

# INTERNATIONAL ENGLISH LANGUAGE



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# **Contents**

The Advanced Placement Program®	3
Equity and Access	3
AP International English Language (APIEL $^{\text{\tiny TM}}$ )	4
Prerequisites	4
Objectives and Preparation	4
The Examination	5
Section I: Multiple-Choice Questions	5
Listening	5
Answer Key for Listening Questions	16
Reading	16
Answer Key for Reading Questions	26
Sample Answer Sheet	27
Section II: Free-Response Questions	31
Writing	31
Speaking	54
AP Program Essentials	57
The AP Reading	57
AP Grades	57
Test Security	57
Guidelines for Universities in the Use of College Board Test Scores	58
College and University Acceptance of APIEL Grades	58

# The Advanced Placement Program®

The Advanced Placement Program® (AP®) is sponsored by the College Board, a non-profit member-ship association. AP is an intensive program of 35 university-level courses and examinations. In 2001, more than 840,000 high school students took over 1.4 million AP Examinations globally. The grades from these examinations were used by nearly 3,000 colleges and universities worldwide as one means of determining the academic qualifications of matriculating students.

When it was founded in 1955, the Advanced Placement Program set new standards for education in the United States. It has now become a means of recognizing educational excellence in The National Report, which is issued annually by the U.S. Department of Education. AP offers its benefits in more than 80 countries around the globe and is regarded by the College Board as a way of enabling an increasing number of advanced students to accelerate their university studies in the United States, as well as a way of furthering student mobility throughout the world.

The AP Program develops course descriptions, curricular outlines, teaching guides, and examinations in Art, Biology, Calculus, Chemistry, Computer Science, Economics, English, Environmental Science, French, Geography, German, Government and Politics, History, Latin, Music, Physics, Psychology, Spanish, and Statistics.

One of the subjects for which AP Examinations are currently offered is International English Language (APIEL $^{\text{TM}}$ ). It is an excellent choice for international students who wish to pursue university study in English-speaking countries, particularly in North America.

Those who choose to participate in APIEL have an exciting opportunity to prove — while still in high school — their ability to do university-level work conducted in English. Successful performance on this examination gives students the possibility of entering the academic mainstream with their English-speaking counterparts.

### **Equity and Access**

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equity and access guiding principles for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs.

# **AP International English Language (APIEL™)**

AP International English Language is designed to reflect the most successful teaching practices from English classes in many countries around the world. Although emphases may differ from school to school and from country to country, all upper-level English programs build upon students' previous experience in learning English over the course of several years and all have a common goal: to help students develop their skills in reading, writing, listening to, and speaking English so that they can function successfully in an English-speaking environment.

The APIEL Examination is developed each year by an international team of English teachers. The present APIEL committee is made up of high school and university English teachers from Belgium, China, France, Germany, Switzerland, and the United States. In their meetings, committee members are joined by a Chief Faculty Consultant who is responsible for the scoring of the free-response questions that test writing and speaking skills. The composition of this committee changes as new members join the group and current members take their leave. In this way, APIEL will continue to reflect the ideas of many international educators and to keep abreast of the latest and most effective methods in language teaching.

Like other offerings of the Advanced Placement Program, APIEL maintains close ties with educators at both secondary schools and universities, not only through its Development Committee but also through the many high school and university teachers who assemble to score student essays and speaking tapes each year.

#### **Prerequisites**

It is assumed that most students preparing to take the APIEL Examination will be in the final stages of their pre-university training and will, over several years, have completed a substantial course of English language study that will have included practice in learning to think in English, to comprehend prose texts and spoken discourse, and to explain ideas and opinions orally and in writing. Students who take the APIEL Exam will be expected to demonstrate a good command of English grammar and vocabulary and to have achieved competence in listening, reading, speaking, and writing.

## **Objectives and Preparation**

AP International English Language is designed for non-native speakers who are learning to use English well enough to participate in regular classes at an English-speaking university. In preparation for such university study, students should develop their ability to speak and understand English in both formal and informal academic contexts, to comprehend texts frequently taught in the first year of university study, and to use the language successfully in various academic contexts. AP International English Language emphasizes the development of language proficiency rather than the coverage of a specific list of readings or a narrowly defined curriculum. Therefore, no additional courses outside the secondary school program have to be taken and no extra teaching or preparation material needs to be acquired.

AP International English Language responds to the interests and needs of a diverse population of international students. Materials for English language study in an academic setting should be selected from a wide range of subjects, including literature and the arts, history and current events, science and technology, and topics of general interest. Most of the texts should be "authentic materials" drawn from books, journals, or magazines intended for native speakers of English and written in the twentieth century.

AP International English Language requires students to demonstrate the following skills:

- 1. comprehension of spoken English, particularly in academic contexts
- 2. a critical understanding of written English, including excerpts from books and articles on academic subjects
- 3. an ability to express ideas and opinions in writing with clarity and fluency
- 4. an ability to express ideas and opinions orally with accuracy and resourcefulness

#### The Examination

The AP International English Language Examination measures a non-native speaker's readiness to do university-level work conducted in English. Successful performance on the exam will provide candidates with a language proficiency credential that testifies to their ability to use English successfully in their academic work. Thus, able and motivated students may enter the academic mainstream along with their English-speaking counterparts without being required to take additional course work expressly designed for non-native speakers of English.

Unlike English language proficiency tests that certify only linguistic competence in English, the AP International English Language Exam allows students to demonstrate their readiness to participate in an English-speaking academic community on an equal footing with native speakers of English.

Like the AP language exams in French, German, and Spanish, the three-hour AP International English Language Exam tests all four language skills. Listening and reading are tested with multiple-choice questions; listening by means of dialogues and short talks; reading by means of prose texts of varying degrees of complexity drawn from a wide range of subjects. Writing and speaking are evaluated by means of essays and other extended free-response questions that require critical thinking about ideas. Each of the skills tested counts for 25% of the total examination grade.

In addition to the three-hour testing time, it will take students about 30 minutes to complete their identifying information on the answer sheet (see a sample answer sheet on pages 27-30 of this booklet). Some extra time may also be necessary to complete other testing-related activities.

The AP International English Language Examination draws on texts from various types of discourse, including writings from the sciences, social sciences, arts, and humanities addressed to a nonspecialist audience. The examination includes essay questions and speaking tasks that allow students to narrate, describe, and analyze. It also includes multiple-choice questions based on dialogues, short talks, and reading passages.

#### **Section I. Multiple-Choice Questions**

The multiple-choice section of the APIEL Examination is divided into two parts — Listening and Reading. Following a description of each part are the complete multiple-choice Listening and Reading questions from the 2001 APIEL Examination.

#### Listening

(approximately 40 multiple-choice questions to be answered in 35 minutes)

Students listen to a series of dialogues between two speakers or short talks spoken by a single speaker.

The dialogues focus on exchanges between speakers discussing a variety of subjects and test a student's ability to follow a conversation in English. The short talks provide students with an opportunity to show their ability to understand presentations on various academic subjects and topics of general interest. The voices on the tape are those of standard North American English speakers.

The dialogues and short talks are recorded on a cassette tape. Students listen *once* to each recorded dialogue or talk and then answer five or more multiple-choice questions that are based on what they have heard. The answer choices are printed in the test booklet and are not spoken on the tape; the questions themselves are each spoken twice and are not printed in the examination booklet. Students are advised to concentrate on listening to what is on the tape and not to take notes, since the questions asked require a general understanding of the text rather than recall of small details.

The directions, dialogues, short talks, and questions that follow are the entire Section I Listening portion of the 2001 APIEL Examination. The material that is italicized was heard by the student during the test but did not appear in the test booklet.

An answer key for these questions can be found on page 16.

**Directions:** In a few moments, you will hear a series of dialogues and short talks, each of which will be spoken only once. Each dialogue or talk will be followed by a series of questions each of which will be spoken twice. Choose the best answer to each question from the four choices printed in your test booklet and then completely fill in the corresponding oval on your answer sheet.

(Narrator) Now listen to a short radio interview with an instructor at an American Indian School in Michigan.

(Man) This is Peter Jones. I am speaking to you from inside the Hannahville School, on the Hannahville Indian Community Reservation in Michigan. Here in the gym I'm watching a group of kids laying tobacco leaves down in a small bowl. They seem to be saying a prayer. Let me ask the person in charge to explain. Hi, I'm from Radio Station KPBH. Can you tell me who you are and what's going on here?

(Woman) Yes, hello. My name is Francie Loper. My Indian name is Neezh Ghizgo Quai and I'm an instructor at this school.

(Man) What does your Indian name mean?

(Woman) It means Two Sky Woman. What you are watching is a ceremony that takes place every Monday here at our school. We call it "going home" because it reinforces our understanding of one of our traditions.

(Man) How does it work?

(Woman) We lay tobacco, which we call asemia, into a bowl with a prayer to our Creator.

When Native Americans lay tobacco down it has a religious significance like wine
and unleavened bread have for Christians or Jews. The ceremony connects us to
our Creator who gave us tobacco for this purpose.

(Man) Your school also seems to have a lot of technology — computers, your own satellite dish.

(Woman) Yes, that's right. But we are a bit different from other schools. Along with the usual high school curriculum, the Hannahville School offers classes in Native American cultures and Ojibway, the language of our people. The culture classes emphasize Native American traditions and crafts such as loom work, beadwork, and stitching. Students learn to make earrings and necklaces according to the tradition of their people.

(Man) I was told that you're preparing the school's annual career day.

(Woman) That's right. But what's most interesting is that in addition to inviting teachers, doctors, and lawyers, we make a special point of having hairdressers, janitors, casino workers, bus drivers, and also moms who talk about what it means to be a mother and housewife. That doesn't mean that we don't have high hopes for our students, but we realize that not everybody wants to go to a university, and we like to show a variety of possible careers.

(Man) How would you define what this school tries to achieve?

(Woman) Along with teaching students their own traditions, we try to expose them to the larger world as well. We live Native American day in and day out. But this is not the entire world. We need to find out what else is out there.

- 1. Why is the ceremony that takes place every Monday called "going home"? Why is the ceremony that takes place every Monday called "going home"?
  - (A) Because it continues a traditional practice.
  - (B) Because it is done just before students go home.
  - (C) Because it takes students back to their childhood.
  - (D) Because such ceremonies usually take place in the home.
- 2. What does the woman say about tobacco? What does the woman say about tobacco?
  - (A) It is grown by the students at the school.
  - (B) It has a sacred function for Native Americans.
  - (C) It was introduced to Europeans by Native Americans.
  - (D) It is usually smoked in a ceremonial pipe.
- 3. What does the woman say is distinctive about the curriculum at the Hannahville School? What does the woman say is distinctive about the curriculum at the Hannahville School?
  - (A) Students learn about computers and satellite technology.
  - (B) Students are taught to grow and use domestic plants.
  - (C) Students study crafts and the language of their tribe.
  - (D) Students are instructed in the practices of world religions.
- 4. What does the school consider when selecting speakers for career day? What does the school consider when selecting speakers for career day?
  - (A) Their knowledge of Native American culture.
  - (B) Their success in their chosen professions.
  - (C) The diversity of their occupations.
  - (D) The obstacles they have overcome.
- 5. What is the goal of Hannahville School? What is the goal of Hannahville School?
  - (A) To prepare students for university education.
  - (B) To focus primarily on Indian religion, culture, and language.
  - (C) To train students for many different types of jobs on the reservation.
  - (D) To help students understand their culture in a larger context.
- 6. What is the man's role in the dialogue? What is the man's role in the dialogue?
  - (A) He provides information about Native American culture.
  - (B) He elicits information from the woman.
  - (C) He speculates about the expertise of the woman.
  - (D) He comments on what the woman tells him.

