CHINESE LANGUAGE AND CULTURE

Course Description

The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,000 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit www.collegeboard.com.

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle 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. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

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Dear Colleagues:

In 2005, more than 15,000 schools offered high school students the opportunity to take AP® courses, and over 1.2 million students then took the challenging AP Exams. These students felt the power of learning come alive in the classroom, and many earned college credit and placement while still in high school. Behind these students were talented, hardworking teachers who are the heart and soul of the Advanced Placement Program®.

This AP Course Description summarizes the variety of approaches and curricula used in college courses corresponding to the AP course. Teachers have the flexibility to develop their own syllabi and lesson plans, and to bring their individual creativity to the AP classroom. In fact, AP Exams are designed around this flexibility and allow students whose courses vary significantly equal opportunities to demonstrate college-level achievement. Finally, this curricular flexibility is reflected in the AP Course Audit, which identifies elements considered by higher education as essential to a college-level course, providing a consistent standard for disparate AP classes across the world, while not setting forth a mandated AP curriculum.

The College Board is committed to supporting the work of AP teachers. AP workshops and Summer Institutes, held around the globe, provide stimulating professional development for tens of thousands of teachers each year. The College Board Fellows stipends provide funds to support many teachers' attendance at these Institutes. Teachers and administrators can also visit AP Central, the College Board's online home for AP professionals, at apcentral.collegeboard.com. Here, teachers have access to a growing set of resources, information, and tools, from textbook reviews and lesson plans to electronic discussion groups (EDGs) and the most up-to-date exam information. I invite all teachers, particularly those who are new to the AP Program, to take advantage of these resources.

As we look to the future, the College Board's goal is to broaden access to AP classes while maintaining high academic standards. Reaching this goal will require a lot of hard work. We encourage you to connect students to college and opportunity not only by providing them with the challenges and rewards of rigorous academic programs like AP but also by preparing them in the years leading up to AP courses.

Sincerely,

Gaston Caperton President

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The College Board

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Welcome to the AP® Program

The Advanced Placement Program (AP) is a collaborative effort between motivated students; dedicated teachers; and committed high schools, colleges, and universities. Since its inception in 1955, the Program has enabled millions of students to take college-level courses and exams, and to earn college credit or placement, while still in high school.

Most colleges and universities in the United States, as well as colleges and universities in more than 30 other countries, have an AP policy granting incoming students credit, placement, or both on the basis of their AP Exam grades. Many of these institutions grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP grades.

Each year, an increasing number of parents, students, teachers, high schools, and colleges and universities turn to the AP Program as a model of educational excellence.

More information about the AP Program is available at the back of this Course Description and at AP Central, the College Board's online home for AP professionals (apcentral.collegeboard.com). Students can find more information at the AP student site (www.collegeboard.com/apstudents).

AP Courses

Thirty-eight AP courses in a wide variety of subject areas are available now or are under development. A committee of college faculty and master AP teachers designs each AP course to cover the information, skills, and assignments found in the corresponding college course. See page 2 for a complete list of AP courses and exams.

AP Exams

Each AP course has a corresponding exam that participating schools worldwide administer in May (except for AP Studio Art, which is a portfolio assessment). AP Exams contain multiple-choice questions and a free-response section (either essay or problem solving).

AP Exams are a culminating assessment in all AP courses and are thus an integral part of the Program. As a result, many schools foster the expectation that students who enroll in an AP course will take the corresponding AP Exam. Because the College Board is committed to providing access to AP Exams for homeschooled students and students whose schools do not offer AP courses, it does not require students to take an AP course prior to taking an AP Exam.

AP Courses and Exams

Art

Art History

Studio Art: 2-D Design Studio Art: 3-D Design Studio Art: Drawing

Biology

Calculus

Calculus AB Calculus BC

Chemistry

Chinese Language and Culture (First offered 2006-07)

Computer Science

Computer Science A Computer Science AB

Economics

Macroeconomics Microeconomics

English

English Language and Composition English Literature and Composition

Environmental Science

French

French Language French Literature

German Language

Government and Politics

Comparative Government and Politics United States Government and Politics

History

European History United States History World History

Human Geography

Italian Language and Culture

Japanese Language and Culture (First offered 2006-07)

Latin

Latin Literature Latin: Vergil

Music Theory

Physics

Physics B

Physics C: Electricity and Magnetism

Physics C: Mechanics

Psychology

Russian Language and Culture (First offered: date to be determined)

Spanish

Spanish Language Spanish Literature

Statistics

AP Chinese Language and Culture

INTRODUCTION

In June 2003, the Trustees of the College Board approved a plan for four new AP courses and exams in world languages: Chinese, Italian, Japanese, and Russian—the first new language offerings to be added to the AP Program's portfolio since its inception in 1955. The introduction of the AP Chinese Language and Culture course and exam is an important step in a commitment by the College Board to further multiculturalism and multilingualism in secondary school education.

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

THE COURSE

The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese. These college courses, which deepen students' immersion into the language and culture of the Chinese-speaking world, typically represent the point at which students complete approximately 250 hours of college-level classroom instruction. Course work reflects the proficiencies exhibited throughout the Intermediate range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) *Proficiency Guidelines*.¹

The AP course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the *Standards for Foreign Language Learning in the 21st Century*.² Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. The course was designed by a task force made up of experienced college faculty and master teachers of Chinese at the secondary level. AP Chinese Language and Culture teachers plan and implement a course that focuses on language proficiency while interweaving level- and age-appropriate cultural content throughout the course and providing for frequent formative assessment of students' developing proficiencies within the context of their learning. Instructional materials and activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course.

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

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

Content and Skills

Developing students' awareness and appreciation of the elements of Chinese culture is a pervasive theme throughout the AP Chinese Language and Culture course. The course engages students in an exploration of both contemporary and historical Chinese culture. Since the course interweaves language and culture learning, this exploration occurs in Chinese.

Students learn about various aspects of contemporary Chinese society, including geography and population, ethnic and regional diversity, travel and transportation, climate and weather, holidays and food, sports and games, and current affairs. They also explore the realm of Chinese societal relationships, examining how individuals interact with family members, elders, and peers, and integrate this knowledge into their interpersonal communications.

