Scoring Guidelines throughout the AP year in and in years leading up to the AP experience so students are familiar with how their response will be scored.
<https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Use examples of student performance to provide concrete examples of strong, good, and fair performance and have students apply the scoring guidelines so they can improve their performance.
- Provide conversations for students to listen to, pause the recording and formatively assess students' understanding during the conversations, and ask individual students to practice conversations in class and then ask others to provide more details after each response.
- Refer to the exam information page for additional Conversation prompts from previous years
<https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Work with students so they become familiar with how long 20 seconds is so they can become more comfortable about how long their responses can be.
- Utilize flexible resources in AP classroom to provide students with daily instruction, practice and feedback to help cover and connect content and skills:
[AP Japanese Language and Culture: Classroom Resources | AP Central – The College Board](#)
- Complete the AP World Languages and Cultures online module on interpersonal speaking.
<https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules?course=ap-japanese-language-and-culture>

Task 4

Task: Presentational Speaking

Topic: Cultural Perspective Presentation

Max Score: 6

Total Group Mean Score: 4.29

Standard Group Mean Score: 3.39

What were the responses to this question expected to demonstrate?

This task assessed presentational speaking skills by having students present their perspectives on a specific topic related to Japanese culture. The prompt consists of a statement in English identifying the audience and context, and a presentation prompt to which students should respond.

On this year's exam the prompt instructed students to present their perspectives on Japanese stores, beginning with an introduction, giving five examples or aspects of Japanese stores with details, explaining their view or perspective, and ending with a concluding remark. Students had four minutes to prepare an outline and two minutes to record their responses. Each response receives a holistic score based on how well it accomplishes the task in terms of task completion, delivery, and language use. In addition, the score reflects the level of cultural knowledge exhibited in the presentation.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

In general, students did well on this prompt. The students seem to have been well prepared for the topic of stores, and they were generally able to speak about five aspects or examples. In many cases, students discussed five examples, including Japanese stores, such as convenience stores, department stores, and well-known clothing stores. There were three main presentation patterns: 1) focusing on one type of store and discussing five aspects, 2) discussing five types of stores, and 3) discussing some types of stores (e.g., convenience store) and also discussing characteristics of Japanese stores in general (e.g., excellent customer service). All of these various patterns were considered acceptable for scoring purposes.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">Weak responses contained mere lists of stores, goods, and/or services in a few sentences. <p>店と、コンビニは、たのしいと、かっこいいですね。コンビニは、かうてあります。コンビニは、ショップが、あります。コンビニは、服、は、あります。店はマーチャンダイス、があります。</p>	<ul style="list-style-type: none">Stronger responses addressed stores in Japan (e.g., デパート, コンビニ, 文房具屋, 駄菓子屋, ねこカフェ) with thoroughness and detail. <p>東京のしんじ、新宿や渋谷、には、たくさんデパートがあります。デパートは、ふつうに、たくさんデパートがあります。デパートはふつうに、たくさん階があつて、べつ、べつの階は、いろいろなものを売ります。</p>

	<p>日本の、コンビニが発達していて、とっても多いです。時には結構大きいめなコンビニやデパートもあるらしいです。あ、日本のコンビニは、たくさん食べ物が出て、いろんなお菓子、弁当もいて、時には、まあ、料理もしてくれるコンビニもあるらしいです。コンビニの外では、じはんぎもあって、そのじはんぎでは、いろんなことを買えることができます。いろんな食べ物、飲み物、そして、家電製品までも、おいていることが多いです。そして、まあ、日本のコンビニでは、いろんなほかの会社とコラボしろ、することが多いです。アニメのコラボグッズとか、コラボ食べ物、あー、たとえをすると、最近では、ホラー映画とか [xxx] の会社でコラボをしたことをい、ありました。</p>
<ul style="list-style-type: none"> Some responses did not contain an appropriate introduction or a concluding remark. <p>それから、store、あつ、shopping の、について話します。</p> <p>聞いて、ありがとうございます。</p> <p>そのさん、uh [long pause]</p>	<ul style="list-style-type: none"> Students who performed well used appropriate introductions and concluding phrases. <p>私は今から、五つの日本のお店について紹介していきます。</p> <p>結論として、僕は日本のデパートはいいと思います。なぜなら、日本のデパートは食べ物がすばらしくて、安いだからです。</p> <p>以上が日本の店についての発表です。</p>
<ul style="list-style-type: none"> Some student responses did not use cohesive devices to lay out their ideas clearly. <p>まついデパート、があります。便利ですねえ。くつとTシャツとセーターとあります。楽しいですねえ。すごいです。コンビニがあります。便利ですねえ。食べ物があります。</p>	<ul style="list-style-type: none"> Students who performed well were able to organize their ideas with transitional elements (e.g., まず、次に、第一に、第二に、最後に) and cohesive devices (e.g., たとえば、そこで、なぜなら、だから、でも) in order to convey their message clearly. <p>日本のお店について五つおもしろい点があります。第一、に、えっと、日本の店のものはたいてい安いんです。アメリカのものより、もっと安いです。</p> <p>これから日本の店について意見を発表します。日本の店には、五つ特色があります。まず、コンビニです。日本でたくさんコンビニがあります。</p>