Now listen to a short talk about Dr. Carolyn Porco, an American space scientist.

Dr. Carolyn Porco, who holds a doctorate in planetary sciences, was part of the 1986 camera team for the Voyager II spacecraft that investigated the planets Neptune and Uranus. In 1990 another mission, called Cassini, was being planned. The purpose of the Cassini mission was to find information about how the solar system was formed. As soon as she heard about the Cassini project, Dr. Porco knew she wanted to lead the camera team. She says, "I was in a good position to know what work remained to be done in understanding the Saturn system and how to go about doing it." Although she was comparatively young to be given such a major responsibility, Dr. Porco was chosen as head of the camera team over other more experienced scientists because the proposal she wrote was rated very highly by reviewers. So, at age 37, Dr. Porco began working with her team to build the most sophisticated camera system ever sent into space.

Just before the launching of the Cassini spacecraft in 1997, word began to spread that the craft would be powered by plutonium. Antinuclear groups said that they feared radiation contamination in the event of a malfunction, and the issue began to cause alarm. Dr. Porco was asked to go to Washington, D.C. to defend the project. She explained that nuclear energy was needed because the craft would be too far away from the sun to power its heavy load of instruments with solar energy and that, even in the unlikely event of an accident, a person would receive less radiation from the spacecraft than from a single dental x-ray. Her enthusiasm and eloquence won the day.

Although devoted to space exploration, Dr. Porco says that she would not herself like to be an astronaut. However, she understands why others would. Indeed, one of her professors at the California Institute of Technology, the geologist Eugene M. Shoemaker, had dreamed of being an astronaut. Dr. Shoemaker died in a car crash in 1997, and when Dr. Porco learned he was to be cremated, she thought of sending some of his ashes to the moon on the lunar Prospector spacecraft. She designed an epigraph to honor Dr. Shoemaker's scientific legacy and had it inscribed on a small piece of brass foil. Last year, 30 years after the first man set foot on the moon, Dr. Shoemaker's ashes became the first human remains to be placed there.

- 7. How was Dr. Porco involved with the Cassini project? How was Dr. Porco involved with the Cassini project?
  - (A) She led the design team for the spacecraft.
  - (B) She led the team that designed the nuclear reactor.
  - (C) She led the computer team.
  - (D) She led the camera team.
- 8. What was particularly surprising about Dr. Porco's selection for the Cassini mission? What was particularly surprising about Dr. Porco's selection for the Cassini mission?
  - (A) She was an expert in nuclear science.
  - (B) She was comparatively young.
  - (C) She had submitted a controversial proposal.
  - (D) She had no previous experience in space exploration.
- 9. What appeared to be a problem just before the launch of the Cassini spacecraft? What appeared to be a problem just before the launch of the Cassini spacecraft?
  - (A) Experts argued that there was insufficient energy to launch the spacecraft.
  - (B) Dr. Porco's leadership was challenged in Washington, D.C.
  - (C) People feared that an accident might result in the release of radiation.
  - (D) Serious malfunctions occurred in the photographic equipment.

- 10. What did the opponents of the Cassini mission object to? What did the opponents of the Cassini mission object to?
  - (A) The power source of the spacecraft.
  - (B) A cost overrun of the project.
  - (C) The overall aim of the mission.
  - (D) The untested design of the camera.
- 11. Why did Dr. Porco go to Washington, D.C.? Why did Dr. Porco go to Washington, D.C.?
  - (A) To request final approval for the project.
  - (B) To explain the need for the mission.
  - (C) To defend the safety of the project.
  - (D) To argue for an alternative to nuclear power.
- 12. Why did Dr. Porco send Professor Shoemaker's ashes to the moon? Why did Dr. Porco send Professor Shoemaker's ashes to the moon?
  - (A) He had requested it.
  - (B) He had been an astronaut.
  - (C) She wished to honor his memory.
  - (D) She wished to include him in the Cassini mission.

Now listen to a dialogue between two students, Bob and Mary.

- (Man) Hi Mary, haven't seen you in ages.
- (Woman) Oh hi, Bob. Well it's probably because I'm taking several classes over at Gallaudet University in the Center for Auditory and Speech Sciences.
- (Man) Oh, that explains why I haven't seen much of you lately. But why are you taking classes across town? Don't we have courses you could take here on our campus?
- (Woman) Sure, we have some introductory classes here, but I'm really interested in learning about the sign languages of the deaf. At Gallaudet you can gain both practical knowledge and deeper insights into sign languages and language acquisition within the deaf community.
- (Man) Oh, of course. Gallaudet is known all over the world in the area of deaf education. But Mary, are you learning American Sign Language?
- (Woman) Well, yes, Bob, among other things. American Sign Language or ASL as it's usually called is one of several sign languages used by the deaf. The other sign language used in the United States is called Signed English.
- (Man) What's the difference between the two?
- (Woman) Well, to put it simply, ASL has its own system of gestures that form a unique linguistic system, while Signed English is based on the grammar and vocabulary of spoken English.
- (Man) Well, learning both ASL and Signed English must be keeping you busy.

(Woman) Oh, that's not all I'm doing. I'm also interested in how children learn. As a linguistics major, I'm studying how the sign languages of the deaf provide evidence to support the notion that all humans are born with the ability to acquire language.

(Man) Really? How so?

(Woman) Well, for example, since deaf children are unable to hear sounds, they do not acquire spoken language in the same way that hearing children do. But, when they're exposed to sign language, these children learn it in stages that are parallel to the stages hearing children go through when learning oral language.

(Man) That's interesting. So you mean that ASL can be acquired in the same way as any other language?

(Woman) Sure. Remember I told you before that ASL is a unique linguistic system while Signed English is based on spoken English. But both sign languages are fully developed languages. The people who know them are capable of creating and comprehending unlimited numbers of new sentences, just like users of spoken languages.

(Man) Gee, it seems that human language is universal in that we all have the ability to communicate even if we do so through different means.

(Woman) Exactly right. The more we learn about the similarities between spoken and sign languages, the more we will come to understand about the universality of language.

(Man) Mary, you sure have opened my eyes — and ears — to a new way of understanding language. I might think about taking a course or two at Gallaudet myself.

- 13. Why hasn't Bob seen Mary lately? Why hasn't Bob seen Mary lately?
  - (A) She is attending classes at another university.
  - (B) She is conducting research at a speech center.
  - (C) She is teaching American Sign Language.
  - (D) She is helping deaf children at an elementary school.
- 14. Why is the study of sign language important to Mary? Why is the study of sign language important to Mary?
  - (A) She wants to help the deaf community.
  - (B) She wants to improve the teaching of sign language.
  - (C) She wants to develop a new form of sign language.
  - (D) She wants to gain insight into language acquisition.
- 15. How does ASL differ from Signed English? How does ASL differ from Signed English?
  - (A) ASL exists in several dialects.
  - (B) ASL is a unique linguistic system.
  - (C) ASL is easy for anyone to learn.
  - (D) ASL is the most widely used sign language.

- 16. According to Mary, what is true about Signed English? According to Mary, what is true about Signed English?
  - (A) It is easily understood by native speakers of English.
  - (B) It was developed at Gallaudet University.
  - (C) It is similar in vocabulary and structure to spoken English.
  - (D) It is mainly learned by children.
- 17. According to Mary, what shows an important similarity between sign language and spoken language?

According to Mary, what shows an important similarity between sign language and spoken language?

- (A) Adults transfer linguistic concepts from spoken language to sign language.
- (B) Children learn spoken language and sign language in parallel stages.
- (C) Both spoken language and sign language have written components.
- (D) Both spoken language and sign language rely on the same alphabet.
- 18. According to Mary, what do both sign language and spoken language allow one to do? According to Mary, what do both sign language and spoken language allow one to do?
  - (A) Create a limitless number of new sentences.
  - (B) Communicate using the same signs.
  - (C) Understand speakers of other languages more easily.
  - (D) Gain a clearer understanding of how language works.
- 19. Which word best describes Bob's attitude in the conversation? Which word best describes Bob's attitude in the conversation?
  - (A) Amused.
  - (B) Interested.
  - (C) Skeptical.
  - (D) Puzzled.

Now listen to a short talk written by an American humorist.

In a recent book entitled <u>The Psychic Life of Insects</u>, Professor Bouvier says that we must be careful not to credit the little winged fellows with intelligence. He claims that when they behave in what seems like an intelligent manner, they may be only reacting. I would like to confront the professor with an instance of reasoning power on the part of an insect which cannot be explained away in any such manner.

During the summer of 1899, while I was at work on my treatise <u>Do Larvae Laugh?</u> we kept a female wasp at our cottage in the mountains. It really was more like a child of our own than a wasp, except that it <u>looked</u> more like a wasp than a child of our own. That was one of the ways we told the difference.

It was still a young wasp when we got it, and for some time we could not get it to eat or drink, it was so shy. Since it was a female, we decided to call it Mariam, but soon the children's nickname for it — "Pudge" — became a fixture, and "Pudge" it was from that time on.

One evening I had been working late in my laboratory fooling around with some gin and other chemicals, and in leaving the room I tripped and knocked over my card catalogue containing the names and addresses of all the larvae worth knowing in North America. The cards went everywhere.

I was too tired to stop to pick them up that night, and went sobbing to bed. As I went, however, I noticed the wasp flying about in circles over the scattered cards. "Maybe Pudge will pick them up," I said half-laughingly to myself, never thinking for one moment that such would be the case.

When I came down the next morning Pudge was still asleep over in her box, evidently tired out. And well she might have been. For there on the floor lay the cards scattered all about just as I had left them the night before. The faithful little insect had buzzed about all night trying to come to some decision about picking them up and arranging them in the catalogue box. Then, figuring out herself that, as she knew practically nothing about larvae of any sort except wasp-larvae, she decided that she would probably make more of a mess of rearranging them than if she left them on the floor for me to fix. It was just too much for her to tackle, and discouraged, she went over and lay down in her box, where she cried herself asleep.

If this is not an answer to Professor Bouvier's statement that insects have no reasoning power, I do not know what is.

