



GERMAN LANGUAGE

Course Description

2008-2010

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.

Dear Colleagues:

The College Board has pledged to become a stronger advocate in improving education for America's children. Our nation's college graduation rate is not what it should be and, with your help, we can do something about that. One of the best predictors of college performance is success in an AP[®] course in high school. A study published by the National Center for Educational Accountability has shown that students who succeed on AP Exams benefit academically with better college graduation rates than their fellows.

In 2006, more than 16,000 schools offered high school students the opportunity to take AP courses, and over 1.3 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 scholarships 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,

A handwritten signature in black ink that reads "Gaston Caperton". The signature is written in a cursive, flowing style with a large initial "G" and "C".

Gaston Caperton
President
The College Board

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Welcome to the AP® Program

The Advanced Placement Program (AP) is a collaborative effort among 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 40 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-seven AP courses in a wide variety of subject areas are available now. 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 Course Audit

The AP Course Audit was created at the request of secondary school and college and university members of the College Board who sought a means to provide teachers and administrators with clear guidelines on the curricular and resource requirements that must be in place for AP courses. The AP Course Audit also helps colleges and universities better interpret secondary school courses marked "AP" on students' transcripts. To receive authorization from the College Board to label a course "AP," schools must demonstrate how their courses meet or exceed these requirements, which colleges and universities expect to see within a college-level curriculum.

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

Complete information about the AP Course Audit is available at AP Central.

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

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

Latin

Latin Literature
Latin: Vergil

Music Theory

Physics

Physics B
Physics C: Electricity and Magnetism
Physics C: Mechanics

Psychology

Spanish

Spanish Language
Spanish Literature

Statistics

AP German Language

I N T R O D U C T I O N

An AP German Language course is intended to be roughly equivalent both in content and in difficulty to an advanced-level college German language course. The exam presupposes extensive language development (three to four years) leading to an additional year of advanced course work. Other alternatives exist, however:

- AP students may receive special training within or outside the regular third- or fourth-year secondary school German course;
- qualified students may be permitted to bypass part of the four-year sequence, thus reaching the fourth-year level without four years of German courses;
- if more than two sections of second- and third-year German exist, a special accelerated section may be established in which able, interested students can cover the work of second- and third-year German in one year; or
- when no other provisions can be made, students may prepare for the AP Exam through individual tutoring.

To ensure that the AP German Language Exam maintains its intended level, validity studies comparing the performance of college students completing an advanced college German language course with that of AP German Language candidates were conducted in 1997 and 2002. The results of these studies are used to ensure that the AP standards still reflect college grading standards. In general, the grading standards are set in such a way that the AP students receiving grades of 3 or higher on the AP Exam demonstrate a language competency that is superior to that of college students receiving grades of C or better in their third year of the target language.

G O A L S O F T H E C O U R S E

A school's course in AP German Language, emphasizing use of the language for active communication, has as its objective the development of the following competencies:

- having a strong command of vocabulary and structure;
- understanding spoken German in various conversational situations;
- reading newspaper and magazine articles, contemporary fiction, and nontechnical writings without the use of a dictionary; and
- fluently and accurately expressing ideas orally and in writing.

Instructional content will reflect interests shared by the students and teacher (the arts, current events, literature, sports, and so forth). In addition to standard textbooks and anthologies, materials might well include audio and visual materials, newspapers, magazines, and contemporary literature.

The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than being limited to any specific body of subject matter. Extensive practice in the organization and writing of compositions should also be emphasized. For detailed information and practical suggestions on teaching an AP German Language course, see the *AP German Language Teacher's Guide*. Ordering information can be found on pages 29–30.

T E A C H E R R E S O U R C E S

There are numerous sources of information and materials about the German-speaking countries: newspapers, magazines, books, Web sites, brochures, films, CDs and tapes, and posters. Organizations that have proven to be most useful in providing general information are the American Association of Teachers of German (AATG), the Goethe Institut, and the German Information Center. AP teachers are also encouraged to access the Teachers' Resources on AP Central (apcentral.collegeboard.com) for reviews by AP teachers of various teaching materials. The creation of this resource is the collaborative effort of the College Board and the AATG.

