

JAPANESE LANGUAGE AND CULTURE

Course Description

Effective Fall 2015

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The College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

AP Course and Exam Descriptions

AP Course and Exam Descriptions are updated regularly. Please visit AP Central® (<http://apcentral.collegeboard.org>) to determine whether a more recent Course and Exam Description PDF is available.

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About AP®

The College Board's Advanced Placement Program® (AP®) enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit, advanced placement, or both. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty, as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Most four-year colleges and universities in the United States and universities in more than 60 countries recognize AP in the admissions process and grant students credit, placement, or both on the basis of successful AP Exam scores. Visit www.collegeboard.org/ap/creditpolicy to view AP credit and placement policies at more than 1,000 colleges and universities.

Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who receive a score of 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than their non-AP peers¹. Additional AP studies are available at www.collegeboard.org/research.

¹See the following research studies for more details:

Linda Hargrove, Donn Godin, and Barbara Dodd, *College Outcomes Comparisons by AP and Non-AP High School Experiences* (New York: The College Board, 2008).

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (Austin, Texas: National Center for Educational Accountability, 2006).

Offering AP Courses and Enrolling Students

This *AP Course Description* details the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content knowledge and skills described here.

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit www.collegeboard.org/apcourseaudit.

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How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. To find a list of each subject's current AP Development Committee members, please visit <http://press.collegeboard.org/ap/committees>. AP Development Committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP coursework reflects current scholarship and advances in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam — work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A–, B+, and B. AP Exam scores of 3 are equivalent to college grades of B–, C+, and C.

Using and Interpreting AP Scores

College faculty are involved in every aspect of AP, from course and exam development to scoring and standards alignment. These faculty members ensure that the courses and exams meet colleges' expectations for content taught in comparable college courses. Based on outcomes research and program evaluation, the American Council on Education (ACE) and the Advanced Placement Program recommend that colleges grant credit and/or placement to students with AP Exam scores of 3 and higher. The AP score of 3 is equivalent to grades of B2, C1, and C in the equivalent college course. However, colleges and universities set their own AP credit, advanced standing, and course placement policies based on their unique needs and objectives.

AP Score	Recommendation
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit <http://apcentral.collegeboard.org> for more information about the AP Program.

AP Japanese Language and Culture

INTRODUCTION

The AP Japanese Language and Culture course and exam are an important step in a commitment by the College Board to further multiculturalism and multilingualism in secondary school education.

“Through the world language programs, the College Board hopes to make a significant contribution to secondary school curricula,” former College Board President Gaston Caperton said. “World events make it ever more obvious that a broad knowledge and understanding of other languages and cultures is essential for our young people.”

THE COURSE

The AP Japanese Language and Culture course is designed to be comparable to college/university Japanese courses that represent the point at which students complete approximately 300 hours of college-level classroom instruction. Like the corresponding college courses, the AP course supports students as they develop the productive, receptive, and cultural skills necessary to communicate with native speakers of Japanese. Students’ proficiency levels at the end of the course are expected to reach at least the Intermediate Low to Intermediate Mid range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) *Proficiency Guidelines*.¹

Firmly rooted in the *Standards for Foreign Language Learning in the 21st Century*² (Standards), the course articulates its goals in terms of the Standards’ three modes of communication: Interpersonal, Interpretive, and Presentational. Employing these communication modes as a framework upon which to weave its content, the course also addresses the Standards’ other important goals: cultural competence, connections to other school disciplines, comparisons between the target language and culture and those of the learners, and the use of the language within a broader community beyond the traditional school environment. Students therefore develop an expanded ability to communicate in a culturally appropriate manner and in increasingly widening contexts. They develop the capacity to appreciate different ways of thinking about the world in general and other school subjects in particular; they come to a richer understanding of their own language and culture, developing strategies for the continued development of their own multilingualism; and they are able to connect with local communities and use technology to connect with Japanese speakers elsewhere. In addition to the national Standards, teachers also rely on their own individual state standards, benchmarks, curriculum frameworks, and district guidelines to help shape the course.