20. According to the speaker, what does Professor Bouvier argue in his book <u>The Psychic Life of Insects</u>?

According to the speaker, what does Professor Bouvier argue in his book <u>The Psychic Life</u> of <u>Insects</u>?

- (A) That insects are unable to use reason.
- (B) That insects deserve serious scientific study.
- (C) That the behavior of insects is unpredictable.
- (D) That the reactions of insects are well known.
- 21. According to the speaker, what is the purpose of the story he tells? According to the speaker, what is the purpose of the story he tells?
  - (A) To prove that insects have feelings.
  - (B) To show that wasps lack reasoning power.
  - (C) To summarize conventional opinions about larvae.
  - (D) To refute Professor Bouvier's opinion about insects.
- 22. How does the speaker characterize Pudge? How does the speaker characterize Pudge?
  - (A) As a member of his family.
  - (B) As an unhappy captive creature.
  - (C) As the subject of Professor Bouvier's research.
  - (D) As similar to other larvae he has known.
- 23. What caused the speaker to knock over his card catalogue one night? What caused the speaker to knock over his card catalogue one night?
  - (A) He could not find his way in the dark.
  - (B) He had been drinking a little too much.
  - (C) The catalogue was not where it was supposed to be.
  - (D) The catalogue was crowded and disorganized.
- 24. As he went to bed, what did the speaker imagine Pudge might do? As he went to bed, what did the speaker imagine Pudge might do?
  - (A) Contribute to the treatise on larvae.
  - (B) Mix up the cards in the catalogue box.
  - (C) Injure herself while flying around.
  - (D) Restore the cards to the catalogue box.

- 25. What happened to the cards during the night? What happened to the cards during the night?
  - (A) They were reordered by species.
  - (B) They remained in the catalogue box.
  - (C) They remained on the floor.
  - (D) They were reclassified by name and address.
- 26. How does the speaker explain Pudge's behavior regarding the cards? How does the speaker explain Pudge's behavior regarding the cards?
  - (A) She lacked initiative.
  - (B) She lacked expertise.
  - (C) She was motivated by playfulness.
  - (D) She was easily bored.
- 27. What is one source of humor in this talk? What is one source of humor in this talk?
  - (A) The speaker's sarcastic tone.
  - (B) The attribution of human motivation to a wasp.
  - (C) The fact that a wasp is made to speak.
  - (D) The use of scientific evidence to support the speaker's views.

Now listen to a brief excerpt from a novel.

Then one day about a week later, Laemas didn't come to the library. Liz worked with assiduous application. When the evening came she walked home and cried herself to sleep.

The next morning she arrived early at the library. She somehow felt that the sooner she got there, the sooner Laemas might come; but as the morning dragged on her hopes faded, and she knew he would never come. She had forgotten to make sandwiches for herself that day so she decided to take a bus to the Bayswater Road and go to the A.B.C. She felt sick and empty, but not hungry. Should she go and find him? She had promised never to follow him, but he had promised to tell her; should she go and find him? She hailed a taxi and gave his address. She made her way up a dingy staircase and pressed the bell of his door. The bell seemed to be broken; she heard nothing. There were three bottles of milk on the mat and a letter from the electricity company. She hesitated a moment, then banged on the door, and she heard the faint groan of a man. She rushed downstairs to the flat below, hammered and rang at the door. There was no reply, so she ran down another flight and found herself in the back room of a grocer's shop. "There's someone seriously ill in the top flat," said Liz, "have you got a key?" "No," replied the grocer, "but I've got a hammer," and they hurried up the stairs together, the grocer carrying a heavy screwdriver and a hammer. He knocked on the door sharply, and they waited breathless for an answer. There was none. "I heard a groan before, I promise I did," Liz whispered. "Will you pay for this door if I bust it?"

"Yes." The hammer made a terrible noise. With three blows he had wrenched out a piece of the frame and the lock came with it. Liz went in first and the grocer followed. On the bed in the corner they could make out the figure of a man. "Oh God," thought Liz, "if he's dead I don't think I can touch him," but she went to him and he was alive.

- 28. How does Liz feel on the first day when Laemas does not come to the library? How does Liz feel on the first day when Laemas does not come to the library?
  - (A) Embarrassed.
  - (B) Angry.
  - (C) Sad.
  - (D) Relieved.

- 29. How does Liz spend most of the second morning? How does Liz spend most of the second morning?
  - (A) Sitting at home.
  - (B) Working at the library.
  - (C) Making sandwiches.
  - (D) Shopping at the A.B.C.
- 30. Why does Liz hesitate to go and find Laemas? Why does Liz hesitate to go and find Laemas?
  - (A) She is feeling too sick.
  - (B) She has to work overtime.
  - (C) He has not given her his address.
  - (D) He has asked her not to follow him.
- 31. How does Liz first know that something is wrong with Laemas? How does Liz first know that something is wrong with Laemas?
  - (A) She can see him through the keyhole in the door.
  - (B) She notices how worried the grocer looks.
  - (C) She can hear faint sounds of groaning.
  - (D) She can hear someone asking for help.
- 32. What does the grocer do? What does the grocer do?
  - (A) He gives Liz tools to open the door.
  - (B) He offers to find someone to help her.
  - (C) He unlocks the door for her reluctantly.
  - (D) He breaks the door open after some hesitation.
- 33. What is the author's intention in this excerpt? What is the author's intention in this excerpt?
  - (A) To create suspense.
  - (B) To examine motives.
  - (C) To present a theory.
  - (D) To describe a place.

Now listen to a short talk by a doctor about placebos.

A patient's expectation of improvement is crucial. Researchers know that across a wide range of illnesses, patients who think they will feel better are more likely to do so. Expectation operates more specifically as well. For example, when participants in a study were told that their nonalcoholic drink contained alcohol, they often felt and acted intoxicated and even showed some of the physical signs of intoxication. In a 1968 study, patients with asthma were given an inhaler containing only salt water but were told they would be inhaling an irritant. These patients displayed increased problems with airway obstruction. However, when the same group was told that the inhaler had a medicine to help asthma, their airways opened up.

Given their demonstrated effectiveness, why do placebos like these have such a dubious reputation? Well, the word "placebo" itself has a negative connotation because of its connection with death. Placebo, which is Latin for "I shall please," is the first word of the Roman Catholic church service for the dead, and in the twelfth century these services were commonly referred to as

placebos. When the word entered medical terminology, the negative connotation stuck. It was defined as a medicine given to please patients rather than to benefit them. In the modern era, the lack of medical effectiveness became part of the definition as well.

As a result, the name brings with it connotations of deception and inauthenticity. A modern myth about placebos reflects this stigma: if a condition improves with placebos, the condition is supposedly "all in the head." But the many examples of physical ailments — high blood pressure, heart disease, and asthma, to name a few — that respond to placebos demonstrate that this notion is far from the case.

The very effectiveness of a placebo is troublesome to us doctors and to other medical experts. It calls into question the value of our most cherished remedies, it hampers the development of new treatments, and it threatens our livelihood. Nevertheless, given the astounding advances in medical technology over the past two decades, including the development of indisputably effective drugs, we in the medical community may now be ready to accept and put to good use this component of healing that we do not fully understand.

- 34. According to researchers, when are patients more likely to feel better? According to researchers, when are patients more likely to feel better?
  - (A) When they are not told which medicine they are taking.
  - (B) When they are told which illness they are suffering from.
  - (C) When they are told a medicine will help them.
  - (D) When they are told that their illness is not serious.
- 35. What did the results of the asthma experiment demonstrate? What did the results of the asthma experiment demonstrate?
  - (A) The ineffectiveness of the asthma medicine.
  - (B) The power of expectation.
  - (C) The curative power of salt water.
  - (D) The difficulty of diagnosing asthma.
- 36. In the past, why did placebos have a negative reputation? In the past, why did placebos have a negative reputation?
  - (A) Patients often died after being treated with placebos.
  - (B) Many doctors doubted the safety of placebos.
  - (C) The term "placebo" had a sacrilegious connotation.
  - (D) The term "placebo" was long associated with death.
- 37. Why does the speaker explain the Latin meaning of the word "placebo"? Why does the speaker explain the Latin meaning of the word "placebo"?
  - (A) To criticize the inadequacy of medicine in the Middle Ages.
  - (B) To show the importance of religion through the ages.
  - (C) To explain the unfortunate connotation of the word.
  - (D) To demonstrate the importance of Latin in medical study.
- 38. How has the meaning of placebo changed over time? How has the meaning of placebo changed over time?
  - (A) It is now used in a medical rather than a religious context.
  - (B) It has become a more clearly defined term.
  - (C) It has alternated between positive and negative meanings.
  - (D) It is no longer associated with effective medical treatment.

- 39. According to the speaker, what is the modern myth about placebos? According to the speaker, what is the modern myth about placebos?
  - (A) If they work, then nothing was physically wrong with the patient.
  - (B) When they are used, they cause no harm to patients.
  - (C) Their use is unethical in modern times.
  - (D) Doctors today no longer rely on them.
- 40. According to the speaker, why is the use of placebos troubling to medical experts? According to the speaker, why is the use of placebos troubling to medical experts?
  - (A) Placebos may cause harm to patients.
  - (B) Placebos are not effective for serious disorders.
  - (C) Advances in medical technology make placebos unnecessary.
  - (D) Doctors do not fully understand how placebos work.

Answer Ke	y for Listening Qu	estions	
1 - A	11 - C	21 – D	31 - C
2 - B	12 - C	22 - A	32 - D
3 - C	13 – A	23 - B	33 - A
4 - C	14 - D	24 - D	34 - C
5 - D	15 – B	25 - C	35 - B
6 – B	16 - C	26 - B	36 - D
7 - D	17 – B	27 - B	37 - C
8 – B	18 – A	28 - C	38 - A
9 - C	19 – B	29 - B	39 - A
10 - A	20 - A	30 - D	40 - D

#### Reading

(approximately 40 multiple-choice questions in 50 minutes)

This part of the examination is comprised of several prose passages followed by multiple-choice questions on their content and meaning.

The passages vary in length, subject, and complexity. Some questions test literal comprehension; others measure a student's ability to draw inferences and implications; still others may assess the ability to understand the development of a text's argument. Some questions testing understanding of vocabulary or structure may also be included. Passages are chosen primarily from twentieth-century materials.

The following is the entire Section I Reading portion of the 2001 APIEL Examination. The answer key for these questions can be found on page 26.

**Directions:** Each of the passages in this part is followed by a number of questions or incomplete statements. After reading each passage carefully, choose the best answer to each question and completely fill in the corresponding oval on your answer sheet.