The AATG is committed to the teaching of German language, literature, and culture at all levels of instruction. The organization's Web site also offers teaching resources, including exercises and activities.

The Goethe Institut offers factual information, aid in teaching methods, training seminars for teachers, books, brochures, videos, and audiocassettes. For information about Goethe Institutes in the United States and Canada go to the Web site: www.goethe.de.

The German Information Center publishes weekly reports in English and German on major events concerning Germany. Contact the center at 4645 Reservoir Road NW, Washington, DC 20007-1998; 202 471-5532; www.germany-info.org.

German feature films are available from the German Embassy. Information about Austria can be obtained from the Austrian Institutes. For materials on Liechtenstein, Luxembourg, and Switzerland, check with their diplomatic representatives.

For practical teaching strategies, research bulletins, and announcements on professional development opportunities for foreign language educators, subscribe for free to *The Language Resource*, a monthly publication of the National Capital Language Resource Center (www.nclrc.org). To subscribe, e-mail info@nclrc.org. A list of additional Internet resources can be found on the AP German Course Home Page on AP Central.

Professional Organizations

American Association of Teachers of German, Inc. (AATG)
112 Haddontowne Court, #104, Cherry Hill, NJ 08034-3668
Phone: 856 795-5553
Fax: 856 795-9398
www.aatg.org

American Council on the Teaching of Foreign Languages, Inc. (ACTFL)
700 S. Washington Street, Suite 210, Alexandria, VA 22314
Phone: 703 894-2900
Fax: 703 894-2905
www.actfl.org

Modern Language Association (MLA)
26 Broadway, 3rd Floor, New York, NY 10004-1789
Phone: 646 576-5000
Fax: 646 458-0030
www.mla.org

Foreign Book Distributors

Adler's Foreign Books, Inc.
915 Foster Street, Evanston, IL 60201-3199
Phone: 847 864-0664
Fax: 847 864-0804
Order fax: 800 433-9229
www.afb-adlers.com

Amazon-Deutschland
www.amazon.de

European Book Company
925 Larkin Street, San Francisco, CA 94109
Phone: 415 474-0626, ext. 3
Fax: 415 474-0630
E-mail: info@europeanbook.com
www.europeanbook.com

International Book Import Service, Inc.
161 Main Street
P.O. Box 8188, Lynchburg, TN 37352-8188
Phone: 800 277-IBIS
Fax: 931 759-7555
www.IBIService.com

Schoenhof's Foreign Books
76A Mount Auburn Street, Cambridge, MA 02138
Phone: 617 547-8855
Fax: 617 547-8551
www.schoenhofs.com

THE EXAM

The AP German Language Exam is about two and one-half hours in length. It is not based on any particular subject matter but instead attempts to evaluate level of performance in the use of the language, both in understanding written and spoken German and in responding with ease in correct and idiomatic German. The exam is divided into the following parts: listening and reading are tested in the multiple-choice

section; writing and speaking are tested in the free-response section. The portion of the exam devoted to each skill contributes to the final AP grade as follows: listening—20 percent, reading—25 percent, writing—30 percent, and speaking—25 percent. This allocation corresponds to colleges' emphasis on writing in their advanced courses.

Preparation for the Exam

The importance of thorough preparation for the speaking part of the exam should not be underestimated. Students who are not familiar with the operation of the recording equipment will probably need additional practice. However, all students will benefit from one, or preferably several, trial runs of the exam equipment and procedures before the actual administration.

The arrangement of the testing environment for the speaking part of the AP Exam must also be given considerable attention. At least three decisions will be required: (1) whether language laboratory facilities or individual recorders will be used; (2) whether the exam will be administered to the whole group at once, to small groups, or individually; and (3) whether to use CDs or tapes (either can be provided). It is of *crucial importance* that students be seated far enough apart so that they will not be distracted by the oral responses of others and so that each individual recording will be clear. Teachers and AP Coordinators should work together to decide on the best arrangement for the exam administration so that the proctor will become familiar with the exam format and the equipment to be used.

