



## Chief Reader Report on Student Responses: 2023 AP<sup>®</sup> Japanese Language and Culture Free-Response Questions

• Number of Readers	38			
<b>Total Group</b>				
• Number of Students Scored	3,089			
• Score Distribution	Exam Score	N	%At	
	5	1,568	50.76	
	4	267	8.64	
	3	540	17.48	
	2	254	8.22	
	1	460	14.89	
• Global Mean	3.72			

<b>Standard Group*</b>				
• Number of Students Scored	506			
• Score Distribution	Exam Score	N	%At	
	5	96	18.97	
	4	52	10.28	
	3	150	29.64	
	2	67	13.24	
	1	141	27.87	
• Global Mean	2.79			

The following comments on the 2023 free-response questions for AP<sup>®</sup> 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:** 21.84

**Standard Group Mean Score:** 17.17

### ***What were the responses to this question expected to demonstrate?***

Text Chat 1-6 evaluates writing skills in the interpersonal communicative mode by having students respond as part of a simulated exchange of text-chat messages. The prompt comprises a statement in English identifying an interlocutor and conversation topic and a series of 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 about online learning with Haruna Tashiro, a previous exchange student. To successfully respond to the prompts, students needed to (1) explain how or if online learning was taking place at their schools, (2) give a specific example of a positive aspect of digital learning, (3) offer advice to Haruna on how to improve study skills while engaged in online learning, (4) describe how high school students' lifestyles changed as a result of online learning, (5) give a reason for why they may or may not want to do digital learning next year, and (6) respond to Haruna's desire to collect other students' opinions through a group chat. 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?***

Most students were able to address the topic of this text-chat exchange as they had firsthand experience with online learning over the past few years. However, it was observed that some students encountered difficulties in interpreting some key words written in kanji (e.g., 変わりました) from the AP kanji list. Additionally, some students appear to have overlooked portions of the prompt, such as an English directive to give a reason for an opinion. If students had negative experiences and unfavorable opinions about online learning, that may have affected their ability to come up with positive aspects of online learning or useful advice for improving study skills, regardless of their language skills.

**Text Chat 1 Prompt: Explain.** 最近、日本ではオンラインでの勉強が多くなっていますが、あなたの学校ではどうですか。

In general, students were able to explain how or if online learning was being carried out at their schools. However, some respondents just gave general descriptions of their schools without any reference to online learning. It may be that they only understood the latter part of the prompt あなたの学校はどうですか. There were a considerable number of single-sentence responses that closely resembled the prompt (e.g., 私の学校ではオンラインの勉強が多くなっています). Given the English directive to "explain," such responses posed a challenge for AP Readers in distinguishing between mere statements about the status of online learning at their school and actual explanations.

**Text Chat 2 Prompt: Describe a specific example.** そうですか。オンライン学習のどんなところがいいと思いますか。

This prompt was straightforward, and most students performed well. The majority of students were able to complete the task by including at least one positive aspect (e.g., どこでも学べます; 遅くおいてもいい) of online learning. However, a fair number of test takers only described negative aspects of digital learning (e.g., 大変です). Such responses, even if they had good language use and delivery, were scored as incomplete because they did not fulfill the task requirement. Another common misconception occurred when students read the prompt's どんなところ and took that to mean that they should describe a physical place that is conducive for studying (e.g., 図書館; 教室).

**Text Chat 3 Prompt: Give advice.** 私はオンライン学習だと、あまり勉強できません。何かアドバイスをください。

The primary point of this part of the chat exchange was to offer advice to someone who finds it difficult to study through online learning. In general, it seems there were no significant issues of misunderstanding of what was being asked and what was being expected for task completion. If responses were scored as incomplete, it may have been because they only consisted of concurring opinions about the difficulty of online learning and/or expressions of encouragement (e.g., がんばって), rather than giving actual advice. Some students focused so much on discussing their personal experiences with online learning that they ran out of time to suggest advice.

**Text Chat 4 Prompt: Describe.** オンライン学習で、高校生の生活はどう変わりましたか。

Some students seem to have found this portion of the text-chat exchange relatively difficult. While this prompt's task requirement was to describe how students' lifestyles changed due to online learning, some students just described how their school lives were in general. It is possible that these test takers had difficulty understanding the AP kanji 変. Other students attempted to describe how their lifestyles changed but lacked the necessary grammatical structures to do so. Additionally, there were students who had no prior experience with online learning and/or were taking the exam as ninth graders, which rendered them less capable of providing a firsthand depiction of the changes in "high school students' lifestyles."

**Text Chat 5 Prompt: Give a reason for your opinion.** 来年、オンラインで授業をうけたいと思いますか。

In general, this prompt was not difficult for students as long as they were able to read the kanji 授業 and understand the word うけたい. It was also important that students adhere to the English directive to "give a reason for your opinion." Responses in which students simply stated that they wanted to or did not want to take an online class, but neglected to give a reason, were scored as incomplete. On the other hand, some students provided a reason (e.g., オンラインクラスはきらい) without explicitly stating yes or no to Haruna's inquiry. In such cases, AP Readers had to discern whether the students' willingness to take an online class the following year was embedded in their opinion.

**Text Chat 6 Prompt: Respond.** ほかの人の意見もぜひ聞きたいので、今度、グループチャットで、みんなで話したいんですが……。

The prompt ending (~たいんですが……) may have puzzled some students as to what was an appropriate way to reply, but the open-ended English directive to "Respond" allowed for a broad range of answers. Many were able to complete the task requirement with a positive comment about the group chat as a means to gather other people's opinions (e.g., いい考えですね). Some expressed an interest in joining such a group chat, while others offered to help Haruna by recruiting friends to join the group chat. Similarly, to Text Chat 1, a noticeable number of students answered with slight variations of a phrase from the prompt (e.g., 僕もほかの人の意見もぜひ聞きたいです).

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

Text Chat 1. Explain	
最近、日本ではオンラインでの勉強が多くなっていますが、あなたの学校ではどうですか。	
<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>Even though the prompt gave no indication that this was a first-time meeting, some students started their response or only responded with a formulaic self-introduction.</li> </ul> <p>はじめました、わたしは～です</p> <p>始めます。～です。私の学校は高個性です。私の学校は</p>	<ul style="list-style-type: none"> <li>Stronger responses were those that did not include a self-introduction and instead <i>directly</i> addressed the inquiry about online learning at their schools.</li> </ul> <p>私の学校はオンラインでの勉強が多くなっていましたけど、今あんまりしません。ときどきかみをつかいます。</p>
<ul style="list-style-type: none"> <li>Quite a number of responses consisted of one-sentence statements indicating whether online learning had increased or decreased at the students' schools. For such replies, it was difficult for AP Readers to discern if students were following the English directive to "explain."</li> </ul> <p>私の学校はそんなに多くないです。</p> <p>私の学校もオンラインの勉強があります。</p>	<ul style="list-style-type: none"> <li>Students producing more advanced responses were likely to add relevant detail to their statement that online learning had increased or decreased.</li> </ul> <p>私の学校でもオンラインでの勉強は多くなっています。どのクラスでもだいたい週に一回はオンライン勉強を使います。</p>
<ul style="list-style-type: none"> <li>Weak responses responded to the sentence ending あなたの学校はどうですか and did not tie it into online learning.</li> </ul> <p>私の学校生活は元気です。</p> <p>面白いし、楽しいし、学校はとてもいいと思います。大好き。私の先生はいいですよ</p>	<ul style="list-style-type: none"> <li>Strong responses referenced digital education and kept the focus on describing their own schools.</li> </ul> <p>私の学校も少し前まではオンラインでの授業でしたが、今はもうなくなりました。</p> <p>私の学校でも二年前ぐらいまでオンラインでの授業が多かったですが、最近は普通の授業に戻ってきて、勉強も前より集中できるようになりました。</p>
<ul style="list-style-type: none"> <li>Some students seemed to have thought that the question word どうですか was asking for</li> </ul>	<ul style="list-style-type: none"> <li>Stronger responses were those in which students explained the status of online</li> </ul>

<p>their general opinion of digital learning and not about how it was being carried out at their schools. These students may have just stated their opinions (e.g., 難しい) or preferences (e.g., 好きです) about online learning.</p> <p>私はオンラインが好きです。</p> <p>学校でオンラインは難しいです。</p>	<p>learning at their school, in addition to offering their opinions about it.</p> <p>私の学校でも多くなっています。私は好きじゃないです。</p> <p>私の学校でもよくやっていたが、去年からオンラインを止めた。個人的には好きだったから、結構残念だよ。</p>
<ul style="list-style-type: none"> <li>Weak responses displayed errors in orthography and mechanics that interfered with readability.</li> </ul> <p>こんいちは、オンラトンでまなぶが好きです。</p> <p>僕の学校はおラインはない</p>	<ul style="list-style-type: none"> <li>Strong responses generally exhibited ease of expression.</li> </ul> <p>私の学校はオンラインクラスがありません。ですから、べんきょうしませんよ。</p> <p>こんにちは。元気？私の学校は全部オンラインの勉強です</p>
<p><b>Text Chat 2. Describe a specific example.</b></p> <p>そうですか。オンライン学習のどんなところがいいと思いますか。</p>	
<p><i>Common Misconceptions/Knowledge Gaps</i></p>	<p><i>Responses that Demonstrate Understanding</i></p>
<ul style="list-style-type: none"> <li>Even though the English directive says to “describe a specific example,” a number of students just replied with general statements that online learning is good. If a response neglected to specify a good aspect of online learning, it received a score of 2 or lower.</li> </ul> <p>私はオンライン勉強いいと思います</p> <p>オンラインは学校よりいいと思います。あなたわ？</p>	<ul style="list-style-type: none"> <li>Responses that fulfilled the task requirement were those that identified positive aspects of online learning.</li> </ul> <p>オンライン学習のいい点は、家から授業をうけられるので、学校に行かなくていいことです。また勉強できる時間も増えるので、便利だと思います。</p> <p>オンラインはどこでもやれますから、とても便利だと思います。そして、オンラインだと、自分の好きなペースで出来ます。それはいいと思います</p>