#### **Questions 41-47**

Some years ago, the story goes, a government agency gave some farmers fertilizer so that their crop would double. And indeed it did. The agency thought it had sown the seeds of efficient agriculture. When the next season came the farmers didn't plant anything. "Why don't you plant?" the agency representatives asked. The farmers thought this question somewhat silly. "Our last harvest was double," they replied. "We

- (5) have enough to feed our families till next year." Whether a legend or not, the story illustrates the different answers people give to the question, How much does a person need? One says, "Enough to subsist." Another may say, "As much as possible." The latter certainly creates more wealth. But does he or she also create more happiness?
- Any traveler can attest to the fact that wealth and happiness do not necessarily cohabit. Visit certain (10) affluent countries and be struck by the unsmiling faces and furrowed brows. It is not a new insight that the relationship between material and emotional welfare can be an inverse one.

And what about the relationship between happiness and knowledge? Does happiness also have an inverse relationship with self-awareness? People have known for a long time that too much self-scrutiny is not conducive to happiness. "Ask yourself whether you are happy, and you cease to be so," John Stuart

- (15) Mill wrote more than 100 years ago. Intellectuals often maintain that the pursuit of happiness is something appropriate only to the shallow and unsophisticated. How many novels or movies about happy people win critical acclaim? Anguish and discontent are taken as the mark of a deep thinker, a well-rehearsed frown as his or her badge. A happy intellectual is a contradiction. Suffering is often seen as a precondition not only for great insights, but also for any meaningful existence. I suffer, therefore I am.
- 41. The purpose of the opening paragraph is to suggest that
  - (A) economic prosperity is difficult to achieve in rural areas
  - (B) government agencies can offer valuable help to farmers
  - (C) what people think they need depends on their idea of happiness
  - (D) people give different answers to the same question depending on when they are asked
- 42. The phrase "Whether a legend or not" (line 5) suggests that the
  - (A) legend may or may not be significant
  - (B) author does not care whether the story is literally true
  - (C) author is familiar with the behavior of government agencies
  - (D) author probably made up the story himself
- 43. According to the passage, a traveler visiting an affluent country is likely to
  - (A) feel disappointed by people's lack of friendliness
  - (B) find that the country's wealth is more apparent than real
  - (C) take notice of people's worried looks
  - (D) recognize the gap between rich and poor
- 44. The author uses the quotation from John Stuart Mill (line 14) primarily to
  - (A) support an idea
  - (B) prove a thesis
  - (C) introduce a problem
  - (D) offer a fresh perspective

- 45. In lines 15-16, "the pursuit of happiness is something appropriate only to the shallow and unsophisticated" means that
  - (A) intellectuals are not interested in theories about happiness
  - (B) ignorant people are incapable of real suffering
  - (C) happiness cannot be attained without suffering
  - (D) for serious thinkers happiness is a trivial goal
- 46. According to the author, what do intellectuals believe about suffering?
  - (A) It is too prevalent among the poor.
  - (B) It leads to sympathy for others.
  - (C) It is something to be proud of.
  - (D) It can be lessened through education.
- 47. The author's attitude toward intellectuals can best be characterized as
  - (A) angry
  - (B) mocking
  - (C) jealous
  - (D) sympathetic

#### **Questions 48-54**

This passage was written by a Black woman novelist from the Caribbean Island of Antigua.

In the middle of High Street was the Barclays Bank. The Barclay brothers, who started Barclays Bank, were slave-traders. That is how they made their money. When the English outlawed the slave trade, the Barclay brothers went into banking. It made them even richer. It's possible that when they saw how rich banking made them, they gave themselves a good beating for opposing an end to slave trading (for surely

- (5) they would have opposed that), but then again, they may have been visionaries and agitated for an end to slavery, for look at how rich they became with their banks borrowing from (through their savings) the descendants of the slaves and then lending back to them. But people just a little older than I am can recite the name of and the day the first Black person was hired as a cashier at this very same Barclays Bank in Antigua. Do you ever try to understand why people like me cannot get over the past, cannot forgive and
- (10) cannot forget? There is the Barclays Bank. The Barclay brothers are dead. The human beings they traded, the human beings who to them were only commodities, are dead. It should not have been that they came to the same end, and heaven is not enough of a reward for one or hell enough of a punishment for the other.
- 48. For the author, the Barclays Bank represents
  - (A) a historical curiosity
  - (B) an example of injustice
  - (C) an opportunity for employment
  - (D) an alternative to slavery
- 49. The author's purpose in focusing on the Barclay brothers is to
  - (A) condemn the way they made their fortune
  - (B) criticize their banking practices
  - (C) explain the history of slave trading in Antigua
  - (D) depict the current state of Barclays Bank

- 50. According to the author, the chief aim of the Barclay brothers was to
  - (A) own slaves
  - (B) become bankers
  - (C) end slavery
  - (D) acquire wealth
- 51. The author suggests that which of the following was true about Black people after slavery was outlawed?
  - (A) They came to enjoy new luxuries.
  - (B) They triumphed over their former masters.
  - (C) They lost their original identity.
  - (D) They continued to be exploited.
- 52. The author's attitude toward the Barclay brothers can best be described as
  - (A) ambiguous
  - (B) skeptical
  - (C) patronizing
  - (D) critical
- 53. In line 13, "the other" refers to the
  - (A) slaves
  - (B) slaveowners
  - (C) employees of Barclays Bank
  - (D) Barclay brothers
- 54. In the final section of the passage (lines 9-13), the author suggests that she would like to
  - (A) destroy people's memory of the Barclay brothers
  - (B) increase the Barclay brothers' suffering
  - (C) expose the Barclay brothers' motives
  - (D) boycott the Barclay brothers' bank

#### Questions 55-61

By his own account, Quintus Horatius Flaccus was a rotten soldier. He fought for the losing side in the civil wars; when the order came to "Charge!" he dropped his shield and ran like mad in the wrong direction. Back in Rome he landed a post as a petty bureaucrat, a quaestor's clerk — not much of a job but one that left time for writing poetry on the side. He came to know great architects and builders,

(5) judges, sculptors, and political leaders. But Quintus Horatius Flaccus himself never governed a province, never built an aqueduct or temple, never created a striking bronze sculpture.

Still, when this noble Roman — known to us as Horace — sat down in 23 B.C. to review his life's accomplishments, he concluded that his contributions in poetry would outlast whatever the soldiers and builders had achieved:

(10) Exegi monumentum aere perennius Regalique situ pyramidum altius . . . Non omnis moriar.

I have erected a monument more lasting than bronze
And taller than the regal peak of the pyramids . . .

I shall never completely die

(15) I shall never completely die.

That famous epilogue from Horace's third book of Odes has been endlessly quoted as a testament to the immortality of literature. But it could also stand as a tribute to the Roman Empire and the countless Roman influences that still flow through our daily lives some 15 centuries after the walls of Rome came tumbling down.

(20) Rome, once a small farming village on the banks of the Tiber, grew to control the whole Mediterranean world — one of history's greatest achievements in the sheer art of governing. By the second century A.D. some 50 million people on three continents lived safely and prosperously under the *pax Romana* (Roman peace). Then, like every other great power known to history, Rome fell.

When I traveled recently to various Roman cities in Europe, Asia Minor, and North Africa, what I saw primarily were ruins — headless statues and fallen aqueducts and long rows of elegant columns broken in half, their ornate capitals scattered among the weeds. If you look only at this dented bronze and shattered marble, it seems clear that the Roman Empire is dead. In fact, though, like its greatest lyric poet, ancient Rome will never completely die. The Romans left the world a legacy more lasting than bronze or marble.

The enduring Roman influence is reflected pervasively in contemporary language, literature, legal (30) codes, government, architecture, medicine, sports, arts, engineering, etc. Much of it is so deeply embedded that we barely notice our debt to ancient Rome. Consider language, for example. Fewer and fewer people today claim to know much Latin — and yet, go back to the first sentence of this paragraph. If we removed all the words drawn directly from Latin, that sentence would read: "The."

55. In the first paragraph, Quintus Horatius Flaccus is described as a

- (A) typical Roman soldier
- (B) man of minor accomplishments
- (C) poet of limited ability
- (D) self-important bureaucrat

- 56. The purpose of the opening paragraph is primarily to
  - (A) call into question some facts about Horace's life
  - (B) explain the basis for Horace's renown
  - (C) provide a thorough overview of the life of Horace
  - (D) prepare for a change of emphasis in the portrayal of Horace
- 57. The inclusion of the lines from Horace's Odes serves primarily to
  - (A) undercut the greatness of Horace's poetic achievement
  - (B) suggest the depth and scope of Horace's egoism
  - (C) illustrate the theme of the passage
  - (D) provide a structure for the passage
- 58. What does the fifth paragraph (lines 24-28) contribute to the passage?
  - (A) It points out that Roman ruins are not indicative of Rome's influence.
  - (B) It praises the refinement of Roman architecture.
  - (C) It explains why the fall of the Roman empire was significant.
  - (D) It argues that Rome's artistic accomplishments have been overrated.
- 59. As used in line 29, the word "pervasively" means
  - (A) practically
  - (B) proportionally
  - (C) extensively
  - (D) exclusively
- 60. In the last paragraph, the author makes all of the following points EXCEPT
  - (A) people tend to be unaware of the magnitude of the Roman legacy
  - (B) most of today's liberal professions require some knowledge of Latin
  - (C) much of contemporary English is derived from Latin
  - (D) Latin is not used as much today as in the past
- 61. The overall purpose of the passage is to
  - (A) describe the accomplishments of the poet Horace
  - (B) show how the legacy of Rome has changed over the centuries
  - (C) suggest how poetry is a lasting cultural monument
  - (D) indicate the extensiveness of Rome's cultural impact

#### **Questions 62-67**

There is a concern that as globalization knits countries and markets together, it will flatten cultural differences, as we're all forced to drink Coke, eat Big Macs, and compute on Windows 95. In some ways, this is happening. But in other ways, a country's distinct political and economic culture actually becomes *Line* more important in this brave new world.

- (5) For one thing, as globalization shrinks governments and lowers national boundaries, cultures and societies now interact much more directly. And as globalization gives everyone access to the same information, resources, technology, and markets, a society's particular ability to put these pieces together in the fastest and most innovative manner increasingly separates winners from losers in the global economy. Consider Italy.
- (10) Italy today is nothing if not fast. In fact, the fastest-growing and single richest region in Europe today is northern Italy (the districts of Lombardy and Veneto). There thousands of small and medium-size Italian entrepreneurs, who are used to operating without state help and often don't pay taxes, have created a beehive of trading companies and small manufacturing operations that have become hugely successful from Slovenia to Singapore.
- (15) Specializing in everything from eyeglass frames to high fashion, these small Italian entrepreneurs have quietly made Italy the fifth-largest industrial power in the world. Because these Italian companies are small and flexible they can convert their industries from pasta to shoes very quickly, according to market demands. Says one United States official in Rome: "You come to a French cheesemaker and say, 'I would like some purple cheese.' You will be told, 'Cheese is never purple.' You come to a German cheesemaker and ask for purple cheese, you will be told, 'Purple cheese is not in the catalogue, sorry.' You come to an Italian cheesemaker and ask for purple cheese and you will be asked: 'What shade of purple would you like? Magenta?' "

This fast economic culture, which combines a flair for technological and design innovation, a disdain for government, a trading network linked with a diaspora (overseas Italians), individualism, and (25) entrepreneurship, is hardly unique to northern Italy. You see similar hot zones in Hong Kong, Taiwan, Singapore, and regions of China, as well as Korea, Brazil, Argentina, and Chile, to name but a few.