The course introduces students to significant persons, products, and themes in Chinese history. This introduction may touch on such topics as Chinese contributions to philosophical thought, government institutions, and artistic pursuits (e.g., calligraphy, painting, literature, and music, as well as folk arts and culture).

The course also views Chinese culture in an international context. Students learn that Chinese culture and society have influenced and been influenced by the global community, and they develop an awareness of China's role in issues of global importance, concerning areas such as energy and the environment, economics, and politics.

The course helps students broaden their world view by comparing Chinese cultural products, practices, and perspectives with those of their own society. With this background, students can ultimately move beyond a basic knowledge of the products and practices of Chinese culture to an understanding of how these products and practices reflect a Chinese way of viewing the world.

Students apply their growing cultural knowledge to communicative tasks: cultural knowledge informs communicative ability and vice versa. Because language and culture are inseparable, an introductory knowledge of Chinese culture is an integral part of the AP Chinese Language and Culture course.

Throughout the course, students hone their language skills across the three communicative modes: interpretive, interpersonal, and presentational. In so doing, they develop necessary knowledge of the Chinese language, including pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written characters.

Interpretive Mode

Students interpret a broad range of written and oral texts. They develop the reading proficiency to be able to identify and summarize main points and important details, and make appropriate inferences and predictions through exposure to highly contextualized written materials like advertisements, signs, and posters. They then progress through careful readings of more densely written texts excerpted or adapted from newspapers, magazine articles, contemporary literature, letters, and essays. Similarly, students develop their aural proficiency through exposure to contextualized

language excerpted or adapted from a wide variety of oral texts, ranging from the formal language heard in news broadcasts and announcements made in public places to colloquial language found in movies and television dramas.

Interpersonal Mode

The interpersonal mode involves spontaneous two-way interaction, such as conversing face-to-face or exchanging written correspondence. Teachers conduct class primarily in Chinese to facilitate students' development of communicative strategies for initiating and sustaining conversation. Students are provided with significant opportunities to engage in class activities in which an active negotiation of meaning is required. Students also develop the capacity to respond in culturally appropriate ways to questions on familiar topics, to understand conversations among native Chinese speakers, and to comprehend and compose e-mail or personal letters as part of back-and-forth communication with other Chinese speakers. They frequently express their personal views or exchange opinions on topics of personal, school, and community interest.

Presentational Mode

Students develop the speaking proficiency to be able to create a level-appropriate speech or report, produce a newscast or video, and narrate personal experiences and current events in a coherent fashion with comprehensible pronunciation and intonation. They also develop the ability to write and speak in a variety of settings, types of discourse, styles, and registers. Students express themselves in writing on topics they have researched. They use a variety of written discourse styles, including descriptive, narrative, expository, and persuasive. Employing the organization, vocabulary, and structures appropriate to the purpose of their writing, students make themselves understood to an audience of readers with whom they will not have the opportunity to exchange further information and ideas. While handwriting skill is essential in composing written work, students are provided with extensive training in computer keyboarding to meet the needs of the current technological society.

During their engagement with language produced by others in the interpretive and interpersonal modes, students develop strategic and metacognitive competencies, such as guessing the meaning of words from context, using grammatical knowledge to aid comprehension, and applying their cultural knowledge in comprehending written texts and spoken messages. In so doing, they strengthen their ability to learn effectively and independently.

Throughout their language production in the presentational and interpersonal modes, students increasingly employ linguistically accurate Chinese. They also continue to develop sociocultural and pragmatic competencies, strengthening their ability to communicate effectively and appropriately in a variety of social, cultural, or pragmatic contexts.

Assessment

Throughout the AP Chinese Language and Culture course, assessments are frequent, varied, and explicitly linked to the content and skills that comprise the learning goals of each unit of study. Teachers use the AP Chinese Language and Culture Exam as a model, assessing both cultural knowledge and language skills within the context of complex tasks. They identify formative and summative assessment tasks at the beginning of each unit of study, scaffolding the learning activities throughout the unit as a means of enabling students to achieve success on each successive assessment. Before they begin each assessment task, teachers share with their students the criteria against which students' work will be judged, which generally take the form of rubrics. Within each unit of study, all three modes of communication—interpretive, interpersonal, and presentational—are normally assessed within the context of integrated performance tasks. Teachers use assessments formatively to gain an understanding of which concepts need to be reinforced in future lessons. Students' performance informs future teaching. Specifically for written language, students' samples taken from the various stages of the writing process provide teachers with a means of assessing students' character-handwriting skill, vocabulary usage, and expressive abilities.

In addition to the formative assessments completed within each unit of study, timed assessments typical of the AP Exam can be employed within each unit's context as well. Sample reading assessments include timed reading tests with selected-response questions that assess students' ability to understand the main points of lengthy texts adapted from authentic sources. Listening comprehension can be tested through similar tasks. Writing on topics related to a unit's theme within limited time frames (e.g., 30–50 minutes for compositions of 200–400 characters) also can be effective. Students can practice for the AP Exam by taking these types of writing tests on a computer. Previously unannounced but thematically related speaking tasks can be similarly designed and administered.

Instructional Resources

Materials

AP Chinese Language and Culture teachers select their instructional resources to meet their pedagogical goals and the needs of their students. As the goals of the AP Chinese Language and Culture course are comprehensive, and as each class of students presents a diverse set of learning needs, teachers avail themselves of a wide array of instructional materials. In addition to textbooks, teachers make frequent and purposeful use of Web-based texts, animated computer software, and audio and video products specifically designed for Chinese language learning programs. They also make use of level-appropriate authentic materials designed for native speakers, including newspapers, fiction and nonfiction books, plays, poetry, films, and Chinese educational system textbooks. Teachers should ensure that each unit of instruction includes an array of instructional materials that are selected for their applicability to the unit's learning goals.

Many types of instructional materials are reviewed by Chinese language teachers for the College Board. These reviews can be accessed through the AP Chinese Language and Culture Course Home Page on AP Central (apcentral.collegeboard.com/chinese).

Strategies and Activities

As with instructional materials, teachers select strategies and activities for their potential to support students in meeting the course objectives. Teachers plan and implement instructional activities that provide students with opportunities to achieve these objectives, ensuring that students have ample experience with each of the three communicative modes (interpretive, presentational, and interpersonal) and engaging students in constant and meaningful language use. Teachers make use of varied performance-based activities and, to ensure that all students are fully engaged in the meaning-making process of language acquisition, they employ a variety of structured cooperative-learning activities.