<ul style="list-style-type: none"> <li>Some students resorted to generic descriptions of online learning or narrating their own experiences, neither of which address the task.</li> </ul> <p>家や図書館にズームやググルクラスでオンライン勉強します。</p> <p>実は、私の部屋の中でオンライン学しゅうを勉強したともういます</p>	<ul style="list-style-type: none"> <li>Stronger responses demonstrated specific descriptions of a merit of online learning based on their own experience.</li> </ul> <p>私は日本語のクラスや数学のクラスもオンラインの宿題が一番便利だと思います。たくさん宿題時間があるし、色々な質問がするし、このクラスでのオンラインの宿題があるのほうがいいと思います。</p>
<ul style="list-style-type: none"> <li>Instead of describing positive aspects of online learning, quite a number of students only expressed unfavorable opinions and/or negative experiences with online learning. Although responses demonstrated appropriate language use and delivery, the task was not fully completed.</li> </ul> <p>オンライン学校は、ちょっとむずかしくてつまらないと思います。</p> <p>オンライン学習はよくないと思います。コンピューターがすきじゃないですから。</p>	<ul style="list-style-type: none"> <li>Stronger responses acknowledged that online learning has some downsides but described a merit or positive aspect of online learning.</li> </ul> <p>オンライン学校はいらいらでしたね。しかし、しゅくだいはもっとやさしでした。</p> <p>私はオンライン学習は苦手だけど、良いところは家からでなくていいことだと思います。</p>
<ul style="list-style-type: none"> <li>Another type of misconception came to light when students misunderstood the prompt's どんなどころ to mean that they should describe a physical place that is conducive for studying (e.g., 図書館). Such responses did not fulfill the task requirement.</li> </ul> <p>僕の家はいいところと思います。</p> <p>図書館と教室にはオンラインの勉強が良いところと思います。</p>	<ul style="list-style-type: none"> <li>Students producing more advanced responses were likely to use the word ところ appropriately to refer to an intangible aspect rather than a tangible place (e.g., 図書館；自分の部屋).</li> </ul> <p>オンラインのいいところといえばやはり便利なところですね。あと学校への通学も心配なくていいところもいいメリットだと思います。</p>
<ul style="list-style-type: none"> <li>Weak responses contained orthography and mechanical errors that hindered both readability and comprehensibility. The complete absence of kanji and katakana makes the sentence unclear. Other weak responses included the use of abbreviations and limited control of grammatical and syntactic structures.</li> </ul>	<ul style="list-style-type: none"> <li>Strong responses demonstrate excellent use of rich vocabulary and grammar and syntax, with minimal or no errors.</li> </ul> <p>紙ををそんなに使わないから、地球にもっといいと思います。</p> <p>リサーチ、又はドキュメントなどを書くのに便利だと思います。手書きするより、早くできますので。</p>

<p>すがくとりかたかいです。</p> <p>そうですね。ところの <b>EDU</b> がいいと 思うます。そして、<b>ORG</b> をしてもいい</p> <p>オンラインの勉強にコロナがあります。</p>	<p>個人的に、オンライン学習では朝わざわざ 私服に着替えたりしなくていいことがいいと思います。対面授業ではその時間のために 早く起きなければなりません</p>
<p><b>Text Chat 3. Give advice.</b></p> <p>私はオンライン学習だと、あまり勉強できません。何かアドバイスをください。</p>	
<p><i>Common Misconceptions/Knowledge Gaps</i></p>	<p><i>Responses that Demonstrate Understanding</i></p>
<ul style="list-style-type: none"> <li>Weak responses gave vague and generic advice without using appropriate grammatical and syntactic structures.</li> </ul> <p>オンラインで勉強するとき、一人にいます。</p> <p>たくさん勉強があります。</p> <p>私は静かな部屋ですることがいいでした</p>	<ul style="list-style-type: none"> <li>Stronger responses were those that gave specific study tips using a broader range of grammatical sentence structures and used language associated with giving advice (e.g., ～ほうがいい; どうでしょう; おすすめします).</li> </ul> <p>勉強があんまり進まない場合、スマホを見えないところにおいたほうがいいと思います。</p> <p>まず、コンピューターの使い方から勉強してはどうでしょうか。</p> <p>オンラインで勉強するなら教科書をきちんと読んで理解することをおすすめします。そして、わからないことがあれば、迷わず先生にメールで聞くべきです</p>
<ul style="list-style-type: none"> <li>Among lower-level responses, the advice often took the form of what the student does or did using basic, simple grammar forms, such as ～です、～します.</li> </ul> <p>私のアドバイスは本をよみます。</p> <p>毎日クラスを勉強します。宿題をします。</p> <p>私のアドバイスが静かな室にオンラインの勉強します。</p>	<ul style="list-style-type: none"> <li>Stronger responses were those that started with a similar phrase but wrapped up the advice with an appropriate structure (e.g., ～ことです).</li> </ul> <p>私からのアドバイスはいろんな方法をつかいながら学ぶことです</p> <p>私の一番いいなアドバイスは、静かなところを見つけることです</p>

<ul style="list-style-type: none"> <li>An example of a low-scoring response is when students expressed their personal opinions about online learning without offering advice.</li> </ul> <p>ゲーグルはとてもおもしろいとやさしい</p> <p>僕はオンラインガッコをもいいと思います</p>	<ul style="list-style-type: none"> <li>Stronger responses were characterized by the provision of specific study tips along with the inclusion of personal opinions.</li> </ul> <p>友達といっしょに勉強する事がいいですよ。ひとりで全部やるのはむずかしいですから。</p> <p>勉強するときに、クラシカルの音楽を聞くと良いと思います。僕は、たまに数学の宿題をするときに音楽をすると集中ができるので、とても勉強ができまう。</p>
<ul style="list-style-type: none"> <li>It was not uncommon for students to concur with Haruna Tashiro's statement about the challenges of learning online. Some used that as justification for not being able to offer any study tips.</li> </ul> <p>アドバイスわないだあてぼくもおなじある。</p> <p>私もオンラインクラスであまり勉強しないだからアドバイスいない</p>	<ul style="list-style-type: none"> <li>Strong responses were able to give such advice despite an admission that they, too, found online learning to be challenging.</li> </ul> <p>そうですね、オンライン勉強は集中は難しいですね。ノートタイプしてたらどうですか</p> <p>たしかにオンラインの勉強は難しいと思います。例えば、わからないところをパソコンで調べたりビデオなどを見たらいいと思います。</p>
<ul style="list-style-type: none"> <li>Weak responses contained errors in orthography and mechanics (e.g., all in hiragana, typing errors, or converted basic kanji incorrectly).</li> </ul> <p>わたしはあとばいすはありません。</p> <p>私のアツバイスはクラスに行きます。</p> <p>渡しはあなたが勉強して土曜日と月曜日でおもうます</p>	<ul style="list-style-type: none"> <li>As expected, higher-level responses demonstrated an abundant use of words considered to be more advanced and a broader range of grammatical structures.</li> </ul> <p>オンラインの宿題や、ノートを印刷して紙でやることをおすすめします。</p> <p>集中できない理由は多分そばに携帯やゲームがあるからだと思います。オンライン授業の間は、そういうふうなものは使わないようにしておきましょう。</p>
<ul style="list-style-type: none"> <li>Some students gave words of encouragement (e.g., がんばって) but no concrete advice. Such responses were scored as incomplete.</li> </ul> <p>オンラインの学校は難しいけどがんばって！がんばらない</p> <p>たくさんアドバイスがないけど私のアドバイスはがんばってね。</p>	<ul style="list-style-type: none"> <li>Stronger responses in terms of task completion were those that gave advice on the best method to study in an online environment, in addition to offering a word or two of encouragement.</li> </ul> <p>そうですね。私のアドバイスは勉強しているときに、携帯電話やフォーカスがなくなるものが</p>