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- 62. The main point of the passage is that globalization is currently promoting the development of
  - (A) an increasingly homogenized world culture
  - (B) a new kind of state-sponsored enterprise
  - (C) a demand for newer technologies
  - (D) a new kind of economic diversity
- 63. According to the passage, globalization is making which of the following less important?
  - (A) Technology
  - (B) Government
  - (C) Economic culture
  - (D) Political culture
- 64. The author attributes the current success of northern Italian entrepreneurs to their
  - (A) legal expertise
  - (B) independent spirit
  - (C) international experience
  - (D) mercantile traditions

- 65. In the anecdote about purple cheese (lines 18-22), the emphasis is on the importance of
  - (A) using technology effectively
  - (B) maintaining a high standard of quality
  - (C) accommodating the customer
  - (D) improving productivity
- 66. The competitors of the Italian cited in lines 21-22 are depicted as
  - (A) more innovative
  - (B) more precise
  - (C) less adaptable
  - (D) less reliable
- 67. The author uses the term "hot zones" (line 25) to refer to
  - (A) technologically advanced countries
  - (B) economically dynamic regions
  - (C) areas with a high standard of living
  - (D) areas with potential political and economic unrest

#### Questions 68-74

Only recently has biology begun to see itself as an information technology. An organism's physiology and behavior are dictated largely by its genes. And those genes contain information written in code that is surprisingly similar to the digital code that computer scientists have devised for the storage and Line transmission of other information.

- (5) There are some differences, of course. The genetic code has four elements (known as bases or letters), while a computer's binary code has only two. And the bases of genetic code are grouped together in threes rather than in the eight-bit bytes of computing. But the similarities are so striking that biology is suddenly undergoing a serious amount of computerization. At the same time, there has been rapid progress in the machines that supply the raw material for the computer the sequences of genetic bases to be analyzed.
- (10) A single gene-sequencing machine can now read hundreds of thousands of bases per day; and newer technologies, such as "gene chips," should produce even more data to be stored and annotated for subsequent study.

The result is a mind-boggling amount of information. A genetics laboratory can easily produce 100 gigabytes of data a day — that is about  $20,\!000$  times the volume of data in the complete works of

- (15) Shakespeare or J. S. Bach. The analysis of such data poses problems beyond mere volume control. Computer programs must analyze what constitutes a biologically meaningful relationship between a newly discovered sequence of DNA and existing sequences stored in a central database. Programming a computer for such tasks requires both extensive knowledge of computing theory and a keen biological intuition.
- And there's the rub. The real problem about the growing quantification of biology is not the change (20) in the subject but the lack of change in its practitioners. For a sudden inpouring of data is not unique to biology. Astronomers must now deal with squillions of bits of data from automatic sky surveys; particle physicists would not have the first idea of what was going on in their machines if the results of their experiments were not processed automatically. Yet neither of these fields seems to be suffering unduly from information overload because the physical sciences are founded on number crunching. Many
- (25) biologists, however, avoided the fields of astronomy or particle physics because they have, in the delicately chosen words of Sylvia Spengler of the Center for Bioinformatics and Computational Genomics in California, "some problem with mathematics." The result is that there is a desperate shortage of specialists capable of developing the tools that biologists need. What is required is a genuinely new kind of scientist who is trained both in computer science and biology. It used to be said that the physicists got all the
- (30) research money. Now, however, it is the biologists' budgets that are growing. But there is a price. As biology becomes numerically rigorous, its practitioners have no choice but to do the same.

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- 68. According to the author, what is the central problem facing biological researchers today?
  - (A) A shortage of research funds
  - (B) A reluctance to acquire advanced mathematical skills
  - (C) An insufficient knowledge of computer languages
  - (D) An unwillingness to work cooperatively with mathematicians
- 69. According to the passage, which of the following is a similarity between genetic code and computer code?
  - (A) The number of elements used
  - (B) The way the bases and bytes are grouped
  - (C) The infinite number of possible sequences that can be produced
  - (D) The way in which the codes are written
- 70. In line 9, "raw material" refers to
  - (A) unanalyzed data
  - (B) computer code
  - (C) mathematical equations
  - (D) new hypotheses
- 71. What will "gene chips" (line 11) do?
  - (A) Allow continual database searches
  - (B) Speed up the sequencing of genetic code
  - (C) Organize the presentation of genetic information
  - (D) Reduce the amount of data to be processed
- 72. The vast amounts of data generated by genetics labs are a problem because researchers
  - (A) lack adequate funding for new equipment
  - (B) have no theoretical basis for dealing with this new information
  - (C) are reluctant to acknowledge the importance of the new data
  - (D) have not changed the way they work
- 73. According to the author, astronomers and particle physicists do not experience the same informational overload that biologists do because they
  - (A) have developed more efficient search engines
  - (B) have learned to analyze vast amounts of data
  - (C) deal with data whose complexity is of a different nature
  - (D) have divided information processing with scientists from other disciplines
- 74. In lines 30-31, "As biology becomes numerically rigorous" means that
  - (A) the budgets for biology are growing larger and larger
  - (B) more and more people are now engaged in biological research
  - (C) biology is going through a process of quantification
  - (D) biology is becoming more theoretically complex

#### Questions 75-80

(10)

(15)

The proposal of a single six-year term for the President of the United States has been around for a long time. High-minded people have urged it from the beginning of the Republic. The Constitutional Convention turned it down in 1787, and recurrent efforts to put it in the Constitution have regularly failed in the two centuries since. Quite right: it is a terrible idea for a number of reasons, among them that it is at (5) war with the philosophy of democracy.

The basic argument for the one-term, six-year presidency is that the quest for reelection is at the heart of our problems with self-government. The desire for reelection, it is claimed, drives Presidents to do things they would not otherwise do. It leads them to make easy promises and to postpone hard decisions. A single six-year term would liberate Presidents from the pressures and temptations of politics. Instead of worrying about reelection, they would be free to do only what was best for the country.

The argument is superficially attractive. But when you think about it, it is profoundly antidemocratic in its implications. It assumes Presidents know better than anyone else what is best for the country and that the people are so wrongheaded and ignorant that Presidents should be encouraged to disregard their wishes. It assumes that the less responsive a President is to popular desires and needs, the better President he or she will be. It assumes that the democratic process is the obstacle to wise decisions.

The theory of American democracy is quite the opposite. It is that the give-and-take of the democratic process is the best source of wise decisions. It is that the President's duty is not to ignore and override popular concerns but to acknowledge and heed them. It is that the President's accountability to the popular will is the best guarantee that he or she will do a good job.

(20) The one-term limitation, as Gouverneur Morris, final draftsman of the Constitution, persuaded the convention, would "destroy the great motive to good behavior," which is the hope of reelection. A President, said Oliver Ellsworth, another Founding Father, "should be reelected if his conduct prove worthy of it. And he will be more likely to render himself worthy of it if he be rewardable with it."

The ban on reelection has other perverse consequences. Forbidding a President to run again,

(25) Gouverneur Morris said, is "as much as to say that we should give him the benefit of experience, and then
deprive ourselves of the use of it." George Washington stoutly opposed the idea. "I can see no propriety,"
he wrote, "in precluding ourselves from the service of any man, who on some great emergency shall be
deemed universally most capable of serving the public."

A single six-year term would release Presidents from the test of submitting their records to the voters. (30) It would be an impeachment of the democratic process itself. The Founding Fathers were everlastingly right when they turned down this well-intentioned but ill-considered proposal 200 years ago.

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#### 75. The main idea of the passage is that United States Presidents should

- (A) have wide political experience
- (B) serve for a term of less than six years
- (C) serve for a term of more than six years
- (D) be allowed to be reelected

76. According to the author, what is the main argument for a one-term, six-year presidency?

- (A) It would lessen corruption at the presidential level.
- (B) It would result in a more democratically elected government.
- (C) It would reduce the role of political calculations in presidential decisions.
- (D) It would promote a presidency more responsive to the will of the people.

- 77. Why does the author think that a six-year presidency is antidemocratic?
  - (A) It would result in a President less responsive to the will of the people.
  - (B) It would leave no way of removing an unpopular President from power.
  - (C) It would undermine time-tested electoral procedures.
  - (D) It would give an unfair advantage to one portion of the electorate.
- 78. In line 18, "acknowledge and heed" are best interpreted as meaning
  - (A) ask for and follow
  - (B) recognize and clarify
  - (C) believe in and put into practice
  - (D) pay attention to and consider
- 79. In line 18, "them" refers to the
  - (A) laws of the land
  - (B) wishes of the people
  - (C) results of a popular vote
  - (D) decisions of the majority
- 80. What do the comments of Gouverneur Morris and George Washington (lines 24-28) suggest?
  - (A) Presidents should be guaranteed two terms in office.
  - (B) The behavior of a President can best be evaluated over two terms of office.
  - (C) The experience gained in one presidential term is valuable for the next.
  - (D) Experience is not a guarantee of continued excellence in office.

Allswei Key it	or Reading Questic	)115	
41 - C	51 - D	61 - D	71 – B
42 - B	52 - D	62 - D	72 - D
43 - C	53 - D	63 - B	73 - B
44 - A	54 - B	64 - B	74 - C
45 - D	55 - B	65 - C	75 - D
46 - C	56 - D	66 - C	76 - C
47 - B	57 - C	67 - B	77 - A
48 - B	58 – A	68 - B	78 - D
49 - A	59 - C	69 - D	79 - B
50 - D	60 - B	70 - A	80 - C

On the following four pages you will find a copy of the answer sheet that every student has to fill in before and during the APIEL Examination.

ABEL HERE. PLACE AP® NUMBER

To maintain the security of the exam and the validity of my AP grade, I will allow no one other than myself to see the multiple-choice questions and will seal the appropriate section when asked to do so. In addition, I am aware of and agree to the Program's policies and procedures.

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Sign your name as it will appear on your college applications

First Name - first 12 letters

Last Name - first 15 letters

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B. YOUR AP NUMBER

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PAGE 1

Advanced Placement Program® Answer Sheet for APIEL

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acceptable because the scanner cannot read them. If the scanner cannot read your answer sheet, your APIEL grade certificate may be delayed. If you erase an answer, do so completely. Incomplete responses on this answer sheet. Ink or ballpoint pens are NOT You MUST use a No. 2 or B soft-leaded pencil when filling in erasures might be read as intended responses.