1. American Council on the Teaching of Foreign Languages, *ACTFL Proficiency Guidelines—Speaking* (rev. 1999) and *ACTFL Proficiency Guidelines—Writing* (rev. 2001). Order at www.actfl.org.

2. National Standards in Foreign Language Education Project, *Standards for Foreign Language Learning in the 21st Century* (Lawrence, Kan.: Allen Press, 1999).

Content and Skills

The AP Japanese Language and Culture course meets students where they are, both cognitively and linguistically. That is, teachers ensure that the themes and topics they select are developmentally appropriate and intellectually engaging for their students; at the same time, they scaffold the content in ways that make the language comprehensible. Often, units of instruction introduce students to a broad spectrum of Japanese culture. Through exposure to carefully scaffolded materials, students gain an introduction to contemporary social, political, or educational issues; to the place of religion within Japanese society; or to traditional versus modern male and female gender roles. Scaffolding strategies also enable teachers to address more customary topics, such as traditional Japanese arts, customs, festivals, geography, and history, at deeper and richer levels. The often demanding texts containing these rich sources of information require command of a significant number of kanji; see the kanji list at the end of this section.

Throughout the course, as students engage these challenging topics, teachers design lessons that support the acquisition of a full range of functional language skills. Students develop the interpersonal skills that enable them to request information and confirm the receipt of information, request and give directions, and issue and respond to invitations, for example. They also develop more cognitively challenging functional language skills, including, but not limited to, the ability to compare phenomena, express opinions and preferences, and discuss life experiences. As students of AP Japanese Language and Culture, they also employ appropriate register in the application of each of these skills, are familiar with *desu/masu* and *da* (plain) styles of Japanese and with *keigo*, and use effective keyboarding skills.

Like the AP Japanese Language and Culture Exam, the course takes a holistic approach to language proficiency, while at the same time recognizing the complex relationships among its component parts, including comprehension and comprehensibility, vocabulary usage, communication strategies, cultural awareness, and linguistic accuracy. Working within the context of this holistic approach to proficiency, teachers attend to these various and necessary components in developmentally and pedagogically appropriate ways.

A typical course enables students to cultivate the following abilities. This specific list of course objectives is an example; different AP courses may have slightly different but comparable learning goals.

Interpersonal Mode (two-way, interactive communication)

- Orally initiate or respond to greetings and formulaic expressions in a culturally appropriate manner, and with pronunciation, intonation, and a level of accuracy comprehensible to native speakers accustomed to dealing with learners of Japanese.
- Orally request information on a variety of topics (e.g., personal information, school subjects, daily activities, people, and products of Japanese culture) or respond to such a request.

- Exchange information in writing on a variety of topics (e.g., personal information, school subjects, daily activities, people, and products of Japanese culture), using orthography (kanji, spelling) and language comprehensible to native speakers accustomed to dealing with learners of Japanese.
- Ask and give preferences orally in a culturally appropriate manner, and with pronunciation, intonation, and a level of accuracy comprehensible to a native speaker accustomed to dealing with learners of Japanese.
- Ask and give preferences in writing in a culturally appropriate manner at a level of accuracy comprehensible to a native speaker accustomed to dealing with learners of Japanese.
- Offer and respond orally to suggestions, requests, or invitations in a culturally appropriate manner, and with pronunciation, intonation, and a level of accuracy comprehensible to a native speaker accustomed to dealing with learners of Japanese.
- Offer and respond in writing to suggestions, requests, or invitations in a culturally appropriate manner with a level of accuracy comprehensible to a native speaker accustomed to dealing with learners of Japanese.

Interpretive Mode (understanding of spoken or written communication)

- Understand the details of and make inferences concerning an age-appropriate social or cultural issue.
- Understand the details of authentic or semiauthentic materials on age-appropriate topics.
- Understand the gist and important details of authentic or semiauthentic materials.
- Understand the details of and make inferences concerning an expressed opinion on an age-appropriate social or cultural issue.
- Understand the gist and details of a short statement on a concrete topic relevant to the student's daily experience.
- Understand the gist and details of an expressed opinion on age-appropriate social or cultural issues.