General oral/aural instructional activities that can be structured for optimal cooperative use include conversations based on daily life activities, role-plays, debates, oral reports, storytelling, and discussions of Chinese films.

Written tasks that can be structured to facilitate student involvement include writing letters or e-mails in Chinese to Chinese pen pals, writing papers on aspects of traditional Chinese culture, using calligraphy to copy couplets in preparation for a Spring Festival celebration, making and writing New Year's greeting cards that include Chinese proverbs, and reading and reciting classical Chinese poetry. Authoring and editing a class newspaper, with reviews of contemporary Chinese films, paintings, and song lyrics, can also engage students actively in their learning.

In addition to this Course Description, teachers are urged to refer to the resources available through the AP Chinese Language and Culture Home Page on AP Central, as well as the *AP Chinese Language and Culture Teacher's Guide*, when making decisions about course content, assessments, and instructional materials.

Course Objectives

This chart outlines the student learning objectives for a typical course, as well as typical ways for students to demonstrate their learning accomplishments. This specific list of course objectives is an example; different AP courses may have slightly different but comparable objectives.

AP Chinese Language and Culture Course

| Learning Objective | Evidence of Learning | | | | |
|--|---|--|--|--|--|
| Interpretive Mode | | | | | |
| Ability to comprehend and interpret spoken Chinese in a variety of social and cultural contexts that pertain to daily life. Ability to comprehend and interpret a variety of nontechnical written Chinese texts that pertain to daily life. | Student responds appropriately to questions requiring identification of main ideas, supporting details, and appropriate inferences—in some cases, through the application of basic cultural knowledge—based on spoken Chinese in the form of conversations, instructions, broadcasts, announcements, and recorded telephone messages. Student responds appropriately to questions requiring identification of main ideas, supporting details, and appropriate inferences—in some cases, through the application of basic cultural knowledge—based on written texts in the form of notes, e-mails, letters, posters, advertisements, signs, brochures, newspaper articles, and stories. | | | | |

Learning Objective

Evidence of Learning

Interpersonal Mode

- Ability to comprehend, draw inferences from, and respond to spoken and written Chinese in a variety of personal, social, and cultural contexts
- Ability to interact in a variety of situations in cultural contexts.
- Ability to use critical thinking skills (e.g., analyzing, comparing, synthesizing, and evaluating) to derive meaning from context.
- Student responds appropriately to spoken and written stimuli in a variety of personal and culturally appropriate contexts (e.g., personal information, family, friends, school, leisure activities).
- Student interacts appropriately, including negotiating meaning, in a given cultural context.
- Student identifies appropriate continuation of a conversation that implies a certain context.
- Student responds appropriately, or identifies appropriate response, in social interactions centered on cultural acts such as complimenting, offering food, inviting, receiving a gift, introducing oneself and/or others, expressing appreciation to a host, expressing regret, and apologizing.

Presentational Mode

- Ability to provide information about events in immediate environment (including family, school, community, and country) and to demonstrate some degree of spontaneous application of language.
- Ability to describe an event or activity in a cohesive and coherent manner with linguistic accuracy.
- Ability to demonstrate cultural appropriateness through spoken and written discourse.
- Ability to compare and contrast phenomena and explain one's preference.

- Student makes an oral presentation on a culturally relevant topic.
- Student writes a narrative based on a series of pictures or writes a letter on a personal topic.
- Student orally explains similarities and differences and provides rationale for a preference.

THE EXAM

The information below about the AP Chinese Language and Culture Exam is accurate as of press time. As a new assessment, the exam will undergo piloting during the year prior to the inaugural administration in May 2007. Any resulting changes to the information in this Course Description will be published on AP Central as appropriate.

The AP Chinese Language and Culture Exam is approximately three hours in length. It assesses interpretive, interpersonal, and presentational communication skills in Mandarin Chinese, along with knowledge of Chinese culture.

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

Students have some choices for reading and writing in Chinese. The display and input options selected by the student have no effect on the student's grade.

- All Chinese text displayed on the screen is available to students in either traditional characters or simplified characters. Students can toggle between the two versions if necessary.
- Students have two options for typing Chinese text. The available input methods are the Microsoft *Pinyin* IME (*MSPY*), which is based on Hanyu Pinyin, and the Microsoft *New Phonetic* IME, which is based on Zhuyin Fuhao (Bopomofo).

There are two sections in the exam:

Section I consists of multiple-choice questions that assess communication skills in the interpersonal and interpretive modes.

Part A assesses interpersonal communication skills in the listening modality by requiring the student to identify the appropriate continuation of a conversation. It also assesses interpretive communication skills by requiring the student to answer questions about different types of listening stimuli.

Part B assesses interpretive communication skills by requiring the student to answer questions about different types of reading texts.

Section II, the free-response section, assesses communication skills in the interpersonal and presentational modes by requiring the student to produce written and spoken responses.

Part A assesses writing in the presentational mode by requiring the student to narrate a story suggested by a series of pictures as well as to write a letter on a given topic. It also assesses writing in the interpersonal mode by requiring the student to read and answer an e-mail message and then listen to and relay a voice message.

Part B assesses speaking in the interpersonal mode by requiring the student to respond to a series of thematically linked questions as part of a simulated conversation. It also assesses speaking in the presentational mode by requiring the student to make two presentations: one on a given aspect of Chinese culture and another on a plan for an event involving a cultural component.

Each part of the exam contributes a specific portion of the final AP grade. Grouped by communicative mode, the various parts contribute as follows: Interpretive—40 percent, Interpersonal—30 percent, and Presentational—30 percent. Grouped by language modality, the various parts contribute as follows: Listening—25 percent, Reading—25 percent, Writing—25 percent, and Speaking—25 percent.

This table details the exam content and format, including the amount of time and the number of questions for each part, as well as the contribution of each part toward the final AP grade.