	違う部屋ねおていることがいいと思います。 がんばってください。
<b>Text Chat 4. Describe</b> オンライン学習で、高校生の生活はどう変わりましたか。	
<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>General descriptions of high school students' daily lives, with no reference to change and/or online learning, were scored as incomplete. Some students did not always use syntactic structures that indicated change (e.g., なりました; 変わりました). Thus, it was hard to determine whether or not a response qualified as a description of change in school lifestyle. Some responses used grammatical structures to indicate change, such as なります, but wrote them in the non-past tense.</li> </ul> <p>高校生の生活は科目にいきたり、学校の活動をしたりします。</p> <p>私の学校でクラスメートはよくパソコンとスマホを使います。</p> <p>高校生の生活は、もっと簡単になります。でも、オンライン勉強は、毎日で勉強します。</p>	<ul style="list-style-type: none"> <li>Responses that demonstrated a full understanding of the task included a description of how high school lives changed through online learning using clear and appropriate grammatical structures (e.g., なった; 変わりました) to articulate how high school lifestyle changed before and after online learning.</li> </ul> <p>高校生の生活が悪くなったと思います。オンラインの勉強では外に行かないからです。</p> <p>オンラインだとやっぱり集中力が下がるから生活が変わりました。でも、家族と毎日いれるが生活を良くしてくれた。</p> <p>オンライン学習のおかげで生活はもっと簡単になりました。</p>
<ul style="list-style-type: none"> <li>Quite a number of students expressed an opinion about online learning but neglected to describe how their lifestyles changed. It may be that they were unable to read 変わりました.</li> </ul> <p>オンラインの高校が一番難しいです。</p> <p>オンライン学校は好きです。オンライン 学校はかんたんです。</p> <p>そうですね。オンラインの生活は、とっても面白いと思います。</p>	<ul style="list-style-type: none"> <li>More advanced responses aptly described how their lives had been affected as a result of online learning.</li> </ul> <p>オンライン学習で、高校生の生活は大きく変わりました。友達と毎日学校会わないし、寂しくなりました。</p> <p>オンラインを使って、私の生活はもっと楽になりました。いつでもどこでも勉強できて、ストレスが減りました。</p>

<ul style="list-style-type: none"> <li>Responses written entirely in the past tense did not fully articulate changes in lifestyle.</li> </ul> <p>オンラインで、たくさんねました。</p> <p>先生はとてもしんせつでした。友達と電話をしました、とてもたのしいでした。</p> <p>オンラインだと もっと 自由じかんがあったから、友達と もっと 時間をすごせました。あなたは どうでしたか。</p>	<ul style="list-style-type: none"> <li>Stronger responses made a clear contrast between the past and present conditions (e.g., the use of contrast particle は; ~ようになる)</li> </ul> <p>オンラインは人と話できなかったけれど、今は話します。</p> <p>遠足が減ったり、クラスみんながマスクを着るようになりました。</p> <p>僕はもっと家族と時間を過ごすようになり、友達と会う事ができなくなりました。そして勉強中に集中できなくなった。</p>
<p><b>Text Chat 5. Give a reason for your opinion.</b></p> <p>来年、オンラインで授業をうけたいと思いますか。</p>	
Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
<ul style="list-style-type: none"> <li>Some students met the basic task requirements by starting their response with a はい or いいえ and giving a succinct reason (e.g., 好き).</li> </ul> <p>いえ。オンラインは悪いです。好きない。</p> <p>いいえ、うけたくないです。オンラインでは好きじゃないです。</p>	<ul style="list-style-type: none"> <li>Stronger samples not only stated the student's preference but included a reason that showcased a variety of syntactic structures.</li> </ul> <p>はい、いい方法かもしれません。紙とえんぴつ必要わないからです。</p> <p>いいえ。もしオンラインだと僕はおそらく全く集中できないと思います。</p> <p>いいえ、全然受けたくない。ちょっとつまらないだから。そして、学校で友達と会いたいと思います。</p>
<ul style="list-style-type: none"> <li>Answers which simply responded to the Japanese portion of the prompt オンラインで授業をうけたいと思いますか fell short of task completion. It may be that those students did not read the English instructions above the prompt to “give a reason for your opinion.”</li> </ul> <p>はい、オンラインで受けたいと思います。</p> <p>いいえ、ぜたいにまたオンラインの授業をうけません。</p>	<ul style="list-style-type: none"> <li>Students who performed well understood both the Japanese question and adhered to the English directive to “give a reason for your opinion.”</li> </ul> <p>はい、うけたいです。オンラインだと、他の国の学校に行くことができます。</p> <p>私はオンラインで授業をうけたくないです。なぜなら、学校の中にいると集中しやすいです。</p>

<ul style="list-style-type: none"> <li>Some responses included a reason for engaging in online learning; however, they lacked appropriate forms or structures for providing reasons.</li> </ul> <p>はい、たのししともしろしいとおもいます わるいです。難しです。また、友達と会うできません。</p> <p>私は受けたいことがありません。なぜなら、りかとさんがくのクラスは、オンラインには、よくないです。</p>	<ul style="list-style-type: none"> <li>Higher-level responses exhibited sufficient control of grammatical patterns and included elaboration.</li> </ul> <p>オンラインは好きですが、受けたくはありません。僕は、教室に来たほうが集中できると思います。</p> <p>私はオンライン授業より対面授業を受けたいと考えます。なぜなら、友だちと会う時間がほしいからです。</p>
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### Text Chat 6. Respond.

ほかの人の意見もぜひ聞きたいので、今度、グループチャットで、みんなで話したいんですが.....。

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>A majority of students gave positive feedback to Haruna's idea to do a group chat. However, responses that only consisted of a statement that a group chat would be good (e.g., いい) did not follow the AP mantra to respond, "as fully and as appropriately as possible."</li> </ul> <p>それはいいと思います。</p> <p>はい。グループチャットがいいですね。</p> <p>グループチャットを作るのがいいと思う。</p>	<ul style="list-style-type: none"> <li>Stronger responses were those in which students expressed support for Haruna's idea and then added relevant detail about the group chat.</li> </ul> <p>はい、私も他の人の意見をぜひ知りたいです。いいアイデアですね。</p> <p>はいグループチャットで他の人と話し合うのはとてもいいと思います。</p> <p>はい、いいですよ！わたしも気になります。ぜひグループチャットでみんなとまた話しましょう。</p>
<ul style="list-style-type: none"> <li>A small minority of students reacted to Haruna's idea with a dismissive comment or declined to participate.</li> </ul> <p>いいえ、悪い思います。</p> <p>私は話したくないです。</p> <p>グループチャットではなすことはわるいです。</p>	<ul style="list-style-type: none"> <li>While students didn't necessarily have to praise Haruna's idea in order to score well, those who incorporated phrases to convey an appropriate degree of courtesy strengthened their response.</li> </ul> <p>そうですね、他の意見が大切ですね。</p> <p>うん！私もみんなの意見を聞きたいので、グループチャットをましよう</p>

<ul style="list-style-type: none"> <li>Some responses gave the initial appearance of having rich vocabulary (e.g., ほかの人; 意見), but in actuality, they were a slight variation of the prompt (ほかの人の意見もぜひ聞きたい). Such mimicking of the prompt did not enhance the students' scores.</li> </ul> <p>わたしもほかの人のいけんもききたいです。</p> <p>いいですよ、私もこの話について他の人の意見を聞きたいです。</p> <p>グループチャットとみんなで話したいです。私も他の人の意見を聞きたいです。</p>	<ul style="list-style-type: none"> <li>Students producing more advanced responses were more likely to use their own words to refer to other people (e.g., 周りの方々, 色々な人, さまざまな人) and express a desire to listen to their opinions.</li> </ul> <p>いいですね。周りの方々の体験聞いてみたいです。</p> <p>僕も賛成です。色々な人の意見を聞いてみたいです。</p> <p>私もさまざまな人の意見をききたいです。もしも機会があれば、ぜひチャットでうってください。</p>
<ul style="list-style-type: none"> <li>Some students ended their comments with phrases along the line of 話してください or 話したいんです。 While the latter may have been a slight mimicking of the prompt, such verb choices seemed to leave Haruna with the sole responsibility of organizing the group chat.</li> </ul> <p>はい、ぜひみんなと話してください。</p> <p>そうですね。はい。私はグループチャットでみんなで話したいんです。</p>	<ul style="list-style-type: none"> <li>Perhaps more natural and helpful were responses in which students offered to make the group chat and/or recruit other students to participate in it.</li> </ul> <p>はい、いいアイデアですね。では、僕はいまグループチャットをつくってみます。</p> <p>はい。でわそうしましょう。みんなの電話番号を聞いてみますね。</p>
<ul style="list-style-type: none"> <li>A few students seemed to be asking their own questions about online learning to group chat members, despite the fact that the word 今度 in the prompt would suggest that the group chat will be taking place at a later time.</li> </ul> <p>グループチャットたちはオンラインの授業がどう思いますか？</p> <p>みんな、あなたはオンラインの学校はどう思いますか？ どうしてですか？</p>	<ul style="list-style-type: none"> <li>Students that demonstrated an understanding of the prompt were able to phrase their inquiries as either hypothetical questions that they would like to ask or suggested questions for Haruna to ask later.</li> </ul> <p>グループチャットにどういう授業が好きなのか聞いてみたらいいと思います。</p> <p>はい、私もみんなの意見を聞きたいです。オンライン学習のことどう思いますか。好きですか？</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?**