Presentational Mode (creating spoken or written communication)

- Describe people, places, or events and activities that are familiar to the student in writing on a computer.
- Describe one's past experience in writing on a computer.
- Describe Japanese special events in writing on a computer.
- Announce information on school-related events or activities.
- Narrate in a coherent manner and display cultural knowledge through storytelling.

- Describe Japanese cultural practices and products and present one’s own views on them.
- Compare and contrast two experiences of a similar nature.

Assessment and Feedback

Assessment plays a central role in the course, as each unit of instruction is developed with formative and summative assessments in mind. In keeping with the format of the AP Japanese Language and Culture Exam, the various components of language proficiency are often assessed within the context of holistic performance tasks. That is, the qualities of a student’s fluency, comprehensibility, accuracy, and keyboarding skills, for example, can all be assessed within one complex task, employing a rubric or scoring guide similar to those used to score student performances on the AP Exam.

Teachers use the assessment tasks and scoring guidelines employed on the AP Exam as models for their own classroom assessments. They also use the results of their assessments to inform their instruction, frequently cycling back over previously taught content or skills as students’ performances on the assessments indicate. Assessments in AP Japanese Language and Culture can take many shapes but are always within the realm of expected classroom activities and are developed within the framework of the three communicative modes. By providing rubrics to students at the beginning of the assessments, teachers ensure that students are aware of the criteria against which their work will be assessed.

AP Japanese teachers use the Instructional Planning Report (IPR) to inform their instruction. The IPR is sent to schools each fall and details how the school’s group of students performed on the prior year’s AP Exam. Because one of the goals of the AP course is to prepare students for the AP Exam, teachers consult the annual Student Performance Q & A, which is posted on AP Central, for feedback about how AP students performed on recent exams and how they can prepare to do better. They may learn from those reports that students must be taught to read and follow instructions carefully, to make full use of the time allotted to different tasks on the exam, to speak clearly into the microphone, and to use the appropriate register and level of discourse in the given context. Also, they may need practice in using *aisatsu* and set phrases smoothly and appropriately, as well as practice in using transitional elements and producing compound sentences.

Instructional Resources

Teachers make carefully planned use of a wide range of instructional materials and strategies in meeting the goals of the AP Japanese course. They choose from among traditional resources such as textbooks, audiovisual materials, and Web-based content designed for language learning. They also make use of materials generally used by native Japanese speakers, including print and Web-based texts of all kinds; animated computer programs; and videos, CDs, and DVDs.

Mindful of the different ways in which their students learn, teachers align the instructional materials they select with teaching strategies designed to support the particular learning goals they have set. Particularly with materials that would normally be considered beyond the grasp of high school students, teachers scaffold students’

experiences in order to ensure that these texts can be understood. Specifically, teachers employ the reading and writing processes in support of students' developing literacy; they plan and implement well-structured cooperative learning activities to support ongoing and frequent verbal interaction and the negotiation of meaning; and they differentiate their instruction to meet the diverse needs of their learners. Not only do they vary their teaching strategies from day to day or week to week, but teachers also provide degrees of variation and choice within lessons. In addition, they guide students in the development of useful learning strategies that may be applied in the classroom and beyond. Finally, in keeping with the framework of the Standards, each unit of instruction within the course offers students ample opportunities to engage in all three modes of communication.

Kanji List

For the AP Japanese Language and Culture course and exam, students are expected to be able to interpret and produce texts using the kanji on this list. It is based on a survey of commonly used textbooks and represents expectations typical of college courses that represent the point at which students complete approximately 300 hours of college-level classroom instruction. This list is organized by JIS code, but, of course, the kanji need not be presented in this particular order. Kanji should be presented according to students' communicative needs, as characterized by the topic, purpose, and other aspects of their reading and writing.