The Format

<i>Section</i>	<i>Number of Items</i>	<i>Weight for Determining Reported Grades</i>
Section I: Multiple-Choice		
Part A: Listening Comprehension (approximately 30 minutes) Rejoinders Dialogues and Short Stimuli with Questions	appr. 12 appr. 28	20%
Part B: Reading Comprehension Texts (fiction/nonfiction) (50 minutes)	appr. 30	25%
Section II: Free-Response		
Part A: Paragraph Completion (10 minutes) Composition (40 minutes)	20 1	7.5% 22.5%
Part B: Speaking (20 minutes) 6 Directed Responses 50% Picture Sequence 50%	6 1 Sequence of 6 Pictures	25%

Rechtschreibreform

The AP German Development Committee will adhere to the German spelling reform (Rechtschreibreform) that went into effect in August 2006. Materials produced for the AP German Language course and exam will use the new spelling,* and the committee expects instructors to teach according to the new rules. Beginning with the 2012 exam, students will be required to follow the new spelling rules.

For more detailed information, please refer to AP Central.

*Depending on copyright permission, some reading texts appearing on the exam may adhere to the old spelling rules and will be identified as such.

Beispiel:

Schreibung nach den alten Regeln

Schreibung nach den neuen Regeln

01.08.1998-31.07.2005
Fluß ist überholt (aber nicht falsch).

Fluss ist richtig.

01.08.2005-...
Fluß ist falsch.

Fluss ist richtig.


With the exception of directions, German is used exclusively both in the test materials and in the student responses. Use of dictionaries or other reference works during the exam is not permitted. While questions may vary in type and in number from year to year, the sample questions in this book are representative of the kinds of questions and the level of language command expected. See the back of this book for information about other exam-related materials and teaching resources.

The inclusion of texts in the exam is not intended as an endorsement by the College Board or ETS of the ideas, values, or styles of the individual authors. The materials have been selected by a Development Committee consisting of college and high school teachers of German. In their judgment, these texts reflect various aspects of the course of study on which the exam is based and are therefore appropriate for measuring the skills and knowledge learned in this course.




Sample Multiple-Choice Questions

Listening

Listening skills are tested in two ways on the exam. First, students are asked to listen to a series of brief exchanges between two speakers, after which students choose the most appropriate rejoinder from the four choices printed in their exam booklets. Next, students listen to recorded dialogues or brief monologues and then, after each, are asked questions on the CD about what they have just heard. Samples of both types of listening questions are provided on the following pages and on AP Central.

Note: This part of the exam is accompanied by an audio recording. In the sample questions that follow, the material enclosed in brackets is heard by the student and does not appear in the test booklet. (MA) and (MB) are male speakers; (WA) and (WB) are female speakers. To hear audio recording, click on .

Directions: For each question in this part, you will hear a brief exchange between two people. From the four choices printed in your test booklet, choose the most appropriate remark that the first speaker could make in response to the remark of the second speaker.

-  1. [(MA) (filter) Hallo, Antonia! Hier ist Philipp. Ich wollte nur fragen, ob du Lust hast, mit Sebastian und mir zur Eröffnung des neuen Sportzentrums zu kommen? Ich habe Freikarten für morgen Abend.
(WA) Das hört sich gut an. Ich dachte, es gäbe überhaupt keine Karten mehr. Wie hast du denn die Freikarten bekommen?]
(A) Du weißt doch, dass ich gar keinen Sport treibe.
(B) Wieso ich? Du wolltest doch die Karten besorgen.
(C) Ich habe sie bei einem Wettbewerb gewonnen.
(D) Ich habe ihn bei der Eröffnung getroffen.
-  2. [(WB) Ich muss noch das Paket an Onkel Max zur Post bringen, und die macht um halb sechs zu.
(MB) Hast du es denn schon fertig?]
(A) Ja, ich habe es gestern schon abgeschickt.
(B) Ja, wir holen es morgen bei dir ab.
(C) Ja, Onkel Max hat das Paket bekommen.
(D) Ja, die Adresse ist auch schon drauf.
-  3. [(WA) Grüß dich, Sabine! Was machst du denn heute Abend? Schaust du dir auch im Fernsehen die neue Talkshow an? Ich habe gelesen, dass super Gäste und Musikgruppen eingeladen sind.
(WB) Ich kann leider nicht. Ich habe Claudia versprochen, dass ich mit ihr ins Kino gehe.]
(A) Aber die Karten für das Konzert sind schon lange ausverkauft.
(B) Na ja, dann erzähle ich dir eben morgen, wie es war.
(C) Die Sendung fängt doch schon um halb neun an.
(D) Ich habe den Film schon zweimal gesehen.