- AP teachers should drill into students the AP mantra, “You should respond as FULLY and as appropriately as possible.” This means to 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.
- Coach students on the importance of reading both the English directions and the Japanese prompt to see what is required to complete the tasks. Even responses with excellent language use and delivery will not receive a strong score if they have not successfully addressed both requirements.
- Katakana loanwords can be difficult for students to produce correctly. For Text Chat 1 and 3, vocabulary that was embedded in the prompt (オンライン and アドバイス, respectively) was quite often typed incorrectly when replicated in the response. Other orthographic errors included using コムピューター instead of コンピューター, クラスマート instead of クラスメート, グレープチャット instead of グループチャット, and so on. Students would benefit from practicing typing skills from an early stage of their studies to minimize orthographic issues.
- For Text Chat 1 and 6, some students showed a tendency to repeat a portion of the prompt (オンラインでの勉強が多くなっています and ほかの人の意見もぜひ聞きたい, respectively). They should be advised that not only does this not enhance their score, but it could also result in a Score of 0 for mere repetition.
- Text Chat 4 seemed to pose the most difficulty for students, particularly for those who struggled to interpret the kanji word 変わりました. Many students responded completely in the past tense, which failed to convey the progress of change. Further practice may be beneficial in using verbs and structures that express the concept of change. Examples include ーなる, ふえる, へる, 変わる／変化する, ーようになる, ーてくる, ーていく, verb+はじめる, etc.
- Students will benefit from getting more practice in giving advice or explanations using structures such as この理由は～, ～ので, etc. AP teachers should give students frequent exposure not only to question words, such as なに or なぜ, but also to the less familiar phrases, such as どんどころ？

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

- Familiarize students with AP Japanese Scoring Guidelines so that students have a clear understanding of 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 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>
- Ask students to respond to text chats starting 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:** 4.00

**Standard Group Mean Score:** 3.22

### ***What were the responses to this prompt expected to demonstrate?***

The Compare and Contrast Article task assesses presentational writing skills by having students write an article for the student newspaper of their sister school in Japan. The task prompt is given in English and asks students to compare and contrast two sides of a single topic based on their own experience. They are required to identify three aspects of the topic and highlight 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 are expected to demonstrate students' ability to identify, compare and contrast, elaborate, choose, and explain in presentational writing. Students are 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 2023 prompt asked students to compare and contrast taking a challenging class and taking an easy class.

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

Students generally responded to the topic well, perhaps because students generally have experience with taking challenging classes and easy classes. Most students were able to identify three similarities and differences between taking a challenging class and taking an easy class. Many addressed the importance of taking challenging classes in order to improve prospects for college acceptance, while others expressed the importance of easier classes in order to have less stress and more time to enjoy being with friends and family. A number of students were able to structure their responses effectively, with ample use of transitional elements and cohesive devices. Some students wrote in detail about similarities or differences, but not always about both. However, many were able to express the benefits and drawbacks of taking a challenging or easy class. Many responses achieved a natural flow of expression that incorporated the use of topic-related vocabulary (e.g., 共通点, 相違点, 類似点, 比較) 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 sometimes revealed the writers' preferences depending on personal situations (e.g., みんなそれぞれ個性やモラルがあるのでどっちが正しいとかはないと思います。いちばん大事なのは、自分にあう学習をすることです。). Responses became weaker, however, when the writers' preferences lacked clarity or failed to include the writers' preferences altogether. It should be noted that some students neglected to address the prompt directly and instead compared two school subjects, compared their own school and their sister school, or occasionally their siblings' schools.

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

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
<ul style="list-style-type: none"> <li>Some responses did not include all aspects of the prompt and often neglected to express their preference or did not express their reasoning clearly.</li> </ul> <p>寝ることじゃないや、しゅくだいを、だいすきや、ちょっと休みなどですから、難しいクラスを大好きです。</p> <ul style="list-style-type: none"> <li>Some responses included a statement of preference, but the following statements contradicted or did not match the preference mentioned earlier.</li> </ul> <p>それから、ふくぎつなクラスがもっと好き。でも、時々かんたんなクラスがいい。</p> <ul style="list-style-type: none"> <li>Although the majority of students expressed their preferences, it was observed that even capable students did not always do so.</li> </ul> <p>...簡単な授業では、問題の量が少ない上に、時間に余裕があります。難しい授業は制限時間が短い事が多いです。これらの点が、難しい授業と簡単な授業の大きな違いだと思います。</p>	<ul style="list-style-type: none"> <li>Strong responses described both the pros and cons of having taken a difficult class or an easy class, clearly stated their preferences, and provided detailed reasons.</li> </ul> <p>皆さんは学校で難しい授業を取るのが好きですか？私はこれから難しい授業と簡単な授業の事について意見を伝えます。まず、簡単な授業を取るとストレスが減って、学校以外の活動をする時間が増えて、良い復習になります。私は簡単な算数の授業を受けたときたくさん友達と遊んだりクラブ活動に参加する時間が増えました。この間とても嬉しくて学校のステレスが少なかったです。でも、難しいクラスを受けるとたくさん習えるし、自分をチャレンジできるし、たくさんの宿題を部活とバランスする経験をもたらします。私は難しい日本語クラスを取ったときあまり友達と遊ぶ時間がなかったけど、たくさん学んでタイムマネジメントのしかたを自分で習いました。難しいクラスか簡単なクラスを取るのは自分の好みによって選ぶ方がいいと思います。でも私は難しいクラスを取る方がいいと思います。両方ともたくさん学び、ストレスをコントロールする経験になります。それでも私は簡単なクラスと違って、チャレンジになる科目や授業を取りたいと思います。今、若いうちに難しい授業を受けて合格したら私の将来に役に立ちます。仕事やバイトを始める歳になったら勉強と仕事をバランスできるように慣れます。皆さんも授業を選ぶときよく考えてから注意して選んでください。以上です。</p>
<ul style="list-style-type: none"> <li>Weaker responses lacked appropriate transitional words, which hindered the clarity when discussing the three aspects of similarities and differences. For example:</li> </ul> <p>れくしはとてもへんです。数学と英語はおもしろいです。英語は勉強できません。英語は本を読みます。この本は難しいです。頭が悪いになります。数学が好きで英語が好きじゃないで</p>	<ul style="list-style-type: none"> <li>Strong responses displayed the use of transitional elements skillfully (e.g., これから; まず; 次に; 最後に; 結論として) and cohesive devices (e.g., 例えば; でも; ゆえに) to effectively convey their points.</li> </ul> <p>...両方は一長一短がありますから、これから説明します。最初に、目的は違います。優しい授業の目的はたいてい優しいにいい成績を取る事</p>



<p>す。数学の先生はいいです。</p> <ul style="list-style-type: none"> <li>Some students made errors in their use of sequencing words, resulting in less coherent and unclear writing. Examples of these errors include terms such as 2 目い, はじめて, すぎに, 最小は, 一店目, 二店目, and 3 店目.</li> <li>Some students misused reasoning phrases such as から in their writing. The incorrect use of から creates confusion in the logical flow of the argument.</li> </ul> <p>やさしいのクラスの高校生はとてもストレスがありますから AP のテストはむずかしいです。</p>	<p>です。でも、難しい授業の目的はたいていいい大学に行く事ですね。とくに、高校生はよく優しい協業より難しい授業を取る理由はいい大学に入りたいたい事です。次に、授業を取る人も違います。人は十人十色ですから、やっぱり好きな授業も違います。優しい授業を取る人は多分学校に楽しいことになりたい人で、難しい授業を取る人は多分いい成績を取っていい大学に行きたい人です。でも、難しい授業を取る生徒達も学校に楽しむことができます。そして、優しい授業を取る人も大器晩成になっていい大学に行けます。例えば、AP 化学は難しいですけど化学が好きな人はそんな授業も楽しむことができます。最後に、学ぶことも違います。優しい授業に学ぶ事は難しい授業に学ぶ事ほどたくさんではありません。そして、試験と宿題はたいていもっと優しいです。ゆえに、優しい授業になります。難しい授業の方がやっぱり難しいですから、その科目が好きではないなら、下手になるかも知れません。でも、両方はとても楽しくて学ぶことができますから、自分の興味にしてください... <i>[emphasis added]</i></p>
<ul style="list-style-type: none"> <li>In general, introductory phrases about oneself are not required in this type of presentational writing, but some students chose to include them.</li> </ul> <p>こんにちは、私の名前は [name of candidate] です。高校四年生です。日本語に四年間を勉強しています。</p>	<ul style="list-style-type: none"> <li>In strong responses, the focus was placed directly on the topic without including a self-introduction.</li> </ul> <p>今日は、簡単なクラスをとるのと難しいクラスをとる相違点や類似点を書きます。</p>
<ul style="list-style-type: none"> <li>In weak responses, students exhibited a limited vocabulary, leading to phrases such as 難しい教室と優しい教室, 便利な授業, 安いクラス, and 野菜のクラス.</li> </ul>	<ul style="list-style-type: none"> <li>In strong responses, adjectival phrases were used correctly.</li> </ul> <p>難しい授業を取ること...</p> <p>簡単なクラスを取ること...</p>
<ul style="list-style-type: none"> <li>In some responses, the lack of line breaks made them difficult to read.</li> </ul> <p>きょは難しいじゅぎょか簡単なじゅぎょの比べをします。じゅぎょを決めるときに難しいじゅぎょか簡単なじゅぎょの違いがあります。難しいじゅぎょだと勉強がもっと大変になります。</p>	<ul style="list-style-type: none"> <li>Although the prompt did not specify the use of paragraphs, strong responses followed a conventional newspaper article format, which improved readability.</li> </ul>