悪	安	暗	以	意	医	育	一	員	引
飲	院	右	雨	運	映	泳	英	駅	円
園	遠	横	屋	温	音	下	化	何	夏
家	科	歌	火	花	荷	画	会	回	海
界	皆	絵	開	階	外	学	楽	活	寒
漢	間	関	館	顔	願	期	機	帰	気
記	起	休	急	泣	究	牛	去	魚	京
強	教	橋	業	局	近	金	九	空	係
兄	形	経	計	決	結	月	犬	見	験
元	現	言	個	古	五	午	後	語	公
口	向	好	工	広	校	港	考	行	降
高	号	合	国	黒	今	困	婚	左	最
歳	祭	際	作	昨	雑	三	山	残	仕
使	四	始	姉	子	市	思	指	止	私
紙	試	事	字	寺	持	時	次	治	自
辞	式	七	失	室	実	写	社	者	車

(continued)

Kanji List, continued

若	主	取	手	酒	受	授	州	秋	終
習	週	集	住	十	重	宿	出	術	春
初	所	暑	書	女	商	小	少	笑	上
乘	場	色	食	信	寢	心	新	森	神
親	身	進	人	凶	水	數	世	制	成
晴	正	生	西	青	靜	昔	石	赤	切
接	節	說	雪	先	千	專	川	洗	線
選	前	然	全	組	早	相	走	送	贈
側	足	速	族	統	卒	村	多	太	打
体	对	待	貸	台	大	第	題	達	单
短	男	知	地	池	置	遲	茶	着	中
昼	注	朝	町	調	長	鳥	痛	通	低
定	庭	弟	的	天	店	軫	点	伝	田
電	登	都	度	土	冬	島	東	答	頭
働	動	同	道	特	読	内	南	難	二
肉	日	入	熱	年	背	配	買	壳	白
八	発	半	反	飯	晚	番	非	飛	美
鼻	必	百	氷	表	病	品	分	付	夫
婦	父	部	風	服	払	物	方	文	聞
平	別	変	便	勉	步	母	万	法	忘
忙	北	本	妹	枚	毎	未	門	味	未
無	名	明	面	木	目	問	曜	夜	野
薬	友	有	由	遊	夕	予	立	様	洋
用	要	来	絡	落	利	理	六	留	旅
両	料	力	林	冷	礼	練		和	話

THE EXAM

The AP Japanese Language and Culture Exam is approximately 2 hours and 15 minutes in length. It assesses Interpersonal, Interpretive, and Presentational communication skills in Japanese along with knowledge of Japanese culture.

The exam is administered on computer; refer to AP Central and the *AP Coordinator's Manual* for necessary information related to administering exams on computer. Each student works at an individual computer, which processes everything read, heard, written, or spoken by the student. That is, the student reads on the screen, listens through headphones, types using the keyboard, and speaks into a microphone. There is no paper component; although the student may use paper to take notes during the exam, the proctor will collect the notes at the end of the exam, and they will not be scored.

There are two sections in the exam:

- **Section I** consists of multiple-choice questions that assess communication skills in the Interpretive mode.
 - **Part A** assesses Interpretive communication skills by requiring the student to answer questions about different types of audio stimuli.
 - **Part B** assesses Interpretive communication skills by requiring the student to answer questions about different types of written texts.
- **Section II**, the free-response section, assesses communication skills in the Interpersonal and Presentational modes by requiring the student to produce written and spoken responses.
 - **Part A** assesses writing in the Interpersonal mode by requiring the student to respond to a series of thematically linked questions as part of a simulated exchange of text-chat messages. It also assesses writing in the Presentational mode by requiring the student to compare and contrast two given experiences.
 - **Part B** assesses speaking in the Interpersonal mode by requiring the student to respond to a series of thematically linked questions as part of a simulated conversation. It also assesses speaking in the Presentational mode by requiring the student to make a presentation discussing a given cultural topic.

Each part of the exam contributes a specific portion to the final AP Exam score. Grouped by communicative mode, the various parts contribute as follows: Interpersonal — 25 percent; Interpretive — 50 percent; and Presentational — 25 percent. Grouped by language modality, the various parts contribute as follows: Listening — 25 percent; Reading — 25 percent; Writing — 25 percent; and Speaking — 25 percent.