Directions: You will now listen to several selections. Each selection will be followed by a series of spoken questions based on the content. During the pause, select the best answer to each question from among the four choices printed in your test booklet, and fill in the corresponding oval on the answer sheet.

Selection one:



- [(WA) Hallo, Lars, du bist wieder in Berlin? Das wusste ich ja gar nicht. Seit wann bist du wieder da?
- (MA) Ich bin erst gestern angekommen, Britta.
- (WA) Ja, sag bloß. Wie war's in Argentinien? Du warst doch drei Monate dort, oder?
- (MA) Ja, über drei Monate. Das war herrlich, sage ich dir. Südamerikanische Großstadt, viel Sonne, tolles Klima – sogar die Hitze hat mir gefallen, weil ich so dem grauen deutschen Winter entkommen bin.
- (WA) Ja, und Veronica? Wie geht's ihr? Du bist doch wohl wegen ihr hingefahren.
- (MA) Allerdings. Ihr geht's sehr gut. Uns beiden geht es gut. Und stell dir vor, wir sind jetzt sogar verlobt.
- (WA) Also, das überrascht mich gar nicht. Das war ja zu erwarten.
- (MA) Ach ja? Das Dumme ist jetzt nur, dass ich noch sieben Monate in Berlin bleiben muss, um mein Examen zu machen.
- (WA) Kann Veronica denn nicht nach Berlin kommen?
- (MA) Eigentlich schon. Sie hat aber leider nur 10 Tage Urlaub im Jahr. Und so weit zu reisen für so kurze Zeit...das lohnt sich kaum.
- (WA) Die sieben Monate sind schnell vorbei, aber wo wollt ihr denn später leben, hier in Berlin oder in Buenos Aires?
- (MA) Ich denke in Buenos Aires.
- (WA) Und was sagen deine Eltern dazu? Die finden das doch bestimmt nicht so toll...
- (MA) Meine Mutter versteht das schon. Aber mein Vater ist nicht so begeistert. Du kennst ihn doch – er macht sich solche Sorgen, wenn es um die Zukunft seiner Kinder geht. Und Argentinien ist ihm einfach zu weit weg. Da denkt er, dass er mich nie wieder sieht.
- (WA) Bist du ziemlich sicher, dass du dort auch einen Job finden wirst?
- (MA) Tja, Britta, so genau weiß ich das nicht. Aber im Moment muss ich mich auf mein Examen konzentrieren. Und wenn ich erst mal in Argentinien bin, werde ich schon sehen, was ich mache.
- (WA) Da kann man dir nur viel Glück wünschen!]



4. [(WB) Was erfährt Britta von Lars, als sie sich treffen?]
- (A) Er kann die Hitze nicht ertragen.
 - (B) Er wird später wohl in Argentinien leben.
 - (C) Er konnte nur drei Wochen in Argentinien bleiben.
 - (D) Er hat von Veronica einen Brief bekommen.
5. [(WB) Was findet Lars nicht so gut?]
- (A) Britta hat ihn nicht vom Flughafen abgeholt.
 - (B) Britta interessiert sich nicht für seine Pläne.
 - (C) Er ist leider nicht mehr mit Veronica verlobt.
 - (D) Er wird Veronica sieben Monate lang nicht sehen.
6. [(WB) Warum kommt Veronica nicht nach Berlin?]
- (A) Sie hat nur zehn Tage Urlaub im Jahr.
 - (B) Sie will Arbeit in Buenos Aires suchen.
 - (C) Sie muss noch ihr Examen machen.
 - (D) Sie mag den deutschen Winter nicht.
7. [(MB) Was sagen Lars' Eltern dazu, dass er in Buenos Aires leben will?]
- (A) Die Mutter hat Angst, ihn für immer zu verlieren.
 - (B) Beide Eltern wollen ihn finanziell unterstützen.
 - (C) Die Mutter versteht das, aber der Vater macht sich Sorgen.
 - (D) Der Vater freut sich auf die Reise, aber der Mutter ist es dort zu heiß.
8. [(WB) Warum wünscht Britta Lars viel Glück?]
- (A) Seine Zukunft ist ziemlich unsicher.
 - (B) Sein Examen ist am folgenden Tag.
 - (C) Er fängt mit einer neuen Stelle an.
 - (D) Er will sich bald verloben.