<p>勉強するりょも上がります。でも難しいじゅぎょではないよのことももっと経験することができます。簡単なじゅぎょだと仕事が少なくなります。簡単なじゅぎょだとまだ経験になりますけど、難しいじゅぎょにくらべたら少ないです。簡単なじゅぎょだといいいせいせきがとれます、でも難しいじゅぎょはいいいせいせきをとるのがむすかしくなります。そのてんでわ、簡単なじゅぎょをとったほうが生徒にもっととくになることもあります。ぼくは難しいじゅぎょをとってもっといろんなことを経験することより、簡単なじゅぎょをとってもっといいせいせきをとろほうがすきです。</p>	<p>これから難しい授業を受けることと簡単な授業を受けることを比べていきたいと思います。この二つの課題には相違点が多くあります。</p> <p>まず、難しい授業を受けるのには簡単な授業と比べてもっと時間と努力が必要です。内容が複雑なので、理解するまでに時間がかかるかもしれません。それに比べて、簡単な内容ならすぐに理解ができるでしょう。</p> <p>次に、難しい授業のほうが将来的にためになります。難しい授業を受けると、学習能力が上達します。しかし、簡単な授業を受けると、あまり苦勞せずに内容が分かるでしょう。ですから、学習能力はあまり上がりません。</p> <p>最後に、難しい授業を受けると成績が低くなってしまうかもしれません。簡単な授業を受ければ、内容も課題も簡単なので、成績も良いと思います。しかし、難しい授業だと、習うことも、やることも難しいので、成績が低くなってしまうのはしょうがないと思います。</p> <p>私は個人的に難しい授業を受けたほうが良いと思います。難しい授業を受けて、例えば成績が悪くなっても、自分をチャレンジすることには意味があります。困難な事を乗り越えるスキルが上達します。私は難しい授業と簡単な授業、どちらかを選ぶとするのなら、難しい授業を絶対選びます。</p>
<ul style="list-style-type: none"> <li>In some weak responses, the absence of proper punctuation marks or their incorrect usage resulted in difficulties in readability.</li> </ul> <p>寝ることじゃないや、しゅくだいを、だいすきや、ちょっと休みなどですから、難しいクラスを大好きです。</p>	<ul style="list-style-type: none"> <li>In strong responses, appropriate punctuation marks were used, resulting in improved readability.</li> </ul> <p>...簡単なクラスは、宿題も少なく、良い成績を取るのは簡単です。難しいクラスは、色々な課題があり、頑張らないと良い成績はとれないかもしれません。このような理由から私は難しいクラスを取ることをおすすめします。</p>
<ul style="list-style-type: none"> <li>A number of responses revealed students' lack of familiarity with foreign loan words, as well as the inability to transcribe them accurately.</li> </ul> <p>テキストブック should be テキスト; 教科書</p>	<ul style="list-style-type: none"> <li>Strong responses used loan words correctly.</li> </ul> <p>チャレンジ クラスメイト メリット スポーツ</p>

<p>カインド should be 種類          クラスワーク should be クラスワーク; 教室で行われる学生の課題の一部分          グレイド should be 成績          アプリーケイテン should be 申し込み書; 大学受験の願書          チュウレンジ should be チャレンジ          ヘールプフル should be 役に立つ          アクテベテス should be アクティビティ          インフルエンツ should be 影響</p>	<p>チャンス          バランス          ストレス</p> <ul style="list-style-type: none"> <li>Strong responses used appropriate words that are common in Japanese (e.g., 難しい, 役に立つ, 影響, 大学受験の願書).</li> </ul>
<ul style="list-style-type: none"> <li>Some students used incorrect kanji.</li> </ul> <p>万協、便居、便器用 should be 勉強          燭台、敷く大 should be 宿題          遺書、一生、一性、衣装 should be 一緒          最小 should be 最初          易しい should be used when expressing ‘easy’ instead of 優しい</p>	<ul style="list-style-type: none"> <li>Strong responses used AP kanji correctly and effectively (e.g., 自由時間, 意見, 宿題, 仕事, 試験, 数学).</li> <li>Strong responses demonstrated the use of advanced vocabulary to express comparison effectively. These vocabulary terms include 共通点, 相違点, 類似点, and 比較.</li> </ul>

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

- It is crucial to state a preference with supporting reasons in the Compare and Contrast Article task. Students need to not only discuss three aspects of the two options, “challenging classes” and “easy classes,” but also express a clear preference and provide reasons for their choice. While many students were able to express their preference, even some high-proficiency students failed to include a preference altogether. To successfully complete the task, the preference does not necessarily have to be stated in the conclusion; it can be presented in the opening paragraph of the article. However, it must be expressed somewhere in the response. It is recommended that teachers discuss with students what constitutes a preference and introduce clear patterns for expressing a preference. Simple patterns include phrases like “私は～が好きです” and “私は～(の)ほうがいい(と思います).” Other methods could involve using opinion words such as “私の意見／経験では～” or “私にとっては／自分は～(の)ほうがいい／好む／選ぶ／にする.” If both options are mentioned in the concluding remarks, students should clarify which option they prefer.
- The prompt specifies that students should highlight both similarities and differences between the two options. Rather than pointing out the similarities and differences of the options they were expected to compare, some students deviated from this requirement and instead focused on describing classes, school, or teachers. Students should be reminded to carefully understand the task, which is to compare and contrast two sides of a single topic based on their own experience and to identify three aspects of the topic and highlight similarities and differences between the two opinions. By doing so, students will be better equipped to address the prompt accurately and provide a well-rounded discussion of both similarities and differences between the options.

- Help students develop the skill of elaborating their content in a logical manner using complex sentences. This allows them to provide more in-depth analysis and explanation in their writing. Additionally, students should practice using organizational and transitional phrases to enhance the clarity and coherence of their ideas. Phrases such as 最初に, 第一に, 一つ目に, 最後に can be employed to indicate the progression of ideas and create a smooth flow within the writing. By incorporating these strategies, students can effectively structure their responses and ensure that their ideas are presented in a coherent and organized manner.
- Remind students to carefully review their writing for misspellings and incorrect kanji conversions. These errors can negatively impact the clarity and accuracy of their work. Encourage students to proofread their work and use spell-check tools.
- Ask students to focus on addressing the topic directly and providing relevant information related to the comparison of challenging classes and easy classes. The purpose of the article is to inform and engage the readers of the sister school newspaper, and a self-introduction is not necessary.
- Raise students' awareness of using formal and appropriate language in their writing, avoiding phrases that are more commonly used in spoken language. They should strive to present their ideas in a clear, concise, and structured manner that is suitable for a formal written piece.
- Errors in orthography for particles “は” and “を” are frequent enough to merit a suggestion for teachers to explain how to produce those hiragana correctly. These particles are essential components of Japanese grammar, and their correct usage is crucial for effective communication.

***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:** 15.18

**Standard Group Mean Score:** 10.70

#### ***What were the responses to this question expected to demonstrate?***

This task evaluates speaking skills in the interpersonal communicative mode 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 Kenji Arai, their host family brother, about Mother's Day. To respond successfully to the prompt the students needed to (1) respond to Kenji's inquiry about how Mother's Day is celebrated in the student's home country; (2) make a suggestion to Kenji about what he should make for Mother's Day dinner; (3) explain to Kenji what other celebrations take place in the student's home country; and (4) reply to Kenji's request to talk again some time. The English preface to the Japanese prompts was: You will have a conversation with Kenji Arai, your host family brother, about Mother's Day.

#### ***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?***

Most students were able to address the topic of the conversation exchange because Mother's Day is celebrated worldwide. Conversation 1's prompt was not difficult for students to respond to as long as they understood the phrases 君の and お祝いする. Conversation 2 sought advice for Mother's Day, allowing students to interpret Kenji's situation and his relationship with the respondent in various ways. The scoring of student responses accommodated for these different situations. Conversation 3 presented a challenging question, as many students did not understand the meaning of the phrase "other than Mother's Day." Consequently, they continued talking about Mother's Day. This resulted in differentiating able students from less able students. In Conversation 4, a formulaic question was asked, which could be responded to briefly. Some students failed to realize that they were being asked to continue the conversation at a later point. However, stronger responses included elaboration. Overall, students performed better compared to last year's conversation.