AP Chinese Language and Culture Exam Format Section I

| Section | Question Type and Knowledge/Skills Assessed | Number of Questions and % Weight of Final Score | | Time |
|----------------------|--|---|-----|-----------------------------|
| Section I | Multiple Choice | 70 questions | 50% | 1 hour and 20 minutes |
| Part A: Listening | Rejoinders Knowledge/skills: Interpersonal communication Using set phrases and social formulae; communicating opinion, attitude, intent | 10–15 questions | 10% | 10 minutes |
| | Sample Stimulus Types: • Announcement • Conversation • Instructions • Message • Report Knowledge/skills: • Interpretive communication • Comprehension; inference; application of introductory cultural knowledge | 15–20 questions | 15% | 10 minutes |
| Part B: Reading | Sample Stimulus Types: Advertisement Article E-mail Letter Note Poster Sign Story Knowledge/skills: Interpretive communication Comprehension; inference; application of introductory cultural knowledge | 35–40 questions | 25% | 60 minutes |

AP Chinese Language and Culture Exam Format Section II

| Section | Question Type and Number of Question Knowledge/Skills Assessed % Weight of Fig. | | | Time |
|---------------------|---|-------------|------|-----------------------------|
| Section II | Free Response | | 50% | 1 hour and 25 minutes |
| Part A: Writing | Story Narration Knowledge/skills: • Presentational communication • Narrating story as depicted by series of pictures | 1 question | 4504 | 15 minutes |
| | Personal Letter Knowledge/skills: • Presentational communication • Informing; describing; expressing preference; justifying opinion | 1 question | 15% | 30 minutes |
| | E-Mail Response Knowledge/skills: Interpersonal communication Reading; responding to request | 1 question | | 15 minutes |
| | Relay Telephone Message Knowledge/skills: Interpersonal communication Listening; summarizing message; conveying important details | 1 question | 10% | 6 minutes |
| Part B: Speaking | Conversation Knowledge/skills: Interpersonal communication Participating in conversation by responding appropriately | 6 questions | 10% | 5 minutes |
| | Cultural Presentation Knowledge/skills: Presentational communication Describing and explaining significance of a Chinese cultural practice or product | 1 question | | 7 minutes |
| | Event Plan Knowledge/skills: • Presentational communication • Describing; comparing; contrasting; explaining; justifying; applying introductory cultural knowledge | 1 question | 15% | 7 minutes |

Sample Questions

Parts of the exam are accompanied by a master recording. In the sample questions that follow, the material enclosed in brackets is heard by the student and does not appear onscreen.

Section I: Multiple Choice (Listening)

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

Directions: You will hear several short conversations or parts of conversations followed by four choices, designated (A), (B), (C), and (D). Choose the one that continues or completes the conversation in a logical and culturally appropriate manner. You will have 5 seconds to answer each question.

- 1. [(Woman) 我帶你去參觀一下我新買的房子,好不好?
 - (Man) (A) 你想帶誰去找房子?
 - (B) 對不起,我對買新產品不感興趣。
 - (c) 好,我們一起去參加觀光團吧!
 - (D) 什麼時候買的? 怎麼沒告訴我?]
- 2. [(Woman) 對不起,沒什麼好菜招待你們。
 - (Man) (A) 請問你今天想點些什麼菜?
 - (B) 不好意思,招待不周到。
 - (c) 您太客氣了,我們都吃得很飽。
 - (D) 别著急,我一吃完飯就來你家找你。]
- 3. [(Woman) 今天我去學校接你的時候,那個跟你說話的同學是誰啊?
 - (Man) 那是我的新朋友馬可明。吃了晚飯以後我可以去他家玩兒嗎?
 - (Woman) (A) 你現在跟他到學校來接我。
 - (B) 吃了晚飯以後早一點回家。
 - (c) 等你做完功課再說吧!
 - (D) 馬可明是新來的老師嗎?]
- (Man) 你是從哪兒來的?
 - (Woman) 我是從美國紐約來的。你呢?
 - (Man) (A) 老實說, 我哪兒都不喜歡去。
 - (B) 真可惜, 你從來沒去過紐約。
 - (c) 你可不要跟我去那個地方。
 - (D) 我是本地人,在這兒生的。]

- 5. [(Woman) 這種新飲料,好喝嗎?
 - (Man) 喝起來像糖水一樣,沒廣告上說的那麼好。
 - (Woman) (A) 真的有那麼甜嗎?
 - (B) 真的有那麼好嗎?
 - (c) 真的有那麼多嗎?
 - (D) 真的有那麼香嗎?]

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

Voice message



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

(Woman) 喂,張建,我是王華。我現在在急診室。我媽今天下午在家裏摔了一跤, 走不了路。我剛把她帶到醫院來檢查。還好骨頭沒摔斷,但是醫生要她留 在醫院裏觀察一夜,所以我得在這兒陪她。今天晚上不能跟你去看電影 了。請明天早上打電話到我家,我跟你一起走路去上學。

Sample Questions for Chinese Language and Culture

(Narrator) Now listen again.

(Woman) 喂,張建,我是王華。我現在在急診室。我媽今天下午在家裏摔了一跤, 走不了路。我剛把她帶到醫院來檢查。還好骨頭沒摔斷,但是醫生要她留 在醫院裏觀察一夜,所以我得在這兒陪她。今天晚上不能跟你去看電影 了。請明天早上打電話到我家,我跟你一起走路去上學。

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

- 6. What is the purpose of the message?
 - (A) To arrange a medical appointment
 - (B) To ask for directions to the hospital
 - (c) To cancel a previous engagement
 - (D) To recommend a movie
- 7. What is the speaker's relationship to Zhang Jian?
 - (A) His mother
 - (B) His doctor
 - (c) His teacher
 - (D) His schoolmate
- 8. Where is the speaker calling from?
 - (A) Home
 - (B) School
 - (c) A hospital
 - (D) A movie theater
- 9. What does the speaker ask Zhang Jian to do?
 - (A) Call her in the morning
 - (B) Visit her in the hospital
 - (c) Take her mother home
 - (D) Meet her at the movie theater

School conversation



[(Narrator) Now you will listen once to a conversation between two students.

(Woman) 聽說你考上南京大學了,祝賀你啊!

(Man) 哪兒能跟你比啊,考上北大了,真羨慕你。

(Woman) 你打算學什麼專業啊?

(Man) 學醫, 你呢?