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#### **Section II. Free-Response Questions**

The free-response section of the APIEL Examination is divided into two parts — Writing and Speaking. Following a description of each part are the questions from the 2001 APIEL Examination, the Scoring Guidelines that were used to evaluate the responses, and for the Writing section, some sample student responses with commentary.

#### Writing

The Writing portion consists of two essays in 80 minutes (the suggested time for each is 40 minutes). The essay questions require students to demonstrate their ability to use English to communicate their thinking. Students are often asked to present their ideas about a significant issue, frequently an issue about which there can be legitimate differences of opinion. Students should be able to explain their views by providing reasons or examples drawn from their own experience, their observation of others, or the knowledge gained from their schoolwork or independent reading.

Students' essays are scored by school and university English teachers at a central grading session held each year. Essays are evaluated on their overall quality as responses to the questions, including the appropriateness of their focus, the coherence and fullness of their development, and the effectiveness of their use of language to present their ideas.

Here are the two questions that comprised the Writing portion of the free-response section in 2001. After each question is the scoring guideline used at the APIEL reading and three sample student essays with commentary on each essay.

#### Question 1

(Suggested time — 40 minutes. This question counts one-half of the total Writing section score.)

Many proverbial statements such as "the best things in life are free" and "money can't buy happiness" suggest that money is not of central importance in people's lives. In many ways, however, society seems to have become increasingly materialistic: the media devote much attention to billionaires like Bill Gates, and they report on each week's top-grossing films as if they were necessarily the most important or the best.

Write an essay in which you explain your own thinking about the importance money and material success have — or should have — in people's lives. Develop your essay with examples drawn from your own experience, your observation of others, or your reading.

#### **Question 1 Scoring Guidelines**

*General Direction:* This scoring guide will be useful for most of the essays you read. When it seems inappropriate for a particular essay, consult your table leader.

The score you assign each essay should reflect your judgment of its quality as a whole. You should reward writers for what they do well in response to the question. Remember that the students had 40 minutes to write. Their essays should thus be thought of as first drafts, not judged by standards appropriate for out-of-class assignments that allow for careful revision. All essays, even those scored 9, will have limitations of thought and flaws in language use.

- **9** An essay earning the score of 9 meets the criteria for 8 papers, but is particularly thoughtful <u>or</u> particularly skillful in the use of language.
- 8 An essay earning the score of 8 **effectively** comments on the importance of money and material success. It develops its ideas clearly, discussing well-chosen reasons and examples; its language will have flaws, but generally shows facility with written English, including varied syntax and a range of vocabulary.
- 7 An essay earning the score of 7 fits the description of 6 essays but is distinguished from them by more coherent or purposeful development or more linguistic control.

- 6 An essay earning the score of 6 **adequately** comments on the importance of money and material success. It develops its ideas by discussing relevant reasons and examples; its language is likely to have errors, but in general shows control of essential English syntax and core vocabulary.
- 5 An essay earning the score of 5 takes a plausible position on money and material success, but its development is typically limited or uneven. The language of a 5 paper is likely to have errors, but in general shows control of essential English syntax and core vocabulary.
- 4 An essay scored 4 **inadequately** comments on the importance of money and material success. It may not succeed in defining a coherent position, or it may discuss reasons and examples in ways that are not useful and sufficient for communicating its ideas; its syntax and vocabulary may be too limited to convey its ideas accurately, or an accumulation of errors in word choice, word forms, and syntax may sometimes distract the reader from the message.
- **3** An essay scored 3 is described by the criteria for the score of 4, but is particularly unclear or limited in its attempts to develop a position <u>or</u> particularly limited or inconsistent in its control of written English.
- 2 An essay scored 2 demonstrates **little success** in commenting on the importance of money and material success. It may not engage the task in a meaningful way, or may demonstrate little coherence as an essay; its language may limit itself to the most basic patterns of English syntax or the most basic English vocabulary, or it may attempt more but have pervasive errors.
- 1 An essay scored 1 is described by the criteria for the score 2, but is particularly simplistic or incoherent in its attempts to develop a position or particularly weak in its control of language.
- **0** Writing in English that is clearly elicited by the task but not scorable by the criteria above.
- Writing in English irrelevant to the task; no writing at all; drawing or doodling; writing in a language other than English.

#### **General Commentary on Question 1 Sample Student Responses**

Writing questions on the APIEL Examination always test students' ability to make their thinking clear to their readers, usually by asking them to define a point of view and to support or explain it. Writing question 1 on the 2001 examination asked students to "write an essay in which you explain your own thinking about the importance money and material success have — or should have — in people's lives." To help stimulate their reflections, the question began by pointing out the contrast between the way that the traditional wisdom of proverbs downplays the importance of wealth while modern media culture often exalts it. Students could develop any position they chose about the issue of money and material success. They could address only the observational question of how modern people value money and success, or they could add to those observations their own judgments about what those valuations should be. Whatever the focus or structure of their essays, the topic's final direction indicated that students should explain their ideas by discussing examples drawn from any relevant source.

#### **Sample Student Responses for Question 1**

#### Sample 1

The following essay received a score of 9.

stated in the question have nonemon back to him

in constant donil

## Sample 1 (continued)

Marvide our living	There must be an equillibrium
in life, otherwise	There must be an equilibrium happiners and good feelings will
never arise.	
<del></del>	

#### Commentary on Sample 1

This essay, scored 9, is particularly complex and thoughtful. The writer first discusses the central importance most people give to money and success, noting that the proverbs cited in the topic are probably most useful as ways for people who are not "reputable businessmen, devoting their whole lives to the establishment of thriving companies" to comfort themselves for being "losers." But this is not the writer's own position, as is indicated by the further characterization of those businessmen as "wasting all their precious time on getting rich." The second half of the essay works toward the conclusion that "equilibrium in life" is the most important value, reflecting along the way about how the approach of death shows the folly of narrow choices and speculating that the drive for individual wealth is an individualistic expression of a more basic human survival instinct. Throughout, the essay raises and integrates new perspectives while maintaining its central focus. This consistent thoughtfulness is one important reason this essay is scored 9.

Although an essay need only be <u>either</u> "particularly thoughtful <u>or</u> particularly skillful in the use of language" to be scored 9, this essay has both qualities. It uses accurately a wide range of vocabulary, and its sentences include a variety of subordinated constructions used naturally and appropriately. A good example is this passage from the bottom of page one: "The best way to make a 'loser' feel at ease and to give courage back to him is to quote proverbs like 'money can't buy happiness.' It seems to me that people deceive themselves if they pretend to believe in such sayings. Although superficially they may seem to believe that wealth and money is not their main aim, they know deep inside that they have failed and are "losers," according to what society makes us believe." Like all topscoring essays, this one has occasional language flaws (for example, the agreement error "wealth and money is"), but its overall command of literate English is impressive. An additional evidence of its writer's command is the consistency with which the corrections and revisions in this first-draft text improve its language and coherence.

## Sample 2

The following essay received a score of 8.

Thinking
Talking about the importance of money
and material success, I am this
distinguish between three different group.
of persons: Those who don't care at
all about money; they are only interest
in other values like love and health
In the second group rave people thinking
only materialisticly. Their aims are wealth
and career and finally those who
find a middle - way between the
find a middle-way between the importance of money and values like
Taking a closer look
at the first group, I admire people
who are able to be happy with few
money. Money and career don't count
yor them A good example for this
Taking a closer look at the first group, I admire people who are able to be happy with few money. Money and career clon't count for them. A good example for this group of people is is a kibbur in
Israel. Humans living there don't earn
money for their work on the farm
They just get food and can sleep
there. Their religion connects them
together. Although I wouldn't choose
this way of life, I respect people who
are able to resist on all material
challenges and offers.
Concerning the second
group of people, I don't agree with
their thoughts and their way
www.collegeboard.com/apiel 37

10 They want and thau the instama mi Mase

## Sample 2 (continued)

religion, health and friendships. These
people belong to the third group. Their aim is to earn enough
Their aim is to earn enough
money to nourish their family
money to nourish their family and to make a holiday, but
they are not extremely influenced
by advertising or TV-shows showing
them "the perfect life in richness"
This is the way
I'd like to live my life. I admit
that it is important for me to
have a well-payed job and to succeed
in life. But my family, my parmer
health and love are the values
which count the most, without an
intact family I could never be
happy instead of having a good
job.

#### Commentary on Sample 2

This effective essay, scored 8, is structured around the three approaches to material wealth the writer identifies: disregarding it, deifying it, or balancing it with less tangible goods. The essay develops these three approaches by describing the ways people holding them behave and by commenting on these approaches from the writer's perspective. The examples used to illustrate the approaches are well chosen; the essay's discussion of kibbutzniks as non-materialists and, particularly, of viewers of the television show "Blitz" as slaves of consumerism help convey the writer's ideas clearly. The description of the balance achieved by the third group and the discussion of the writer's own choices are focused and easy to understand. This essay does not have the original perspectives or the breadth of reference that the 9 essay does, but it demonstrates the ability to understand the issue, to structure a response coherently, and to present its thinking clearly.

Like its commentary, the language of this essay is less sophisticated than that of the essay that was scored 9. Nevertheless, it does meet the scoring guide's criterion of showing "facility with written English, including varied syntax and a range of vocabulary." If we consider the discussion of "Blitz" on page two, for example, we see sentences like these: "In Germany, many people are influenced by TV shows like "Blitz," where they are shown for instance the rich presents famous stars offer to their partners. . . . They don't understand that money can't buy love or happiness and that the stars do also have many problems." Both sentences include subordinate clauses that allow them to express their ideas in a way that sounds mature, and they use words specific enough to convey their ideas without strain or simplification. On the other hand, neither of these sentences have the sophistication of syntax or vocabulary evident in the passage quoted in the commentary on the 9 essay. Likewise, this essay has a heavier sprinkling of language flaws, for example the phrase "few money" in the first sentence in paragraph two. As a whole, however, this essay is an effective forty-minute response to the essay question.

## Sample 3

The following essay received a score of 6.

important

Commence of the Commence of th
problems with drugs and alcohol.
The best solution would be to give every hu-
man being enough money to live a pleasant
life. His unfair if in a country like Brasilia
or Mexico a few families are billionaires and
the remainder population suffers from starvation,
diseases and misery. There should be no dild
on earth who dies because it hasn't enough
to eat while Bill Gates drinks from golden
cups.
I know how it is to have no money for having
fun in the free-time because I am doing a
training at the moment. I have to pay fees
for my school and I have only a job which
is not paid very good. But someday I will
earn a lot of money and I will fulfill my-
self a few wishes! That's a nice view and
it keeps me going on if lam angry because
I want to go to a concert, for example, and
I have not enough movey.
In my point of view, money is neither good
nor bad'; human beings make it what it is.
· · · · · · · · · · · · · · · · · · ·

#### **Commentary on Sample 3**

This adequate essay comments on the importance of money and material goods in a way that is less cohesive than either of the two preceding essays. Its examples and reasoning meet the scoring guide's specification that they be "relevant" for a score of 6, but the presentation as a whole does not have the clear sequence of ideas that the 8 and 9 do. The discussion of each paragraph's idea about wealth — that everyone wants it, that it has some benefits, that people forget that money does not equal happiness, that economic inequality is wrong, that the writer looks forward to having money and views it as inherently neither good nor bad — is typically brief and not tightly linked to what comes before or after. Like most 6 papers, this one conveys its writer's ideas adequately but also makes a reader aware of how those ideas might be more tightly focused, more clearly explained, or more persuasively exemplified.