#### **Question 1:** もうすぐ母の日だね。君の国では、どうやって母の日をお祝いするの？

In general, this prompt was not difficult for students to respond to as long as they understood the phrases 君の and お祝いする. However, responses were somewhat limited in variety, with many students mentioning typical gifts for mothers (e.g., 花、チョコをあげます). Some students simply listed examples of what they do on Mother's Day (e.g., プレゼントを買ったり、花を買ったりします). Quite a few students used お土産 (souvenir) to mean "gift," which is not accurate. Another common issue was the use of inappropriate particles, like 母があげます or verbs of giving and receiving such as プレゼントをくれます. A few students mentioned either not having a mother or not celebrating Mother's Day. Some very basic responses only focused on describing their mothers. While most students stated what they personally do on Mother's Day,

those giving stronger responses included mentioning general customs of their country (私の国では) and then discussing individual choices or preferences (私の家族は). Some students added comments about the importance of Mother's Day (母の日は、大切な日ですから) and elaborated on how they express their gratitude to their mothers (感謝を伝えます). These responses showcased rich vocabulary and employed more complex grammatical structures.

**Question 2:** 僕はお母さんに晩ご飯を作りたいんだけど、何を作ったらいいと思う？

This prompt elicited a variety of types of answers because students conceptualized the situation in different ways. Some imagined that they were staying at Kenji's house, while others interpreted the situation as one in which Kenji was staying at their house. Still others responded as if Kenji were a past or future host brother, and they were not currently living together. Answers suggesting any of these interpretations were considered appropriate. In some cases, students seemed to have misunderstood the question and spoke generally about what they themselves ate for dinner or how they celebrated Mother's Day in their family (私の晩御飯はステーキを食べます; 僕はお好み焼きを作ります). Students who understood the question were generally able to mention one or more specific foods in their responses. Simpler responses commented on what the mother liked or what might be a good choice, without explicitly suggesting that Kenji make the food (母はカレーが大好き; スパゲティーがいいです). Stronger answers made explicit suggestions (お寿司を作ってあげたらどう?) or answered more abstractly with suggestions about choosing a food, such as picking foods that were easy to make or that the mother would like (お母さんの一番好きな食べ物を作ったら? けんじさんのお母さんは、何が好き?). More detailed responses included explanations of why a particular suggestion was made (お母さんの大好物を作ってあげたら、感謝の気持ちがよく伝わると思うよ) or elaborated by also commenting about what the speaker typically made for their own mother.

**Question 3:** 君の国では、母の日の他には、どんなお祝いの日やお祭りがあるの？

This prompt asked students to describe celebrations and festivals celebrated in their country, excluding Mother's Day. However, many students did not understand the meaning of the phrase "other than Mother's Day" (母の日の他に) and provided responses about celebrating Mother's Day instead. Some students seemed to use the terms "celebrations" (お祝い) and "festivals" (祭り) interchangeably without understanding the difference in their meanings. Students with low scores responded with information about Mother's Day celebration activities, such as giving presents (プレゼントをあげる), cooking at home (家で料理を作る), and eating at a restaurant (レストランで食事をする). In addition, some students struggled to pronounce the names of festivals and celebrations in their own country using Japanese pronunciation. For example, some students pronounced Thanksgiving (感謝祭 or サンクスギビング), Easter (復活祭 or イースター), and Independence Day (独立記念日) in English. Stronger responses provided detailed description of holidays and festivals in the student's country, such as New Year's (お正月), Father's Day (父の日), and Christmas (クリスマス). These responses often included students' opinions and explanations of the celebrations and festivals. Some students were able to use expressions like 以外に instead of 他には.

**Question 4:** いろいろ教えてもらえて、よかった。また話そうね。

In general, this prompt was not difficult for students to respond to. The prompt contained two parts, expressing gratitude for the student having answered Kenji's questions and requesting to have another conversation in the future. Most students were able to indicate their willingness to talk again at a later time, which was considered an adequate completion of the task. Many were also able to acknowledge being thanked for providing information. In responses that earned lower scores, some students failed to realize that they were being asked to continue the conversation at a later point. Basic responses sometimes simply replied to being thanked. On the other hand, stronger responses included elaboration, such as explaining

when they would be able to talk again (はい、また来週話そう), expressing enjoyment of the conversation (とても面白かったです), or wrapping up the conversation by confirming their intention to talk again (またね; 楽しみにしています).

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

Conversation 1. もうすぐ母の日だね。君の国では、どうやって母の日をお祝いするの？	
<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>Some responses contained only a list of activities expressed with very basic vocabulary and structures.</li> </ul> <p>レストランに行きます。そして、花をあげます。</p> <p>母のひょうは、チョコレートは、を、おけれ、あげました。それから、朝ご飯を作りました。</p>	<ul style="list-style-type: none"> <li>Stronger responses exhibited excellent interpersonal speaking skills, starting with introductions, giving examples, and summing up with a conclusion.</li> </ul> <p>もうすぐ母の日ですね。私の国では、一般的に花を贈る人が多いですね。でも、私の家族は、お母さんのために、朝ごはんを作ってあげます。お母さんに感謝する日ですから。</p>
<ul style="list-style-type: none"> <li>Some responses were limited to explaining the speaker's personal experiences.</li> </ul> <p>私は、花をあげます。</p> <p>あ、そ、私、母の、あー、にちで、母は、私は、卵、えーは、を作ります</p>	<ul style="list-style-type: none"> <li>Stronger responses included elaboration by starting with general customs, followed by the speaker's personal experiences.</li> </ul> <p>私の住んでいる国、アメリカでは、カードを書いたり、カーネーションという花をかったりして、祝うことが多いです。私の家族は、お母さんをレストランに連れていくことにしています。</p>
<ul style="list-style-type: none"> <li>Most responses focused on what they do on Mother's Day and did not mention its significance.</li> </ul>	<ul style="list-style-type: none"> <li>Some students added comments about the importance of Mother's Day (母の日は、大切な日ですから) and elaborated with how they express their gratitude to their mothers (感謝を伝えます) with responses that contained rich vocabulary and more complex grammatical structures.</li> </ul>

<ul style="list-style-type: none"> <li>• Weaker responses demonstrated strained or unnatural flow of expression and used inappropriate vocabulary.</li> </ul> <p>はい、えっとー、こののー、母の・・・にちー、はー、えっと、プレゼントをあげます。</p> <p>あ、母の・・・うん・・・uh, と、母は、ごはんと・・・あー、プレゼントでし、できます。</p> <p>今日は、母のきょうえんをいきます。母の日は、楽しみに</p>	<ul style="list-style-type: none"> <li>• Stronger responses used a smooth pace with occasional hesitation or repetition that did not distract from the message.</li> </ul> <p>あー、はい、僕の・・・僕は、アメリカに住んでいるから、母、の日は、とても大事な日です。あー、・・・祝い、お祝いすることは、プレゼントをあげたり、お母さんと話したり、したい、みたいことをよくします。</p>
<ul style="list-style-type: none"> <li>• Some responses were brief, simply mentioning what they plan to do or did in the past on Mother's Day. These responses were typically limited to simple structures.</li> </ul> <p>花をあげたいです。</p> <p>レストランに行きました。</p> <p>プレゼントをあげます。</p> <li>• Some responses included inappropriate verb phrases.</li> <p>花をかいて、います。</p> <p>母を、プレゼントをくれます。</p>	<ul style="list-style-type: none"> <li>• Stronger responses contained rich vocabulary and more complex grammatical structures.</li> </ul> <p>花束を贈ったり、お母さんのために、ネックレスを買ってあげたりします。</p> <p>そうですね。母の日ですね。um, 私の国なら、やはり、母に、きれいなお花とかを、贈るようにする人が、多いですね。私も、この、母の日に、自分の母のために、きれいなお花を贈りたいです。</p>
<ul style="list-style-type: none"> <li>• Some responses included inappropriate vocabulary お土産 instead of プレゼント.</li> </ul> <p>お土産、まー、えー、時々花とか、チョコレートあげます。それー、だけと思う。</p>	<ul style="list-style-type: none"> <li>• Strong response showed an understanding of the difference between プレゼント (present/gift) and お土産 (souvenir).</li> </ul> <p>うん。母の日で、たいてい母と一緒に、レストランでいたり、お土産、あの、いやいや、お土産じゃない、プレゼントをあげたり、そのようなものをする。</p>