(Woman) 做醫生太辛苦,我要學法律,以後當律師。

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

- 10. What does the woman ask the man about?
 - (A) What colleges he is applying to
 - (B) What he will major in
 - (c) His opinion of certain schools
 - (D) His preferred location for attending college
- 11. The woman expresses a desire to
 - (A) study medicine
 - (B) get a part-time job
 - (c) become a lawyer
 - (D) attend Nanjing University

- 12. What is the woman's reaction to the man's plans?
 - (A) She thinks that the school he will attend is better than hers.
 - (B) She suggests that he study law.
 - (c) She says that she is envious of his good luck.
 - (D) She says that she would not make the same career choice.

Section I: Multiple Choice (Reading)

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

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

Read this e-mail.

[Traditional-character version]

發件人: 李玉姍

收件人: 王晶晶

郵件主題: 我的新房子

發件日期: 2005年10月26日

晶晶堂姐:

我們搬新家了,雖然離學校遠一點,但房子比從前大多了。最棒的是現在我有自己的房間,不像以前要跟妹妹合住一個房間。爸爸、媽媽跟妹妹都睡在樓上,我的臥房在樓下的書房對面。我的房間是這樣擺設的:進門的右邊靠牆角有一套小沙發,對著門是床,床頭的牆上掛著張全家福的照片,床的左邊有張書桌,書桌上放著電腦跟小書架。房間左邊靠牆放著一個衣櫃,櫃子上擺著花瓶、鏡子和你送給我的玩具熊。

放暑假時你跟叔叔來住,我們可以在後院的游泳池玩。

玉姗

[Simplified-character version]

发件人: 李玉姗

收件人: 王晶晶

邮件主题: 我的新房子

发件日期: 2005年10月26日

晶晶堂姐:

我们搬新家了,虽然离学校远一点,但房子比从前大多了。最棒的是现在我有自己的房间,不像以前要跟妹妹合住一个房间。爸爸、妈妈跟妹妹都睡在楼上,我的卧房在楼下的书房对面。我的房间是这样摆设的:进门的右边靠墙角有一套小沙发,对着门是床,床头的墙上挂着张全家福的照片,床的左边有张书桌,书桌上放着电脑跟小书架。房间左边靠墙放着一个衣柜,柜子上摆着花瓶、镜子和你送给我的玩具熊。

放暑假时你跟叔叔来住,我们可以在后院的游泳池玩。

玉姗

- 13. What does Yushan like best about her new house?
 - (A) It has a big backyard.
 - (B) It has a swimming pool.
 - (c) She doesn't have to share a room with her sister.
 - (D) She can walk to school.
- 14. Where in her room did Yushan put her family photo?
 - (A) On the wall facing the door
 - (B) On top of the wardrobe
 - (c) Next to the couch
 - (D) On the desk
- 15. To whom is the e-mail addressed?
 - (A) A friend
 - (B) A cousin
 - (c) An uncle
 - (D) A classmate
- 16. Where is Yushan's teddy bear?
 - (A) On the bed
 - (B) On the couch
 - (c) Next to the mirror
 - (D) On top of the computer

Sample Questions for Chinese Language and Culture

Read this public sign.

[Traditional-character version]

報章期刊閱畢後請放回原處

[Simplified-character version]

报章期刊阅毕后请放回原处

- 17. Where would the sign most likely appear?
 - (A) In a department store
 - (B) In a park
 - (c) At a newsstand
 - (D) In a library
- 18. What is the purpose of the sign?
 - (A) To give directions to a particular location
 - (B) To advertise a new product
 - (c) To request cooperation from the users of a service
 - (D) To post the penalty for violating a regulation

| Answers to Multiple-Choice Questions | | | | | |
|--------------------------------------|--------------|--------------|---------------|--------|---------------|
| 1 - D | 4 – D | 7 – d | 10 - в | 13 – c | 16 – c |
| 2-c | 5 - A | 8 – c | 11 – c | 14 – A | 17 – D |
| 3 - c | 6 – c | 9 – A | 12 – D | 15 – в | 18 – c |

Section II: Free Response (Writing)

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

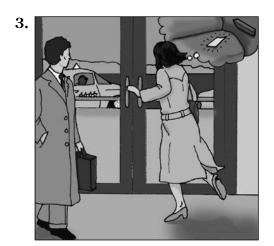
Directions: You will be asked to write in Chinese in a variety of ways. In each case, you will be asked to write for a specific purpose and to a specific person. You should write in as complete and as culturally appropriate a manner as possible, taking into account the purpose and the person described.

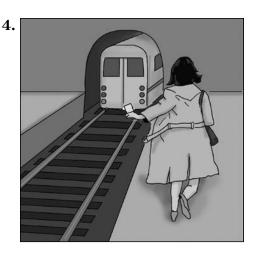
Story Narration

The four pictures present a story. Imagine you are writing the story to a friend. Narrate a complete story as suggested by the pictures. Give your story a beginning, a middle, and an end.









Personal Letter

Imagine you received a letter from a pen pal at a Chinese sister school. The letter asks about your school subjects. Write a reply in letter format. First, write about your school subjects in general. Then choose ONE school subject and describe either what you like or what you dislike about this school subject. Justify your opinion with specific examples.

E-Mail Response

Read this e-mail from a friend and then type a response.

[Traditional-character version]

發件人: 王明華

郵件主題: 申請美國大學

因為申請到美國上大學的資料在一個月內都得寄出,所以這幾個星期忙得不得了。沒想到申請美國大學的手續這麼複雜,跟中國的情況完全不一樣。在中國只要通過入學考試就行了。你在美國讀書,一定比我更了解申請美國大學的要求,有什麼好主意可以分享?跟其他的申請資料來比較,申請入學的作文有多重要?請儘快告訴我一些信息。

[Simplified-character version]

发件人: 王明华

邮件主题: 申请美国大学

因为申请到美国上大学的资料在一个月内都得寄出,所以这几个星期忙得不得了。没想到申请美国大学的手续这么复杂,跟中国的情况完全不一样。在中国只要通过入学考试就行了。你在美国读书,一定比我更了解申请美国大学的要求,有什么好主意可以分享?跟其他的申请资料来比较,申请入学的作文有多重要?请尽快告诉我一些信息。

Relay Telephone Message

Imagine you are sharing an apartment with some Chinese friends. You arrive home one day and listen to a message on the answering machine. The message is for one of those friends. You will listen twice to the message. Then relay the message, including the important details, by typing an e-mail to your friend.