As the scoring guide requires of a paper scored 6, the language of this essay does show "control of essential English syntax and core vocabulary." Here is a typical passage from paragraph two: "There are many negative effects of money, but to be wealthy can have positive aspects, too. One can buy a lot of useful things, go on holidays or donate the money." This essay's sentences are typically about a dozen words long, link ideas appropriately with coordination, use some subordination, and control some range of English vocabulary. In contrast to the essays scored higher, however, this essay seldom uses a specific noun or verb rather than a general one, and its sentences have less variety than would allow its writer to communicate flexibly. There is also a higher concentration of inaccurate or non-idiomatic language than in the two preceding essays; the sentence "I believe that most well-offs forget about the fact that money does not make happy" is a particularly clear example of this "accent." In spite of these limitations, this essay is an adequate forty-minute response to writing question 1.

#### **Question 2**

(Suggested time — 40 minutes. This question counts one-half of the total Writing section score.)

The eighteenth-century British thinker Edmund Burke made the following observation about the benefits of opposition: "He that wrestles with us strengthens our nerves and sharpens our skill. Our antagonist is our helper."

In your view, to what extent can we benefit from opposition to our ideas, opinions, or desires? Write an essay in which you defend, challenge, or qualify Burke's statement about the benefits of opposition. To develop your essay, use examples from your personal experience, your observation, or your reading.

### **Question 2 Scoring Guidelines**

*General Direction:* This scoring guide will be useful for most of the essays you read. When it seems inappropriate for a particular essay, consult your table leader.

The score you assign each essay should reflect your judgment of its quality as a whole. You should reward writers for what they do well in response to the question. Remember that the students had 40 minutes to write. Their essays should thus be thought of as first drafts, not judged by standards appropriate for out-of-class assignments that allow for careful revision. All essays, even those scored 9, will have limitations of thought and flaws in language use.

- **9** An essay earning the score of 9 meets the criteria for 8 papers, but is particularly thoughtful <u>or</u> particularly skillful in the use of language.
- 8 An essay earning the score of 8 **effectively** defends, challenges, or qualifies Burke's idea about the benefits of opposition. It develops its ideas clearly, discussing well-chosen reasons and examples; its language will have flaws, but generally shows facility with written English, including varied syntax and a range of vocabulary.
- 7 An essay earning the score of 7 fits the description of 6 essays but is distinguished from them by more coherent or purposeful development or more linguistic control.
- 6 An essay earning the score of 6 **adequately** defends, challenges, or qualifies Burke's idea about the benefits of opposition. It develops its ideas by discussing relevant reasons and examples; its language is likely to have errors, but in general shows control of essential English syntax and core vocabulary.
- 5 An essay earning the score of 5 understands Burke's idea and takes a plausible position on it, but its development is typically limited or uneven. The language of a 5 paper is likely to have errors, but in general shows control of essential English syntax and core vocabulary.
- 4 An essay scored 4 **inadequately** defends, challenges, or qualifies Burke's idea about the benefits of opposition. It may not succeed in defining a coherent position, or it may discuss reasons and examples in ways that are not useful and sufficient for communicating its ideas; its syntax and vocabulary may be too limited to convey its ideas accurately, or an accumulation of errors in word choice, word forms, and syntax may sometimes distract the reader from the message.
- **3** An essay scored 3 is described by the criteria for the score of 4, but is particularly unclear or limited in its attempts to develop a position <u>or</u> particularly limited or inconsistent in its control of written English.

- 2 An essay scored 2 demonstrates **little success** in defending, challenging, or qualifying Burke's idea about the benefits of opposition. It may not engage the task in a meaningful way, or may demonstrate little coherence as an essay; its language may limit itself to the most basic patterns of English syntax or the most basic English vocabulary, or it may attempt more but have pervasive errors.
- 1 An essay scored 1 is described by the criteria for the score of 2, but is particularly simplistic or incoherent in its attempts to develop a position or particularly weak in its control of language.
- **0** Writing in English that is clearly elicited by the task but not scorable by the criteria above.
- Writing in English irrelevant to the task; no writing at all; drawing or doodling; writing in a language other than English.

#### **General Commentary on Question 2 Sample Student Responses**

Writing question 2 provided students with a quotation from Edmund Burke — "He that wrestles with us strengthens our nerves and sharpens our skill. Our antagonist is our helper." — and asked them to "Write an essay in which you defend, challenge, or qualify Burke's statement about the benefits of opposition." Writers could respond in a variety of ways to Burke's idea that opponents help us by making us more determined and forcing us to hone our abilities. Most writers defended Burke's idea, explaining their agreement by citing examples of how opposition improves those who endure it. A smaller number qualified Burke's idea, showing how it was true in some circumstances but not others. Very few challenged Burke's idea by attempting to discredit it across the board or by proposing that opposition had other, more important negative effects. Writers could and did draw examples from all spheres of human activity, although sports and politics were probably the most often used.

## Sample 1

The following essay received a score of 9.

Flast and all, I would like to say that I completely
agree with Edmund Burke's view about the ingests
of apposition. Wishout doubt, abollenge and apposition
are capable of strengthening "our nerver" and
shoupaning "au suits". I intend to subsantiate
my apinion by refering & similar experiencer I have
recently had.
st a matter of fact, I have been actively
involved in sailing for about for year now. Until
the end of law year, I used to spend nearly
every weekend township post sailing, taking post
in a wide large of regador without doubt, there
was always a sough competition; especially
one girl challenged my abilities in an nathanding way and I have to admit, that I wow truly
way and I have to admit, that I won truly
starting to hate her after having suffered some
painful defeats. Consequently, I began to
train harder and more extrively; I was
increasingly observed with the idea of findly
beating her in a race and I saw her as my
word enemy of all times. As a falled, my
word enemy of all times. Be a rasult, my overall performance improved a great deal and
soon I was the morn to become a member of a
newly founded training-groupand monically
I had to discover their my enemy wasia
charen member.
In one of my training comps, lended up
sharing a room with her and the furned but
to be a quite symposhefic person occasionally,

I even achieved my gool of beating her and my
hatred a began in stood away. They a cerdain
sine, the two of we redixed how exectively we
WERE ADD TO WOLL DESTRUT. THE TWO AT AN VICEO GRICED
that our challenging competition was indeed
holoing at in improving our laung techniques
and physical conditions. The next reason demed out
to be with successful one, but we could not
continue our cooperation as she quit sailing as
soon as the was accepted of the ollege of her choice.
Affer all, I have come to realize that I
honardly miss her a los share dogs; is definitely
was not always easy to be around her and war
the friendship that had developed befaven su
Was not valuably a peaceful and harmonic one to
be honard. The two of as followed accor wide's
opinion that "true triends stab you in the front"
and by challenging and apposing each offer's
apt views and Skirts, we both sidely arrived ad
taling a 'gradit skp' forward - physicolly as
well as mendally, our ansagonist is undoubtedly
aus helper; many whereas the majority of people
think that one's antegenist is one's enemy, I am
at the apinion that one's antagonid might turn
and to be me of the kew real triends one will
ever passes in handensiones a consider of teating
one life-lasting laxions one will never teaget!

#### Commentary on Sample 1

This essay, scored 9, develops its reasons for agreeing with Burke's position through the detailed development of a single well-chosen example from the writer's personal experience. The essay shows us how the writer's relationship with a young woman whom she first knew as a competitor in regattas and with whom she later trained helped her to grow "physically as well as mentally." Each new paragraph adds new dimensions to our understanding of how this relationship helped the writer, ending with the writer's reflections on how its challenges have made her reconsider who should be considered one's most valuable friends. The whole discussion thoughtfully defends the writer's view that Burke's idea is accurate.

The language of this essay does not have the sophisticated word choice of the 9 for writing question one, but it does exceed the "varied syntax and a range of vocabulary" required for the score of 8. These sentences at the end of paragraph three represent its best qualities: "We recognized that our challenging competition was indeed helping us in improving our sailing techniques and our physical condition. The next season turned out to be my most successful one ever, but unfortunately we could not continue our cooperation — she quit sailing as soon as she was accepted at the college of her choice." As with the essays scored 9 and 8 on question one, these sentences show a range of subordinate constructions used accurately and effectively, and they employ words that are both specific and idiomatic. Although not all its locutions are this effective — for example, see the awkward "we both surely arrived at taking a 'great step' forward" in paragraph four — as a whole this essay is an outstanding forty-minute response to essay question 2.

## Sample 2

The following essay received a score of 8.

a stong opposition

## Sample 2 (continued)

by a linesh perspective. Some of the most important
Delasaria them is at the long of the first of the t
The state of the s
or Bentham would good surely not be as developed
as they are if there hadn't seen someone who opposed
by a first perspective. Some of the most important philosophia theories of philosophers such as Kant or Bentham would good surely not be as developed as they are if there hadn't seen someone who opposed their ideas and made it necessary to think for a second time
Line
by final conclusion is that Burke is right; without an opponent there is no development
and the second of the second of
an opposent flore is to acticion order

#### **Commentary on Sample 2**

This effective essay's development is more typical than that of the Sample 1 essay that was scored 9. Rather than focus on a single personal example, the writer of this essay, scored 8, discusses the way in which Burke's idea about the benefits of opposition can be seen in the worlds of politics, business, and science/philosophy. Each paragraph concisely shows how the lack of opposition leads to stagnation, while competing ideas or products lead to innovation and improvement. The essay illustrates this viewpoint with well-chosen examples, most particularly the contrast between Microsoft and Intel in paragraph two. This essay's development is both effective and economical.

Like its argument, the language of this essay demonstrates strong purpose and control. Here is a typical passage from paragraph two: "Take a look at Microsoft: Only few persons are able to distinguish Windows 95 and Windows 98, but the company can afford to publish a product with only a fistful of new lines of source code because there is no software company which really has the possibilities to challenge Microsoft." The writer uses a variety of coordinated and subordinated constructions to convey ideas effectively, and even uses the metaphor "fistful" in an appropriate and apparently effortless way. There are language flaws: for example, in the quoted sentence the plural "possibilities" is not idiomatic, and in the following sentence the placement of the subject "the example of Intel" at the end of the sentence, after the verb "shows," makes "example" seem like the direct object. As a whole, however, this essay is an effective forty-minute response to writing question 2.

## Sample 3

The following essay received a score of 6.