This table details the exam content and format, including the amount of time and the number of questions for each part, as well as the contribution of each part toward the final AP Exam score. Times listed are approximate; they estimate the total administration time for each part of the exam, taking into account time for reading directions, moving from question to question, etc. For ease of reference, the specific time allotted for preparation or response for some particular questions is noted in parentheses; these timing parameters are also explained in the directions preceding each task in the sample questions portion of this booklet.



AP Japanese Language and Culture Exam Format Section I

Section	Question Type and Knowledge/Skills Assessed	Number of Questions and % Weight of Final Score		Time
Section I	Multiple Choice	70 questions	50%	1 hour and 30 minutes
Part A: Listening	Listening Selections Knowledge/skills: <ul style="list-style-type: none"> • Interpretive communication • Comprehension; inference Sample Stimulus Types: <ul style="list-style-type: none"> • Conversation • Debate • Instructions • Message • Presentation • Public announcement • Radio broadcast 	30–35 questions	25%	20 minutes (Response time: 12 seconds per question)
Part B: Reading	Reading Selections Knowledge/skills: <ul style="list-style-type: none"> • Interpretive communication • Comprehension; inference Sample Stimulus Types: <ul style="list-style-type: none"> • Email • Instructions • Letter • News article • Short story • Travel brochure 	35–40 questions	25%	60 minutes

AP Japanese Language and Culture Exam Format Section II

Section	Question Type and Knowledge/Skills Assessed	Number of Questions and % Weight of Final Score		Time
Section II	Free Response	4 tasks	50%	45 minutes
Part A: Writing	Text Chat Knowledge/skills: <ul style="list-style-type: none"> • Interpersonal communication • Informing; describing; explaining; expressing preference; elaborating; justifying opinion; requesting; inviting; suggesting 	6 questions	12.5%	10 minutes (Response time: 90 seconds per question)
	Compare and Contrast Article Knowledge/skills: <ul style="list-style-type: none"> • Presentational communication • Comparing; contrasting; describing; justifying opinion 	1 question	12.5%	20 minutes
Part B: Speaking	Conversation Knowledge/skills: <ul style="list-style-type: none"> • Interpersonal communication • Participate in conversation by responding appropriately 	4 questions	12.5%	3 minutes (Response time: 20 seconds per question)
	Cultural Perspective Presentation Knowledge/skills: <ul style="list-style-type: none"> • Presentational communication • Describing and expressing opinion about a Japanese cultural practice or product 	1 question	12.5%	7 minutes (Preparation time: 4 minutes Response time: 2 minutes)

Sample Questions

Parts of the exam are accompanied by an audio recording. The  next to a selection indicates that an accompanying audio file is available on AP Central. To hear an audio recording, click on  in the Course Description PDF file, or go to the AP Japanese Language and Culture Home Page (<http://apcentral.collegeboard.org/japanese>) and click on “AP Japanese Language and Culture Course Description Audio Files.” In the samples that follow, the material enclosed in brackets is heard by the student and does not appear onscreen. Moreover, for clarity of presentation in this print publication, the text and graphics for these sample questions are not presented as computer screen images. Refer to AP Central for examples of how the questions actually appear onscreen.

Section I: Multiple Choice (Listening)

Note: In this part of the exam, the student may NOT move back and forth among questions.

Listening Selections

Directions: You will listen to several selections in Japanese. For each selection, you will be told whether it will be played once or twice. You may take notes as you listen. Your notes will not be graded. After listening to each selection, you will see questions in English. For each question, choose the response that is best according to the selection. You will have 12 seconds to answer each question.

Prerecorded message

Selection plays two times.





[(Narrator) Now you will listen twice to a prerecorded message.]

(Woman) こちらは新宿の大川デパートでございます。本日本曜日は定休日でございます。当店の営業時間は、午前9時30分から午後7時30分までとなっております。5月20日、月曜日まで、7階の催し物会場では、呉服、着物の特別セールを開催しております。また、地下1階、食料品売り場では、ただいま北海道産の美味しい鮭、かになどを取りそろえております。なお食料品売り場は7時までの販売となっております。ご来店をお待ち申し上げております。

(Narrator) Now listen again.