[(Woman) 喂,麗麗不在家嗎?我是小文,是麗麗的同學。麗麗:這個星期六我過生日,想請你晚上七點來參加我的生日晚會。我現在住在學院路光明園十二號,你可以坐十八路公共汽車到光明園站下車,下車後往南走五十多米就到了。請你一定要來哦。謝謝!

(Narrator) Now listen again.

(Woman) 喂,麗麗不在家嗎?我是小文,是麗麗的同學。麗麗:這個星期六我過生日,想請你晚上七點來參加我的生日晚會。我現在住在學院路光明園十二號,你可以坐十八路公共汽車到光明園站下車,下車後往南走五十多米就到了。請你一定要來哦。謝謝!

(Narrator) Now type an e-mail to your friend.]

Section II: Free Response (Speaking)

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

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

Conversation

You will have a conversation with Huang Lihua, an interviewer, about your application for a scholarship to study in China.



[(Woman) 請你談談你是怎麼開始對中國感興趣的。

(20 seconds)

(Woman) 如果能去中國留學,你想選修什麼樣的課程?你為什麼要選修這些課程呢?

(20 seconds)

Sample Questions for Chinese Language and Culture

(Woman) 你想到中國哪個城市去留學? 為什麼你要選這個城市呢?

(20 seconds)

(Woman) 假如你能去中國留學,學校會安排你參加一些課外的文化活動。你對中國

文化的哪個方面最感興趣?

(20 seconds)

(Woman) 去中國留學跟你將來的就業計劃有什麼關係?

(20 seconds)

(Woman) 關於這個去中國留學的項目,你有什麼問題嗎?

(20 seconds)]

Directions: You will be asked to speak in Chinese on different topics. In each case, imagine you are making an oral presentation to your Chinese class. First, you will read and hear the topic for your presentation. You will have 4 minutes to prepare your presentation. Then you will have 2 minutes to record your presentation. Your presentation should be as complete as possible.

Cultural Presentation

Choose ONE Chinese food that is associated with a particular holiday (moon cake, *zongzi*, etc.). In your presentation, describe this food that is associated with a particular holiday and explain its significance.

Event Plan

You have the opportunity to plan a tour of your community for a Chinese student. In your presentation, describe the advantages and disadvantages of different options. Also, explain what you would do and why.

AP[®] Program Essentials

The AP Reading

Each year in June, the free-response section of the exams, as well as the AP Studio Art portfolios, are scored by college faculty and secondary school AP teachers at the AP Reading. Thousands of Readers participate, under the direction of a Chief Reader (a college professor) in each AP subject. The experience offers both significant professional development and the opportunity to network with like-minded educators.

If you are an AP teacher or a college faculty member and would like to serve as a Reader, you can apply online at apcentral.collegeboard.com/reader. Alternatively, you can send an e-mail to apreader@ets.org or call Performance Assessment Scoring Services at 609 406-5384.

AP Grades

The Readers' scores on the essay and problem-solving questions are combined with the results of the computer-scored multiple-choice questions, and the total raw scores are converted to a composite score on AP's 5-point scale:

| AP GRADE | QUALIFICATION |
|----------|--------------------------|
| 5 | Extremely well qualified |
| 4 | Well qualified |
| 3 | Qualified |
| 2 | Possibly qualified |
| 1 | No recommendation |

Grade Distributions

Many teachers want to compare their students' grades with national percentiles. Grade distribution charts are available at AP Central, as is information on how the grade boundaries for each AP grade are established. Grade distribution charts are also available on the AP student site at www.collegeboard.com/apstudents.

Why Colleges Grant Credit, Placement, or Both for AP Grades

Colleges know that the AP grades of incoming students represent a level of achievement equivalent to that of students who take the same course in the colleges' own classrooms. That equivalency is ensured through several AP Program processes:

- College faculty serve on the committees that develop the Course Descriptions and exams in each AP course.
- College faculty are responsible for standard setting and are involved in the evaluation of student responses at the AP Reading.
- AP courses and exams are reviewed and updated regularly based on the results
 of curriculum surveys at up to 200 colleges and universities, collaborations
 among the College Board and key educational and disciplinary organizations,
 and the interactions of committee members with professional organizations in
 their discipline.

Periodic college comparability studies are undertaken in which the performance
of college students on AP Exams is compared with that of AP students to
confirm that the AP grade scale of 1 to 5 is properly aligned with current
college standards.

In addition, the College Board has commissioned studies that use a "bottom-line" approach to validating AP Exam grades by comparing the achievement of AP students with non-AP students in higher level college courses. For example, in the 1998 Morgan and Ramist "21-College" study, AP students who were exempted from introductory courses and who completed a higher level course in college compared favorably, on the basis of their college grades, with students who completed the prerequisite first course in college, then took the second, higher level course in the subject area. Such studies answer the question of greatest concern to colleges: Are AP students who are exempted from introductory courses as well prepared to continue in a subject area as students who took their first course in college? To see the results of several college validity studies, visit apcentral.collegeboard.com/colleges/research. (The complete Morgan and Ramist study can be downloaded from the site.)

Guidelines on Setting Credit and Placement Policies for AP Grades

The College Board has created two useful resources for admissions administrators and academic faculty who need guidance on setting an AP policy for their college or university. The printed guide *AP and Higher Education* provides guidance for colleges and universities in setting AP credit and placement policies. The booklet details how to set an AP policy, summarizes AP research studies, and describes in detail course and exam development and the exam scoring process. AP Central has a section geared toward colleges and universities that provides similar information and additional resources, including links to all AP research studies, Released Exam questions, and sample student responses at varying levels of achievement for each AP Exam. Visit apcentral.collegeboard.com/highered.

The *Advanced Placement Policy Guide* for each AP subject is designed for college faculty responsible for setting their department's AP policy. These folios provide content specific to each AP Exam, including validity research studies and a description of the AP course curriculum. Ordering information for these and other publications can be found in the AP Publications and Other Resources section of this Course Description.