What would the world be without opposition?
By looking at this question I realize that I totally
agree J with Edmund Buke's Statement:
"He that wrestles with us strengthens ow merves and
sharpens ow skill."
In my opinion a good example is a country that which
is ruled in a democratic way (like Germany).
All the different opinions of the political parties are discussed
and they try to obtain the best solutions for the country
by compromising.
People often only see the positive elements of their ideas
or desires. In such a case it is good to have somebody
who is standing in opposition to what you think, so
that this person can open your eyes for the negative
parts of your argumentation.
The more conflicts you are involved in the stronger
you get.
I think I especially in business attains it is an
advantage to have a strong character but you can only
obtain such a character by tacing conflicts and
not running away from them.
All above methiomed facts show why our antagomist is
our helper. Your skills are being improved by his
opposition, the next time you know that you have
to think a lot more about an idea or a problem.
One can also transfer the problems single persons have
to companies that are competiting against each other
on the common market. They have to improve their
products to keep up water with the others

#### **Commentary on Sample 3**

This essay, scored 6, is a minimally adequate defense of Burke's idea. It makes a number of relevant observations about the benefits of opposition, but they seem somewhat random in their order and in their grouping. For example, one wonders whether the people who "often only see the positive elements of their ideas" are members of the political parties mentioned immediately before. If so, continuing the discussion in the same paragraph and including a specific example of how opposition improved a political position or led to a productive compromise would have made the writer's thinking more clearly coherent and easier to understand and accept. A similar comment might be made about the idea about building character through opposition and the mentions of business competition presented in the essay's second half. Although this response allows us to grasp the writer's ideas, it does not present them with the focus, coherence, and fullness that an effective essay displays.

The language of this response is stronger than its organization and development. It has few errors, it employs coordination and some subordination to link ideas appropriately, and most of its words are used accurately. Here is a strong passage: "People often only see the positive elements of their ideas or desires. In such a case it is good to have somebody who is standing in opposition to what you think, so that this person can open your eyes for the negative parts of your argumentation." In this last sentence, however, there is an unidiomatic use of "open your eyes for" (rather than "to"). Although the language of this response is generally adequate, there is little of the highly specific vocabulary and the range of syntactic constructions that help an essay to communicate effectively. On balance this essay is an adequate forty-minute response to writing question 2.

#### **Speaking**

The Speaking portion consists of five different tasks in approximately 15 minutes. It tests a student's ability to use spoken English to describe, narrate, explain, or support a point of view. Some Speaking prompts are based on visual stimuli; others present students with an issue of some substance, such as the value of space exploration or a personal definition of success, and ask for a response involving explanation of one's point of view. Normally, for each question, students are given thirty seconds to think about their answers and one minute to respond as fully as they can.

Students record their responses on individual cassette tape recorders. Responses are scored holistically for their effectiveness, taking into consideration breadth and appropriateness of vocabulary, control of idiom and syntax, grammatical correctness, and pronunciation.

Here are the five questions that comprised the Speaking portion of the 2001 free-response section. After these questions is the scoring guideline used at the APIEL reading.

#### Question 1

More and more students have weekend and holiday jobs these days. Give some reasons why they work at such jobs and what effect working has on their lives. Take 30 seconds to think about your answer. Then I will ask you to begin speaking.

Now give some reasons why students have weekend and holiday jobs these days and explain what effect working has on their lives. (1 minute)

#### **Question 2**

The proverb "When in Rome, do as the Romans do" suggests that, when you are in an unfamiliar place, you should adapt your behavior to that of the people around you. Do you agree or disagree with the proverb? Explain the advantages or disadvantages of "doing as the Romans do." Take 30 seconds to think about the proverb. Then I will ask you to begin speaking.

Now explain why you think it is or is not a good idea to adapt your behavior to that of the people around you when you are in an unfamiliar place. (1 minute)

#### **Question 3**

Take 30 seconds to look at the cartoon below and to read question 3.



"I'm Walking!"

Describe what is happening in the cartoon. Then tell me what point you think the cartoon is making and explain your reaction to it. (1 minute)

#### **Question 4**

In many places, music is one of the first subjects cut from the school curriculum when budgets are tight. Do you think that music courses are a valuable part of the school curriculum? Why or why not? Take 30 seconds to think about this question. Then I will ask you to begin speaking.

Now tell me why you think that music courses are or are not a valuable part of the school curriculum. (1 minute)

#### **Question 5**

Many countries require all young people to serve in the military or to do other kinds of national service. Other countries have a volunteer army and require no national service. Describe the situation in your country and explain why you think national service should or should not be required of everyone. Take 30 seconds to think about this issue. Then I will ask you to begin speaking.

Now describe the situation in your country and explain why you think national service should or should not be required of everyone. (1 minute)

#### **Scoring Guidelines for Speaking Section**

*General Directions:* This scoring guide will be useful for listening to most of the tapes. When it seems inappropriate for a particular response, consult your table leader.

The score you assign each response should reflect your judgment of its quality as a whole. You should reward speakers for what they do well in response to the question, bearing in mind that all responses, even those receiving 5's, may show some hesitancy in beginning the tasks and some lapses in language control. Self-correction is an asset rather than a deficit as long as it truly improves the language and does not impede fluency.

- 5 A 5 response communicates **effectively**. Its response to the task is clearly appropriate, sometimes even interesting or engaging. It demonstrates strong fluency by consistently developing and effectively connecting ideas in a sustained presentation. The speaker uses a variety of syntactic structures accurately, a broad range of vocabulary, and comprehensible pronunciation. Occasional errors do not interfere with communication.
- 4 A 4 response communicates **competently**. Its response to the task is appropriate. It demonstrates reasonable fluency, but its ideas may not be developed as fully or connected as tightly as those of a 5. The speaker uses syntactic structures accurately, as well as some range of vocabulary. Although the speaker may use non-English intonation patterns, pronunciation and occasional errors do not interfere with communication.
- 3 A 3 response communicates **adequately**. Its response to the task is appropriate. It demonstrates moderate fluency, connecting and developing some of its ideas, but may sometimes rely on repetition of ideas or on circumlocution to sustain its flow. The language of a 3 response shows control of basic syntactic patterns and core vocabulary, but may show uncertainty when the speaker moves beyond them. Its pronunciation is generally comprehensible, although errors of various kinds may sometimes require a listener to concentrate closely to understand the message.
- 2 A 2 response communicates in a way that is **clearly limited**. Its response to the task is likely to be appropriate but underdeveloped and narrow in reference. It may demonstrate occasional fluency in developing and connecting ideas, but more often there are significant pauses while the speaker marshals linguistic resources. Its language shows some control of basic syntactic patterns and core vocabulary, but may have frequent errors. Its pronunciation and/or an accumulation of errors may require interpretation by the listener.
- A 1 response communicates **with little or no success**. Its response to the task may be appropriate but very brief or very simple, or it may reflect some misunderstanding of the task or a struggle to find a way to respond. It may sometimes demonstrate fluency in developing and connecting ideas by recycling material learned in another context, but more frequently it will be filled with long pauses as the speaker searches for something to say. Its language will show some acquaintance with English syntax and vocabulary, but usually with many errors in both; often its language will be so influenced by the pronunciation, intonation, and grammar of another language as to require a listener to guess at the intended meaning.
- 0 Connected speech in English clearly elicited by the task but not scorable by the criteria above.
- Speech in English irrelevant to the task; no speech at all; "I don't know"; sighs or nonsense; speech in a language other than English.

# **AP Program Essentials**

## The AP Reading

In June, the free-response portions of the APIEL Examination (the writing and speaking sections) are graded by faculty consultants — university and secondary school teachers brought together especially for this purpose.

## **AP Grades**

The faculty consultants' judgments on the writing and speaking questions are combined with the results of scoring the multiple-choice questions, and the total scores are converted to AP's 5-point scale:

- 5 Extremely well qualified
- 4 Well qualified
- 3 Qualified
- 2 Possibly qualified
- 1 No recommendation

The questions on the multiple-choice sections are scored with a correction factor to compensate for random guessing, and they are deliberately set at such a level of difficulty that students performing acceptably on the free-response section of an examination generally need to answer a little more than 50 percent of the multiple-choice questions correctly to obtain a total grade of 3.

To ensure that high standards for the validity of APIEL grades are maintained, APIEL adheres to well-established measurement practices and relies heavily on results of comparability studies as well as on guidance from college and university faculty.

In mid-July, students receive an APIEL certificate indicating the grade they received on the examination. This grade is also reported to the college or university they have designated on their APIEL answer sheet. Student essays from the examination are available, at cost, to the designated college or university.

# **Test Security**

The entire APIEL Exam must be kept secure until the scheduled administration date. Following that date, the free-response section (Section II) is available for teacher and student review. However, the multiple-choice section (Section I) must remain secure both before and after the exam administration. Except during the actual exam administration, exam materials must be placed in locked storage. No one other than candidates taking the exam can ever have access to or see the questions contained in this section. The multiple-choice section must never be shared or copied in any manner.

Various combinations of selected multiple-choice questions are reused from year to year to provide an essential method of establishing high exam reliability, controlled levels of difficulty, and comparability with earlier exams. These goals can only be attained when the multiple-choice sections remain secure. This is why teachers cannot view the questions and students cannot share information about these questions with anyone following the examination.

## Guidelines for Universities in the Use of College Board Test Scores

The following statement is taken from *Guidelines on the Uses of College Board Test Scores and Related Data*.

When College Board tests are used by universities for placement and credit purposes, the responsible officials should do the following:

- 1. Determine the appropriateness of particular tests through consultation with faculty members who are familiar with the content of the tests.
- 2. Establish standards that are appropriate for the performance levels and ranges of their enrolled students.
- 3. Accept the transfer of credits earned by examination at a previous institution when scores and test content meet their own standards.
- 4. Publicize their placement and credit policies, making clear which tests are used, how students gain access to them, what scores are required, how much credit can be awarded for each examination, whether the credits granted meet degree requirements, and how much total credit can be obtained.
- 5. Identify as such the credits granted by examination on students' records and transcripts.
- 6. Establish fees, if any, for credits awarded by examination that represent actual costs involved in providing this avenue to credit rather than costs involved in instruction or other unrelated factors.

Questions about the use of College Board test scores and data should be directed to Lee Jones, Executive Director, Advanced Placement Program, The College Board, 45 Columbus Avenue, New York, NY 10023, 212 713-8076, ljones@collegeboard.org.

## College and University Acceptance of APIEL Grades

A current list of colleges and universities reporting an APIEL policy can be found on the Web at: www.collegeboard.com/apiel/colleges

This list is updated at regular intervals. A number of colleges and universities have not yet reported a definite APIEL policy; they do, however, accept APIEL. Please contact the individual institutions for information.

# FOR MORE INFORMATION ABOUT THE APIEL™ EXAMINATION, PLEASE VISIT OUR WEB SITE:

## www.collegeboard.com/apiel

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