(Woman) こちらは新宿の大川デパートでございます。本日本曜日は定休日でございます。当店の営業時間は、午前9時30分から午後7時30分までとなっております。5月20日、月曜日まで、7階の催し物会場では、呉服、着物の特別セールを開催しております。また、地下1階、食料品売り場では、ただいま北海道産の美味しい鮭、かになどを取りそろえております。なお食料品売り場は7時までの販売となっております。ご来店をお待ち申し上げております。

(Narrator) Now answer the questions for this selection.]

1. When does the store reopen?
 - (A) Tuesday
 - (B) Wednesday
 - (C) Thursday
 - (D) Friday
2. What are the regular store hours?
 - (A) 9:00 A.M. to 7:00 P.M.
 - (B) 9:00 A.M. to 7:30 P.M.
 - (C) 9:30 A.M. to 7:00 P.M.
 - (D) 9:30 A.M. to 7:30 P.M.
3. What items are on sale on the seventh floor?
 - (A) Children's clothes
 - (B) Food items
 - (C) Traditional clothing
 - (D) Footwear
4. What is on sale in the food department?
 - (A) Vegetables
 - (B) Pastries
 - (C) Seafood
 - (D) Fruit

School debate
Selection plays one time.



[(Narrator) Now you will listen once to a school debate.

(Man A) それでは、これから生徒会主催の討論会を始めたいと思います。今日は、田中君と鈴木さんに学校の制服について討論してもらいます。まず、鈴木さんからです。お願いします。

(Woman) 私は、はっきり言って、うちの高校の制服、かっこわるいと思います。毎日同じ洋服を着ると、ファッションのセンスも育ちません。

(Man A) それでは、田中君、どうぞ。

(Man B) それは、制服のいいところが、少しも分かっていない人の言い分だと思います。僕の弟と妹は、制服のない学校に行っていますが、毎日、明日何を着て行くか、なかなか決められません。私服は意外と大変だと思います。それに私服だとお金もかかると思います。

(Woman) 確かにお金はかかるけど、でも、自分の好きな服が着られるし、毎日違う服を着るのは楽しいと思います。みんなもいつも好きな服を着たいと言っています。

(Man B) 高校ではバイトが禁止されています。親も制服があった方がお金がかからないから助かると思います。

(Narrator) Now answer the questions for this selection.]

5. Why does Ms. Suzuki dislike school uniforms?
 - (A) They are not fashionable.
 - (B) They are expensive.
 - (C) They cannot be worn to an after-school job.
 - (D) They are uncomfortable.
6. Why does Mr. Tanaka like school uniforms?
 - (A) They show school spirit.
 - (B) They eliminate the need to choose clothes.
 - (C) They do not wear out.
 - (D) They make you look professional.
7. What does Ms. Suzuki say about her classmates?
 - (A) They support a new kind of uniform.
 - (B) They have good fashion sense.
 - (C) They like to express their own tastes.
 - (D) They think clothes should be fun.
8. What does Mr. Tanaka say about students' parents?
 - (A) They encourage schools to require uniforms.
 - (B) They want their children to earn money.
 - (C) They are concerned about treating children equally.
 - (D) They need to save money.
9. On what point do the debaters agree?
 - (A) The cost of clothing
 - (B) Students' part-time jobs
 - (C) The importance of considering parents' needs
 - (D) Uniforms in elementary schools

Section I: Multiple Choice (Reading)

Note: In this part of the exam, the student may move back and forth among all the questions.

Reading Selections

Directions: You will read several selections in Japanese. Each selection is accompanied by a number of questions in English. For each question, choose the response that is best according to the selection.

Read this set of emails.