<ul style="list-style-type: none"> Some student responses did not make clear the reasons for their view/perspective. <p>Store はと一っつても、かわいいと思います。</p>	<ul style="list-style-type: none"> Students who performed better clearly stated reasons for their view/perspective. <p>日本の店はとてもおもしろいと思います。あの、まず、デパートです。あの、デパート、は、いろいろ、な階があります。た、uh, uh, たいてい屋上では、あの、遊園地があります。</p>
<ul style="list-style-type: none"> Some students talked about differences between stores in Japan and the U.S., without giving specific reasons. <p>日本の屋は、アメリカのべつなと思います。</p>	<ul style="list-style-type: none"> Stronger responses provided aspects of stores in both Japan and the U.S. <p>僕は日本のコンビニはとてもユニークで、便利だからとてもうらやましいです。アメリカのコンビニは、ちょっと、あー、売っていることが少ないし、足りないと思います。アメリカのコンビニでも弁当とかちょっとよりよい食べ物とか飲み物を売ってくれればいいと思います。</p>
<ul style="list-style-type: none"> Some students talked about items to purchase instead of stores. <p>まずは、日本で、みずで、おもしろいものを買います。例えば、日本の文化のものを買います。</p>	<ul style="list-style-type: none"> Students who performed well made connections between stores and experiences at the stores. <p>日本の店は、とってもきれいです。えーっと、日本人はきれい好きな人なので、えーっと、日本の店やデパートは、この、きれい好きなことをにたえています。</p>
<ul style="list-style-type: none"> Some students used general remarks to describe stores. <p>たくさんコンビニです。</p> <p>ほんと・・・ほんと、おもしろいですから、日本語のストアは、・・・うーん、かいものを買います。</p>	<ul style="list-style-type: none"> Strong responses provided detailed information. Strong responses provided rich cultural information. <p>アメリカにもセブンイレブンなどのコンビニはありますが、日本には他にもミニストップやファミリーマートなどいろいろな種類のコンビニがあります。</p> <p>次に、日本の店で、と、日本の店の店員はとても親切です。礼儀は日本の文化にとっても大切なことだから、日本の店員はお客さんにとっても親切です。あいさつします。</p>

<ul style="list-style-type: none"> Some students used only very basic adjectives (e.g., いいです; おもしろいです) without providing further elaboration. <p>日本の屋はとてもおもしろいです。</p> <p>日本のすし、屋、とってもかっこいいですねえ。</p> <p>第五に日本の store はたいていやさしい employee があります。えっと、私は日本の store がとてもおもしろいです。</p>	<ul style="list-style-type: none"> Strong responses contained a variety of vocabulary and grammatical structures, as shown in the following example: <p>デパートは、アメリカのモールみたいで、大きい店、いろいろな、洋服の店、や、おもちゃの店があります。デパ地下ということろこに、えーつと、食べ物、を、いっぱい売っている、ところ、が、あり、え、いっぱい食べ物を売っています。</p>
<ul style="list-style-type: none"> Some students overused filled pauses, resulting in inconsistent pace. <p>私の一、日本の、店について話します。じゃあ、日本の一、店は一、ん一、ペンの、店、と、あ一、ベンリー、の店一、があります。</p>	<ul style="list-style-type: none"> Students who performed well exhibited a smooth pace with only occasional hesitation. <p>今日は日本のデパートやコンビニについて話したいと思います。日本の、コンビニが発達していて、とても多いです。時には結構大きいめなコンビニやデパートもあるらしいです。</p>

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Teachers should remind the students to read the instructions carefully in order to understand what they are expected to do. The students should also be reminded that this prompt asks them to give a presentation, not to chat with their friends.
- Teachers should give students frequent opportunities to practice giving short, impromptu presentations on a variety of topics, including those from previous AP Japanese Language and Culture Exams.
- Teachers should assist students in practicing how to elaborate on their statements logically, using transitional elements and cohesive devices.
- Students may want to begin with a “bare bones” presentation including basic ideas they want to convey, and then teachers may be able to assist students in organization and elaboration.
- Teachers should provide students with frequent opportunities to research Japanese culture in order to gain a deeper understanding of cultural practices and perspectives.
- Teachers should remind students to address the prompt directly. The prompt this year asks about Japanese stores. However, some responses addressed somewhat irrelevant topics, such as Japanese-style inns/hotels and Japanese companies.
- Teachers should provide students with opportunities to explore culturally unique stores, such as convenience stores (コンビニ), department stores (デパート), traditional candy stores (駄菓子屋), anime shops (アニメ屋), and maid cafés (メイドカフェ).
- More care should also be given to ensure that students understand the instructions by having them take practice tests.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Use and apply the Scoring Guidelines throughout the AP year in and in years leading up to the AP experience so students are familiar with how their response will be scored.
<https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Use examples of student performance to provide concrete examples of strong, good, and fair performance and have students apply the scoring guidelines so they can improve their performance.
- Introduce cultural information in Japanese in each unit and ask students to compare the cultural information with that of their own culture, ask students to provide a written or spoken reflection about the cultural information, and have students present their perspectives on cultural products and practices, supported by text and visuals related to each unit, over the course of the year.
- Refer to the exam information page for additional Cultural Perspective Presentation prompts from previous years. <https://apcentral.collegeboard.org/courses/ap-japanese-language-and-culture/exam?course=ap-japanese-language-and-culture>
- Begin having students practice presentations on various topics early in their language learning experience so they become familiar with the task and begin to integrate more sophisticated language well before the beginning of the AP experience.
- Utilize flexible resources in AP classroom to provide students with daily instruction, and feedback to help cover and connect content and skills:
[AP Japanese Language and Culture: Classroom Resources | AP Central – The College Board](#)
- Complete the AP World Languages and Cultures online module on presentational speaking.
<https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules?course=ap-japanese-language-and-culture>