College and University AP Credit and Placement Policies

Each college and university sets its own AP credit and placement policies. The AP Program has created an online search tool, AP Credit Policy Info, that provides links to credit and placement policies at hundreds of colleges and universities. The tool helps students find the credit hours and advanced placement they can receive for qualifying exam scores within each AP subject. AP Credit Policy Info is available at www.collegeboard.com/ap/creditpolicy.

AP Scholar Awards

The AP Program offers a number of AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through consistently high performance on AP Exams. Although there is no monetary award, students receive an award certificate, and the achievement is acknowledged on grade reports sent to colleges following the announcement of the awards. For detailed information about AP Scholar Awards (including qualification criteria), visit AP Central or contact the College Board's national office. Students can find this information at www.collegeboard.com/apstudents.

AP Calendar

The *AP Program Guide* for education professionals and the *Bulletin for AP Students* and *Parents* provide important Program information and details on the key events in the AP calendar. Information on ordering or downloading these publications can be found at the back of this book.

Exam Security

All parts of every AP Exam must be kept secure at all times. Forty-eight hours after the exam has been administered, the inserts containing the free-response questions (Section II) can be made available for teacher and student review.* However, the multiple-choice section (Section I) must remain secure both before and after the exam administration. No one other than students taking the exam can ever have access to or see the questions contained in Section I—this includes AP Coordinators and all teachers. The multiple-choice section must never be shared, copied in any manner, or reconstructed by teachers and students after the exam. Schools that knowingly or unknowingly violate these policies will not be permitted to administer AP Exams in the future and may be held responsible for any damages or losses the College Board and/or ETS incur in the event of a security breach.

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 be attained only when the multiple-choice questions remain secure. This is why teachers cannot view the questions, and students cannot share information about these questions with anyone following the exam administration.

To ensure that all students have an equal opportunity to demonstrate their abilities on the exam, AP Exams must be administered in a uniform manner. It is extremely important to follow the administration schedule and all procedures outlined in detail in the most recent *AP Coordinator's Manual*. Please note that AP Studio Art portfolios and their contents are not considered secure testing materials; see the *AP Coordinator's Manual* and the appropriate *AP Examination Instructions* book for further information. The *Manual* also includes directions on how to handle misconduct and other security problems. All schools participating in AP automatically

^{*}The free-response section of the alternate form (used for late-testing administration) is NOT released.

receive printed copies of the *Manual*. It is also available in PDF format at apcentral.collegeboard.com/coordinators. Any breach of security should be reported to the Office of Testing Integrity immediately (call 800 353-8570 or 609 406-5427, fax 609 406-9709, or e-mail tsreturns@ets.org).

Teacher Support

AP Central® (apcentral.collegeboard.com)

You can find the following Web resources at AP Central (free registration required):

- AP Course Descriptions, AP Exam questions and scoring guidelines, sample syllabi, research reports, and feature articles.
- A searchable Institutes and Workshops database, providing information about professional development events. AP Central offers online events that participants can access from their home or school computers.
- The Course Home Pages (apcentral.collegeboard.com/coursehomepages), which
 contain insightful articles, teaching tips, activities, lab ideas, and other coursespecific content contributed by colleagues in the AP community.
- In-depth FAQs, including brief responses to frequently asked questions about AP courses and exams, the AP Program, and other topics of interest.
- Links to AP publications and products (some available for immediate download) that can be purchased online at the College Board Store (store.collegeboard.com).
- Moderated electronic discussion groups (EDGs) for each AP course to facilitate the exchange of ideas and practices.
- Teachers' Resources database—click on the "Teachers' Resources" tab to search for reviews of textbooks, reference books, documents, Web sites, software, videos, and more. College and high school faculty write the reviews with specific reference to the value of the resources in teaching AP courses.

Online Workshops and Events

College Board online events and workshops are designed to help support and expand the high level of professional development currently offered to teachers in Pre-AP and AP workshops and AP Summer Institutes. Because of budgetary, geographical, and time constraints, not all teachers and administrators are able to take advantage of live, face-to-face workshops. The College Board develops and offers both standard and customized online events and workshops for schools, districts, and states in both live and recorded formats. Online events and workshops are developed and presented by experienced College Board consultants and college faculty. Full-day online workshops are equivalent to one-day, face-to-face workshops and participants can earn CEU credits. For more information, visit apcentral.collegeboard.com/onlineevents.

Pre-AP®

Pre-AP® is a suite of K–12 professional development resources and services designed to help equip middle school and high school teachers with the strategies and tools they need to engage their students in high-level learning, thereby ensuring that every middle school and high school student has the opportunity to acquire a deep understanding of the skills, habits of mind, and concepts they need to succeed in college.

Pre-AP is based on the following premises. The first is the expectation that all students can perform at rigorous academic levels. This expectation should be reflected in the curriculum and instruction throughout the school so that all students are consistently being challenged to bring their knowledge and skills to the next level.

The second important premise of Pre-AP is the belief that educators can prepare every student for higher intellectual engagement by starting the development of skills and the acquisition of knowledge as early as possible. When addressed effectively, the middle school and high school years can provide a powerful opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning.

Pre-AP teacher professional development explicitly supports the goal of college as an option for every student. It is important to have a recognized standard for college-level academic work. The AP Program provides these standards for Pre-AP. Pre-AP professional development resources reflect the topics, concepts, and skills taught in AP courses and assessed in AP Exams.

The College Board does not design, develop, or assess courses or examinations labeled "Pre-AP." The College Board discourages the labeling of courses as "Pre-AP." Typically, such courses create a track, thereby limiting access to AP classes. The College Board supports the assertion that all students should have access to preparation for AP and other challenging courses. Courses labeled "Pre-AP" can inappropriately restrict access to AP and other college-level work and, as such, are inconsistent with the fundamental purpose of the College Board's Pre-AP initiatives.

Pre-AP Professional Development

Pre-AP professional development is available through workshops and conferences coordinated by the College Board's regional offices. Pre-AP professional development is divided into three categories:

- Vertical Teaming—Articulation of content and pedagogy across the middle school and high school years. The emphasis is on aligning curricula and improving teacher communication. The intended outcome is a coordinated program of teaching skills and concepts over several years.
- 2. **Classroom Strategies**—Content-specific classroom strategies for middle school and high school teachers. Various approaches, techniques, and ideas are emphasized.