Conversation 2. 僕はお母さんに晩ご飯を作りたいんだけど、何を作ったらいいと思う？	
<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>Weaker responses directly addressed the prompt by suggesting foods, but the response simply listed foods or was incomplete.  とんかつを作ってもいいですよ。  おにぎりとか、焼きそば、はー・・・いいプレゼントです。</li> </ul>	<ul style="list-style-type: none"> <li>Stronger responses directly addressed the prompt with specific suggestions with explanations.  うー、やっぱり、お母さんのために、uh ショートケーキとか、uh 甘いものを作ったら、どう思いますか。お母さんは、甘いな、いちご、とか、が、大好き、だから、一緒に、作りましょう。</li> </ul>
<ul style="list-style-type: none"> <li>Some responses exhibited difficulties with basic vocabulary and grammar. Particularly common was confusion between お母さん and 母, and 作る and 使う。  けんじさんの母は、何が好きです。  カレーを使ったらおいしいでしょ。</li> </ul>	<ul style="list-style-type: none"> <li>Stronger responses contained a variety of rich vocabulary and grammar structures used appropriately.  やっぱり母の日なので、お母さんの子供のころから作ってきたなつかしい料理を作ってあげると喜ぶと思います。</li> </ul>
<ul style="list-style-type: none"> <li>Some responses used particles inappropriately, making it difficult to understand the meaning.  お母さんが好き食べ物、お母さんが作る。</li> </ul>	<ul style="list-style-type: none"> <li>Stronger responses suggested offering something that the mother would enjoy eating, using appropriate vocabulary and grammar.  うちの母は、お寿司が好きだから、母にお寿司を作ってみたらいいと思います。  お母さんの好きなものだったら、なんでもいいと思います。</li> </ul>
<ul style="list-style-type: none"> <li>Some responses lacked appropriate forms for making suggestions.  カレーは、おいしいと安いです。</li> </ul>	<p>Stronger responses demonstrated control of appropriate suggestion structures.</p> <p>ラーメンを作ったらいいと思う。</p> <p>焼きそばにすればどう？</p> <p>ケーキを作ったほうがいいと思います。</p>

<ul style="list-style-type: none"> <li>Simpler responses did not include verbs of giving and receiving or used them incorrectly.</li> </ul> <p>けんじさんのお母さんにインド料理を作ってくれる？</p>	<ul style="list-style-type: none"> <li>Stronger responses used verbs of giving and receiving appropriately.</li> </ul> <p>カレーとか、うどんとか、なんか、好きなものを作ってあげたらいいと思う。</p>
<ul style="list-style-type: none"> <li>Some responses did not demonstrate control of grammatical patterns to connect words, phrases, and clauses appropriately.</li> </ul> <p>なんでもいい晩御飯と思います。</p>	<ul style="list-style-type: none"> <li>Stronger answers exhibited sufficient control of grammatical patterns to connect words, phrases, and clauses appropriately.</li> </ul> <p>カレーは、安くて作りやすいから、それにしたら？</p>
<p><b>Conversation 3.</b> 君の国では、母の日の他には、どんなお祝いの日やお祭りがあるの？</p>	
<p><i>Common Misconceptions/Knowledge Gaps</i></p>	<p><i>Responses that Demonstrate Understanding</i></p>
<ul style="list-style-type: none"> <li>Weaker responses directly addressed the prompt but provided a simple list of celebrations (お祝い), holidays (祝日), festivals (お祭り), events (イベント), holidays (ホリデー), days off (休みの日), etc.</li> </ul> <p>アメリカでは、Thanksgiving やクリスマスなど、父の日とか Easter とかも、たくさんホリデーがあります。</p>	<ul style="list-style-type: none"> <li>Stronger responses directly addressed the prompt with specific events with elaboration.</li> </ul> <p>アメリカで一、やっぱり一番流行っている日は、クリスマスです。クリスマスの時に、みんな家族と一緒に、ケーキを食べたり、そして、うん、晩御飯を作ったりしていて、とっても、楽しいですよー。</p>
<ul style="list-style-type: none"> <li>Some students faced challenges when trying to express the names of festivals and celebrations in their own country using Japanese. Additionally, some students encountered difficulties in pronouncing their national holiday in Japanese, such as using “Christmas” instead of クリスマス.</li> </ul> <p>僕の国で、えーと、Saint Patrick’s Day の日があります。</p>	<ul style="list-style-type: none"> <li>Stronger responses demonstrated the ability to provide detailed descriptions of their country’s holidays and festivals.</li> </ul> <p>僕の国ではサンクスギビンという、え、お祝いがあり、それは、えっと、人を感謝する日で、いっぱい、一杯ご飯を食べて、人と祝う日です。</p>

<ul style="list-style-type: none"> <li>Some students responded without understanding the meaning of “母の日の他には” and discussed activities related to Mother’s Day, such as giving presents (プレゼントをあげる), cooking at home (家で料理を作る), and eating at a restaurant (レストランで食事をする).</li> <li>Some responses were vague in describing the event and seemed to overlap with Mother’s Day activities.</li> </ul> <p>オハイオ祭りはチョコレートとはなにあげる、にあげます。で、えーと、お母さんに、うんと、ブランチに行きたい。</p>	<ul style="list-style-type: none"> <li>Several students demonstrated a clear understanding of the phrase “母の日の他には” and proceeded to discuss a different holiday, such as Father’s Day.</li> </ul> <p>母の日の他には父の日もあります。</p> <p>母の日以外、ああ、ああ、父の日もあります。あ、母の日と、あ、あ、似ていますが、父のことをお祝い、お祝いします。</p> <p>母の日以外で、中国にはたくさんのお祝いがあります。</p>
<ul style="list-style-type: none"> <li>Weaker responses exhibited a strained or unnatural flow of expression.</li> </ul> <p>私の一、一番好きなもの一、祭り一は一えっと一、一クリスマスです・・・だから一、赤い</p> <p>母の一だけ、が一、えっと、誕生日ではね。あー誕生日と一クリスマスと一、えっと一、分からないね。</p>	<ul style="list-style-type: none"> <li>Stronger responses maintained a smooth pace with occasional hesitation or repetition that did not distract from the message.</li> </ul> <p>私の国には父の日もあります。あの一日は父をてつだいて、あの一、父にたくさんの一、ギフトを、あげます</p>
<p>Conversation 4. いろいろ教えてもらえて、よかった。また話そうね。</p>	
<p><i>Common Misconceptions/Knowledge Gaps</i></p>	<p><i>Responses that Demonstrate Understanding</i></p>
<ul style="list-style-type: none"> <li>Many students responded with a simple agreement to talk again without elaboration and detail.</li> </ul> <p>はい、また話そう。</p> <p>また話しましょう。</p> <p>話すーことが一、とても楽しかった、です。</p> <p>はい、また話すを、します。</p>	<ul style="list-style-type: none"> <li>Stronger responses directly addressed the prompt and provided a very thorough and appropriate response.</li> </ul> <p>いいえ、こちらこそありがとうございました。一応、私の連絡先をあげるので、一応、ま一、質問とかあったら、是非私に連絡をください。私の答えが役に立てばよかったです。こ、ありがとうございました。またね。</p>

<ul style="list-style-type: none"> <li>Some students did not understand the invitation to talk again and continued talking about Mother's Day or responded only to being thanked.</li> </ul> <p>あー、はい、 どういたしまして？</p> <p>母の日を楽しんでいます。</p> <p>はい、また話そう。えっとー母が大好き</p>	<ul style="list-style-type: none"> <li>Stronger responses responded to the invitation to talk again and incorporated further comments on Mother's Day as part of elaboration and detail.</li> </ul> <p>はい、また話しましょう。母の日は母の日はすごく大事です。</p> <p>そうだね。これは面白かった。また話そう。あー、それから、母にはお花を挙げたほうがいいと思うよ。すごく感謝すると思うよ。</p>
<ul style="list-style-type: none"> <li>Some weak responses displayed an inconsistent pace marked by some hesitation or repetition (e.g., あー) and used English pronunciation.</li> </ul> <p>はい、また話すを、します。あー、ほかの、あー、お祭りの日、は、Thanksgiving、とかクリスマス night です。あー、私の好きな、あー、お休みの日は</p>	<ul style="list-style-type: none"> <li>Strong responses demonstrated a smooth pace with occasional hesitation or repetition that did not distract from the message.</li> </ul> <p>はい、また話しましょ。あー、この話はすごく、あー、面白いし、また話したらいいと思っています。あー、・・・他の日には話しましょ。umm, 多分月曜日とかいいと思います。</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?**

- Have students practice responding to prompts similar to those that appear in the Conversation section of past exams. When doing so, it is advisable to vary the type of prompts used. This teaches students to listen to each prompt carefully and without preconceived notions of what it will ask for. Encourage students to provide responses that go beyond the given context in the English preface, demonstrating their understanding of the prompt and directly addressing it.
- A self-introduction is often not an appropriate response to the first Conversation prompt. For the initial turn of this year's conversation, more appropriate responses included information about how Mother's Day is celebrated in the student's home country. Impressively, there were relatively few examples of students beginning with a memorized self-introduction this year, suggesting that overall, students are making progress in this area.
- Remind students to address prompts as directly and fully as possible in the Conversation section of the exam. It is recommended that teachers and classmates ask soliciting questions, such as どうしてですか, それから, and もっと詳しく教えてください. It is important to emphasize that even proficient speakers may not earn all possible points if they offer only a basic response.
- Discussion of register issues and practice using different registers will benefit students. Although Kenji Arai spoke to the students in plain style, most students responded in polite style. This was not deemed incorrect, as the student might have been envisioning, for example, an older host brother who was not really part of the same family. However, the general impression was that students may

benefit from practicing more roleplay that allows for the incorporation of plain style forms and other registers.