Selection two:



[(MB) Rettungsschwimmer im Ozean

Delphine retten Menschen. Die folgenden drei Episoden sind Beispiele dafür.

Als Adam Maguire vor kurzem mit Freunden an der Küste von Australien surfte, wurden sie von Delphinen begleitet. Mit einem Mal schwammen die Tiere aufgeregt hin und her und gaben schnalzende und pfeifende Laute von sich. Da entdeckte Maguire die Rückenflosse eines Hais, der auf ihn zuschoss. Blitzschnell griff der Haifisch an und warf den Surfer ins Wasser. Maguire wehrte sich verzweifelt, aber ohne Erfolg. Der Verletzte glaubte schon, sein Ende sei gekommen, doch dann bekam er unerwartet Hilfe. Die Delphine kreisten den Haifisch ein, rammten ihn mit ihren Schnauzen und trieben ihn so ins offene Meer hinaus.

Vierzig Jahre vorher wurde eine Frau in Florida beim Schwimmen im Meer von einer starken Strömung erfasst und in die Tiefe gezogen. Vergeblich versuchte sie, wieder nach oben zu gelangen. Plötzlich wurde sie durch einen kräftigen Stoß von hinten an den Strand geworfen. Als sie sich umschaute, war weit und breit niemand zu sehen. Aber einige Meter vom Ufer entfernt tummelte sich ein Delphin in den Wellen.

In einem anderen Fall erhielt ein niederländischer Pilot, der mit seinem Hubschrauber vor Java über dem Meer abgestürzt war, Hilfe von einem Delphin. Mehrere Tage lang begleitete das Tier das Rettungsfloß des Mannes und schubste es vor sich her, bis es die Küste erreichte.]



9. [(WA) Warum waren die Delphine an der Küste von Australien plötzlich so aufgeregt?]

- (A) Ihre Rückenflossen taten weh.
- (B) Sie hörten pfeifende Laute.
- (C) Die Surfer waren ihnen im Weg.
- (D) Ein Haifisch war in der Nähe.

10. [(WA) Was glaubte der verletzte Maguire?]

- (A) Er würde von einem Hai getötet.
- (B) Haifische würden mit ihm surfen.
- (C) Er würde vom Blitz getroffen.
- (D) Delphine würden ihn einkreisen.

11. [(WA) Was passierte einer Frau in Florida 40 Jahre vor der Maguire Episode?]

- (A) Ein Delphin griff sie plötzlich an.
- (B) Ein Hai begann mit ihr zu spielen.
- (C) Sie verlor ihre Schwimfflossen.
- (D) Die Strömung zog sie unter Wasser.

12. [(WA) Wie half ein Delphin einem Piloten, der über dem Meer abgestürzt war?]
- (A) Er brachte das Rettungsfloß bis zur Küste.
 - (B) Er zog den Hubschrauber an Land.
 - (C) Er warnte ihn vor gefährlichen Strömungen.
 - (D) Er holte andere Delphine zu Hilfe.

Reading Comprehension

Directions: Read the following passages carefully for comprehension. Each passage is followed by a number of incomplete statements or questions. Select the completion or answer that is best according to the passage and fill in the corresponding oval on the answer sheet.