受信箱

	差出人:	件名:	送信日:
Message #1	えみこ	土曜日の映画	2月4日
	明日は土曜日よ。 私たち映画に行こうって言っているの。今みんなが話している新しい映画。一緒に行かない？		
Message #2	山本	月曜日の部活	2月4日
	生徒の皆さん、 火曜日の数学のテストは大事なので、月曜日の部活の時間が変わりました。 3:00~4:00にしましょう。 それから今、風邪がはやっているから、体に気をつけてきちんと寝るように。		
Message #3	みちこ	RE: 土曜日の映画	2月4日
	もちろん！ そうそう、私その映画の割引券持ってるよ。それだと、すごく安くなるのよ！		
Message #4	ひでき	あきちゃん	2月7日
	ね、あきちゃんのことを聞いた？ あき、風邪ひいたんだって。今日学校に来ていなかったし、明日も休むらしいよ。		
Message #5	のりこ	RE: 土曜日の映画	2月7日
	ああいう映画はもういやだ。ホラーはだめだ。夜よく寝られなかった。		
Message #6	はなこ	RE: 土曜日の映画	2月7日
	行けなくてごめんね。のりこちゃんはホラーに弱いね。今度はコメディーを見に行こう！		

10. Which message is from someone who had a difficult time sleeping?

- (A) Message #1
- (B) Message #2
- (C) Message #4
- (D) Message #5

11. Which message is from someone who missed seeing the movie?

- (A) Message #3
- (B) Message #4
- (C) Message #5
- (D) Message #6

12. Which message is from the person who said “get enough sleep”?

- (A) Message #2
- (B) Message #4
- (C) Message #5
- (D) Message #6

13. The test on Tuesday is on which subject?

- (A) History
- (B) Math
- (C) Literature
- (D) Economics

14. Why did the friends choose the movie they saw?

- (A) They like horror movies.
- (B) It is attracting a lot of attention.
- (C) It was a class assignment.
- (D) They had free tickets.

Read this news article.

今年、エンカレッジ・スクールという学校ができた。エンカレッジは、日本語で「はげます」とか「力づける」という意味である。エンカレッジ・スクールは、学校がきらいで、勉強^{さくらの}しない子どもたちのために作られた。たとえば、エンカレッジ・スクールの一つ、桜台高校では期末テストがない。ホームルームは二人の先生が受け持っている。1クラス20人ぐらいで、ふつうの高校より1クラスの人数が少ない。また、ふつうの高校では授業が50分だが、桜台高校では30分授業だ。「30分授業は、短いから集中して勉強できる」と、ここのみんなに人気がある。それに、^{わだ い こ}「^{ふくし}和太鼓」や「^{さくらだい}福祉ボランティア」など、ふつうの高校にはない体験学習もできる。桜台高校はいろいろなことがふつうの高校とちがうようだ。先生たちもいっしょうけんめいにおうえんしている。すでにエンカレッジ・スクールの効果が上がっていることが報告されている。学校ぎらいの高校生をおうえんするために、エンカレッジ・スクールがこれからも全国にますます作られることを期待する。

^{わだ い こ}
¹和太鼓: Japanese drums

^{ふくし}
²福祉ボランティア: Community service

15. According to the article, what is the benefit to students of attending the type of school described?
 - (A) They receive individual attention.
 - (B) Their teachers are highly qualified.
 - (C) They are well prepared for college.
 - (D) Their books and material are provided by the school.
16. According to the article, what stands out about Sakuradai High School?
 - (A) It has served as a model for other high schools.
 - (B) All of the students are required to do community service.
 - (C) There are no final exams.
 - (D) Teachers are very strict.
17. What does the article say about classes at Sakuradai High School?
 - (A) Class sizes are smaller than in regular high schools.
 - (B) Students work in pairs to encourage each other.
 - (C) No elective subjects are offered.
 - (D) Class periods are longer than in regular high schools.
18. The schools described in the article are intended for what type of students?
 - (A) Highly motivated students who like to study at a fast pace
 - (B) Students who are struggling in a regular high school
 - (C) Artistic students who want to focus on an art curriculum
 - (D) International students who need extra help with Japanese language
19. What does the writer suggest about the future of the schools described in the article?
 - (A) Their effectiveness should be evaluated.
 - (B) They should be incorporated into regular high schools.
 - (C) More such schools should be established.
 - (D) Large budgets are needed for such schools.