- Encourage students to stretch their skills by constantly practicing higher-level vocabulary and grammar as they learn it. Particular areas to target are the inappropriate use of particles, which can interfere with comprehensibility, and the difficulties in appropriately connecting phrases and clauses into complex structures. More practice is recommended for verbs of giving and receiving, as well as passive clause construction.
- Students should engage in frequent practice to pronounce loanwords correctly and also to put English names and words in Japanese pronunciation. This may help ensure that even if they do not have sufficient vocabulary, words they use might be comprehensible to Japanese speakers.

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

- Familiarize students with AP Japanese Scoring Guidelines so that students have a clear understanding of 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:** 4.28

**Standard Group Mean Score:** 3.42

### ***What were the responses to this question expected to demonstrate?***

The Cultural Perspective Presentation assesses speaking skills in the presentational communication mode 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 family activities in Japan, beginning with an introduction, giving five examples or aspects of family activities in Japan with details, explaining their view or perspective, and ending with a concluding remark. Students have 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. It appears that the students were well prepared to discuss the topic of family activities in Japan, as they were generally able to speak about five aspects or examples. There were three main presentation patterns: 1) some focused on family activities related to cultural events and holidays, such as New Year's Day, Children's Day, and Christmas; 2) others discussed common family activities such as going on trips, dining out, and playing games; and 3) some explored concepts and/or values related to family activities, emphasizing their importance in spending time together and strengthening bonds. In addition, there were three patterns as to how students framed their responses: 1) they shared family activities that they were familiar with; 2) they described family activities that they had personally experienced; and 3) they expressed their desires to engage in certain family activities. All of these response 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"><li>Weak responses contained mere lists of activities and events.</li></ul> <p>日本の家族のアクティビティーは、富士山に行きます。日本の家族のアクティビティーは、花まつりに行きます。日本の家族のアクティビティーは、買い物に行きます。</p>	<ul style="list-style-type: none"><li>Stronger responses addressed activities in Japan with more detailed information.</li></ul> <p>日本は季節によって、家族でできることが違います。例えば、春は家族で花見ができます。</p>

<p>アクティビティーいち、本を読みます。アクティビティー二、音楽を聞きます。アクティビティー三、オンライン映画を見ます。</p> <p>日本には、子供の日があります。お正月もあります。ひな祭りです。</p>	<p>日本では、晩御飯の後で家族と一緒にゲームをしたり、テレビを観たり、その日のことを話したりします。</p> <p>日本には家族ができる伝統的な行事があります。例えば、ひな祭り、子供の日、お正月、お盆、七夕などです。</p>
<ul style="list-style-type: none"> <li>Some responses did not contain an appropriate introduction or a concluding remark.</li> </ul> <p>私の名前は [name of candidate] です。今、17歳です。はじめまして。どうぞよろしく。</p> <p>質問があったら、聞いてください。</p> <p>何でも聞いてください。</p> <p>スライドをごらんください。</p>	<ul style="list-style-type: none"> <li>Students who performed well included appropriate introductory and concluding remarks.</li> </ul> <p>これから、日本で家族と行う活動を5つ紹介します。まず、...</p> <p>私はこのように家族と時間を過ごすことは大切だと思います。</p> <p>家族の活動は子供の性格を形成していく</p>
<ul style="list-style-type: none"> <li>Some student responses did not use cohesive devices to lay out their ideas clearly.</li> </ul> <p>日本の家族は、公園に行ったり、遊園地に行ったりします。ディズニーシーやユニバーサルスタジオです。レストランに行きます。ありがとうございます。</p>	<ul style="list-style-type: none"> <li>Students who performed well demonstrated their ability to effectively organize their ideas using 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) to convey their message clearly.</li> </ul> <p>第一に、お正月です。お正月は家族と一緒に色々します。例えば、おせちを食べます。第二に、子どもの日です。子どものは、子どもの健康を祈ります。</p>
<ul style="list-style-type: none"> <li>Some student responses did not clarify the reasons for their views or perspectives.</li> </ul> <p>レストランに行くのはいいです。電車に乗るのは楽しいです。おもしろいです。</p> <p>家族と晩御飯を食べて、話します。</p> <p>家族で旅行します。</p>	<ul style="list-style-type: none"> <li>Students who performed better clearly stated reasons for their views or perspectives.</li> </ul> <p>レストランに行って、家族をおしゃべりをして、楽しい時間を過ごすことは良い経験になります。</p> <p>晩御飯を食べながら家族とその日にあった出来事を話すのは、貴重な時間です。</p> <p>家族と旅行に行くと、家族の絆が強くなります。</p>

<ul style="list-style-type: none"> <li>Some responses did not address Japanese cultural aspects of family activities.</li> </ul> <p>公園に行きます。モールで買い物をします。川に行きます。レストランで食べます。</p> <p>動物園や水族館が面白いです。</p>	<ul style="list-style-type: none"> <li>Stronger responses addressed the cultural aspects of family activities in Japan.</li> </ul> <p>日本には子供の成長を祝う行事があります。たとえば、こどもの日や七五三です。こどもの日は鯉のぼりをあげ、七五三は家族で神社に行って、子供の成長を願います。</p> <p>お正月は家族で年越しそばを食べたり、おせち料理や雑煮を食べて、新年を祝います。</p> <ul style="list-style-type: none"> <li>Strong responses provided detailed information on cultural aspects.</li> </ul> <p>こどもの日に、こいのぼりをたてます。黒いのはお父さん。青いのは息子。みんなでもちを食べます。</p> <p>有名な動物園は上野動物園でパンダを見たり、ディズニーシーでも大人も楽しめます。</p>
<ul style="list-style-type: none"> <li>Some students provided only simple descriptions of activities.</li> </ul> <p>家族の時間はいいです。</p> <p>家族は仲良くすることは大事です。</p>	<ul style="list-style-type: none"> <li>Strong responses offered specific and comprehensive details on students' perspectives.</li> </ul> <p>家族と時間を過ごすことで、絆を深めることができます。</p> <p>家族で一緒に料理をすると、関係が近くなります。</p>
<ul style="list-style-type: none"> <li>Some weak responses contained an inconsistent pace marked by some hesitation or repetition (e.g., あーと; えっと).</li> </ul> <p>今日は、えっと、あー、家族の activities、に、つい、ついて、話します。えっとー、日本の家族は、色々activities、を、します。あーと、まず、日本の休みです。あーと、たくさん休みがあります。</p>	<ul style="list-style-type: none"> <li>Strong responses demonstrated a smooth pace with occasional hesitation or repetition, which did not distract from the message.</li> </ul> <p>これから、日本での、家族の、アクティビティのことを、話します。よろしくお願いします。最初に、日本の、家族は、折り紙、折り紙をしたりしています。つるや、つるや、や、フォーチュンテラーを作ったりしています。二つ目に、あ、海に、海の近くに住んでい、いる人は、夏に、海に、海で、いっしょに、行って、遊んだりしています。</p>



<ul style="list-style-type: none"> <li>Some students used only basic adjectives and verbs (e.g., いいです; おもしろいです) without providing further elaboration.</li> </ul> <p>買い物に行きます。映画を見ます。公園で遊びます。</p> <p>公園で散歩するのは楽しそう。海に泳いで楽しそう...</p>	<ul style="list-style-type: none"> <li>Strong responses contained a variety of vocabulary and grammatical structures as shown in the following examples.</li> </ul> <p>平日は忙しいけど、週末は家族と一緒に渋谷や原宿に買い物に行って、かわいい服やグッズを買います。</p> <p>水族館や動物園は、動物とふれあったりして、たくさんおもしろい経験ができると思います</p>
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**Based on your experience at the AP<sup>®</sup> Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?**

- Remind students to read the instructions carefully to understand what they are expected to do. Students should also be reminded that this prompt asks them to give a presentation, not to converse with their friends.
- Provide students with frequent opportunities to practice giving short, impromptu presentations on a variety of topics, including those from previous AP Japanese Language and Culture exams.
- Assist students with developing logical elaboration of their statements by incorporating transitional elements and cohesive devices. Some example activities include sentence expansion with/without images, text analysis to locate transitional elements and cohesive devices, collaborative writing practice, and group discussions that utilize transitional elements and cohesive devices.
- Ask students to begin with a “bare bones” presentation including basic ideas they want to convey. Teachers can then assist in organizing and expanding upon those ideas.
- Remind students to include cultural components in their response.
- In responding to the CPP prompt, students should not include their own self-introductions. However, it should be emphasized that they must conclude their presentations with appropriate concluding remarks.

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

- Familiarize students with AP Japanese Scoring Guidelines so that students have a clear understanding of 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 performances at various levels (strong, good, fair, etc.) and have students apply the scoring guidelines so they can improve their performance.

- Introduce cultural information in Japanese in each unit over the course of the year and ask students to compare the cultural information with that of their own culture, provide a written or spoken reflection about the cultural information, and present their perspectives on cultural products and practices, supported by text and visuals related to each unit.
- 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>
- Have students practice presentations on various topics starting 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.
- 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>
- Utilize flexible resources in AP classroom to provide students with daily instruction and feedback to help cover and connect content and skills.

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