3. **Instructional Leadership**—Administrators and other instructional leaders examine how to use Pre-AP professional development—especially AP Vertical Teams®—to create a system that challenges all students to perform at rigorous academic levels.

For a complete list of Pre-AP professional development offerings, please contact your regional office or visit apcentral.collegeboard.com/pre-ap.

AP Publications and Other Resources

A number of AP resources are available to help students, parents, AP Coordinators, and high school and college faculty learn more about the AP Program and its courses and exams. To identify resources that may be of particular use to you, refer to the following key.

| AP Coordinators and Administrators | A |
|------------------------------------|----|
| College Faculty | C |
| Students and Parents | SP |
| Teachers | T |

Free Resources

Copies of the following items can be ordered free of charge at apcentral.collegeboard. com/freepubs. Items marked with a computer mouse icon \oslash can be downloaded for free from AP Central.

The Value of AP Courses and Exams

A, SP, T

This brochure, available in English and Spanish, can be used by school counselors and administrators to provide parents and students with information about the many benefits of participation in AP courses and exams.

AP Tools for Schools Resource Kit

A

This complimentary resource assists schools in building their AP programs. The kit includes the video *Experience College Success*, the brochure *The Value of AP Courses and Exams*, and brief descriptions of the AP Credit Policy Info search tool and the Parent's Night *PowerPoint* presentation.

Experience College Success is a six-minute video that provides a short overview of the AP Program, with commentary from admissions officers, college students, and high school faculty about the benefits of participation in AP courses. Each videotape includes both an English and Spanish version.

Bulletin for AP Students and Parents

SP

This bulletin provides a general description of the AP Program, including information on the policies and procedures related to taking the exams. It describes each AP Exam, lists the advantages of taking the exams, describes the grade reporting process, and includes the upcoming exam schedule. The *Bulletin* is available in both English and Spanish.

Get with the Program

SP

All students, especially those from underserved backgrounds, should understand the value of a high-quality education. Written especially for students and their families, this bilingual (Spanish/English) brochure highlights the benefits of participation in the AP Program. (The brochure can be ordered in large quantities for students in grades 8–12.)

AP Program Guide

A

This guide takes the AP Coordinator through the school year step-by-step—organizing an AP program, ordering and administering the AP Exams, AP Exam payment, and grade reporting. It also includes information on teacher professional development, AP resources, and exam schedules.

AP and Higher Education

A, C, T

This publication is intended to inform and help educational professionals at the secondary and postsecondary levels understand the benefits of having a coherent, equitable AP credit and placement policy. Topics included are development of AP courses and exams, grading of AP Exams, exam validation, research studies comparing the performance of AP students with non-AP students, uses of AP Exams by students in college, and how faculty can get involved in the AP Program.

Advanced Placement Policy Guides

A, C, T

These policy guides are designed for college faculty responsible for setting their department's AP policy, and provide, in a subject-specific context, information about AP validity studies, college faculty involvement, and AP course curricular content. There are separate guides for each AP subject field.

Priced Publications

The following items can be ordered through the College Board Store at store.collegeboard.com. Alternatively, you can download an AP Order Form from AP Central at apcentral.collegeboard.com/documentlibrary.

Course Descriptions

A, C, SP, T

Course Descriptions are available for each AP subject. They provide an outline of each AP course's content, explain the kinds of skills students are expected to demonstrate in the corresponding introductory college-level course, and describe the AP Exam. Sample multiple-choice questions with an answer key and sample free-response questions are included.

Note: PDF versions of current AP Course Descriptions for each AP subject may be downloaded free of charge from AP Central and the College Board's Web site for students. Follow the above instructions to purchase printed copies. (The Course Description for AP Computer Science is available in electronic format only.)

Released Exams C, T

Periodically the AP Program releases a complete copy of each exam. In addition to providing the multiple-choice questions and answers, the publication describes the process of scoring the free-response questions and includes examples of students' actual responses, the scoring standards, and commentary that explains why the responses received the scores they did.

Teacher's Guides T

For those about to teach an AP course for the first time, or for experienced AP teachers who would like to get some fresh ideas for the classroom, the *Teacher's Guide* is an excellent resource. Each *Teacher's Guide* contains syllabi developed by high school teachers currently teaching the AP course and college faculty who teach the equivalent course at colleges and universities. Along with detailed course outlines and innovative teaching tips, you'll also find extensive lists of suggested teaching resources.

AP Vertical Team Guides

A, T

AP Vertical Teams (APVT) are made up of teachers from different grade levels who work together to develop and implement a sequential curriculum in a given discipline. Teams help students acquire the skills necessary for success in AP courses. To assist teachers and administrators who are interested in establishing an APVT at their school, the College Board has published these guides: AP Vertical Teams Guide for English; AP Vertical Teams Guide for Mathematics; AP Vertical Teams Guide for Science; AP Vertical Teams Guide for Social Studies; AP Vertical Teams Guide for World Languages and Cultures; AP Vertical Teams Guide for Fine Arts, Vol. 1: Studio Art; AP Vertical Teams Guide for Fine Arts, Vol. 2: Music Theory; and AP Vertical Teams Guide for Fine Arts, Vols. 1 and 2 (set).

Multimedia

APCD® (home version), (multinetwork site license)

SP, T

These CD-ROMs are available for AP Calculus AB, AP English Literature, AP European History, and AP U.S. History. They each include actual AP Exams, interactive tutorials, exam descriptions, answers to frequently asked questions, and test-taking strategies. Also included are a listing of resources for further study and a planner to help students schedule and organize their study time.

The teacher version of each CD, which can be licensed for up to 50 workstations, enables you to monitor student progress and provide individual feedback. Included is a Teacher's Manual that gives full explanations along with suggestions for utilizing the APCD in the classroom.

Electronic Publications

Additional supplemental publications are available in electronic format to be purchased and downloaded from the College Board Store. These include a collection of 13 AP World History Teaching Units, AP Calculus free-response questions and solutions from 1969 to 1997, the *Physics Lab Guide*, and a collection of Java syllabi for AP Computer Science.

Announcements of new electronic publications can be found on the AP Course Home Pages on AP Central (apcentral.collegeboard.com/coursehomepages).

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