Answers to Multiple-Choice Questions

1 – D	5 – A	8 – D	11 – D	14 – B	17 – A
2 – D	6 – B	9 – A	12 – A	15 – A	18 – B
3 – C	7 – C	10 – D	13 – B	16 – C	19 – C
4 – C					

Section II: Free Response (Writing)

Note: In this part of the exam, the student may NOT move back and forth among questions.

Directions: You will participate in a simulated exchange of text-chat messages. Each time it is your turn to write, you will have 90 seconds to respond. You should respond as fully and as appropriately as possible.

Interpersonal Writing: Text Chat

You will have a conversation with Mariko Morimoto, a student in a Japanese school, about your future plans.

1. Respond.
それでは、よろしくお願いします。最初の質問です。大学を卒業してから、どんな仕事をしたいと考えていますか？
2. Respond.
そうですか。では、次の質問です。大学では何を専門に勉強しようと思っていますか？
3. Describe a specific example.
わかりました。次の質問ですが、社会にでてからあなたがやりたい仕事のために今、どんなことをしていますか？
4. Explain your preference.
わかりました。次の質問にいきましょう。もし、大学に入る前に 1 年間休みがとれるとしたら、どんなことをしたいですか？
5. Justify your opinion.
あなたは、高校生が卒業した後、すぐ大学に入ったほうがいいと思いますか。それとも大学に入る前に一年間休んだ方がいいと思いますか？
6. Ask a specific question.
ありがとうございました！ところで、日本の大学について何か質問がありますか？

Directions: You will be asked to write in Japanese for a specific purpose and for a specific audience. You should write in as complete a manner as possible, taking into account the purpose and the audience described.

Presentation Writing: Compare and Contrast Article

You are writing an article for the student newspaper of your sister school in Japan. Write an article in which you compare and contrast learning Japanese and learning another subject. Based on your personal experience, describe at least THREE aspects of each and highlight the similarities and differences between learning Japanese and learning another subject. Also, state your preference and give reasons for it.

Your article should be 300 to 400 characters or longer. Use the *desu/masu* or *da* (plain) style, but use one style consistently. Also, use kanji wherever kanji from the AP Japanese kanji list is appropriate. You have 20 minutes to write.

Section II: Free Response (Speaking)

Note: In this part of the exam, the student may NOT move back and forth among questions.



Directions: You will participate in a simulated conversation. Each time it is your turn to speak, you will have 20 seconds to record. You should respond as fully and as appropriately as possible.

Interpersonal Speaking: Conversation

You will have a conversation with Masao Yamada, a store manager, about a part-time job.



[(Man) 初めまして、ファミリーマーケットの山田です。]

(20 seconds)

(Man) 今こちらでさがしているのは週末も来られる人なんですが、来られる曜日と時間を教えてください。

(20 seconds)

(Man) どこかスーパーマーケットのような所で働いたことがありますか。アルバイトの経験を話してください。

(20 seconds)

(Man) そうですか。それではこのスーパーマーケットの仕事について何か質問をしてください。

(20 seconds)]



Directions: Imagine that you are making an oral presentation to your Japanese class. First, you will read and hear the topic for your presentation. You will have 4 minutes to prepare your presentation. Then you will have 2 minutes to record your presentation. Your presentation should be as full as possible.

Presentation Speaking: Cultural Perspective Presentation

Present your own view or perspective on Japanese meal customs. Discuss at least FIVE aspects or examples of Japanese meal customs.

Begin with an appropriate introduction, give details, explain your own view or perspective, and end with a concluding remark.

Resources for AP Teachers

AP Central (www.collegeboard.org/apcentral)

Access essential course resources, including course descriptions and other official publications.

- AP Exam information and resources, including practice exams
- Classroom resources — including curriculum modules, labs, and more — from both the AP Program and AP teachers
- A database of upcoming professional development workshops and summer institutes

AP Course Audit (www.collegeboard.org/apcourseaudit)

Locate curricular and resource requirements, syllabus evaluation guidelines, and other information to ensure that courses are authorized to use the AP designation.

- Course Audit submission timeline
- Annotated sample syllabi
- Syllabus development guides
- Example textbook lists

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