Traumreise nach Afrika

Seit einiger Zeit lebt mein Vater in Ghana, Afrika, da er dort an einem Straßenbauprojekt arbeitet. Oft muss ich an ihn denken und träume davon, zu ihm zu kommen. Das geschieht oft abends, wenn ich im Bett liege und meine Augen schließe, nachdem ich die Fotos von meiner Familie und meinem Vater betrachte, die auf meinem Nachttisch stehen. So kann ich alles um mich herum vergessen und in eine Traumwelt eintauchen, die alle Grenzen überwindet. Schon beginnt meine Traumreise nach Afrika:

Plötzlich stehe ich an einem heißen Ort, wo nur wenige Bäume und Pflanzen wachsen. Die Luft flimmert vor Hitze und fremdartige Geräusche liegen in der Luft. Weit und breit ist niemand zu sehen. Ich bewege mich fort, ohne den Boden unter mir zu spüren. Es ist, als ob ich fliege. Ich spüre die sengende Hitze und beginne unter ihr zu schwitzen. Dort, in der Ferne, kann ich etwas erkennen. Kleine Bungalows mit Gärten inmitten einer Straßenbaustelle und viele arbeitende Menschen, die aufgeregt und schwitzend herumlaufen. Ich komme immer näher und spüre jetzt auch den heißen Boden unter meinen Füßen. Nun kann ich erkennen, dass die Arbeiter auf der Baustelle dunkelhäutig sind. Da tritt ein weißhäutiger Mann aus einem der Bungalows heraus. Als ich näher komme, kann ich erkennen, dass es mein Vater ist. Aufgeregt und froh eile ich mit festen Schritten immer schneller auf ihn zu. Je näher ich komme, desto heimischer fühle ich mich. Als mein Vater mich entdeckt, lächelt er mir zu und sagt, als sei es ganz selbstverständlich, dass ich hier bin: „Hallo Melanie, da bist du ja!“ Ich falle ihm in die Arme. Es tut gut, sich so geborgen zu fühlen und seine Nähe zu spüren, die ich so sehr vermisst habe.

Mein Vater führt mich in seinen Bungalow, in dem er lebt und arbeitet. Auf seinem Schreibtisch entdecke ich die gleichen Fotos meiner Familie, die auch auf meinem Nachttisch stehen. Ich betrachte sie und drücke sie an mich. Mein Vater reißt mich aus den Gedanken, indem er seine Hand auf meine Schulter legt: „Ich habe mir heute extra für dich freigenommen“, erklärt er. Ich bin glücklich. „Wir können später den Markt besuchen, den du so liebst.“ Endlich kann ich mal wieder richtig viel Zeit mit meinem Vater verbringen. Er zeigt mir den kleinen Garten, den er selbst angelegt hat. Tomatensträucher, Mangos und Papayas wachsen hier. Nun essen wir gemeinsam das frisch geerntete Gemüse und mein Vater erzählt mir dabei von seinem gestrigen Arbeitstag.

Nach dem Mittagessen fahren wir gemeinsam mit Vaters Pick-up zum Markt in der nahe gelegenen Hauptstadt Accra. Was es dort alles zu kaufen gibt! Früchte, die ich noch nie zuvor gesehen habe! Geschnitzte Holzarbeiten wie z.B. Masken oder Königsfiguren und kleine Tiere aus Bronze. Ich kann mich nicht satt sehen. Außerdem werden dort wunderschöne Schmuckstücke aus bunten, funkelnden Steinen angeboten. Ein Ring aus schwarzem Onyx hat es mir angetan. Mein Vater schenkt ihn mir. Da entdecke ich noch eine Halskette aus schwarzen Onyxperlen und einem Onyxelefanten als Anhänger. Das ideale Geschenk für meine kleine Schwester Nathalie.

Kurzerhand kaufen wir die Kette. Danach fahren wir mit dem Pick-up wieder zurück zur Baustelle. Die drückende Hitze und die Schwüle machen mir zu schaffen und ich werde müde. Als ich auf die Uhr schaue, ist es schon 21.00 Uhr. Nachdem wir im Camp angekommen sind und Vaters Bungalow aufgesucht haben, gehen mein Vater und ich zu Bett. Bevor ich erschöpft in einen bleiernen Schlaf falle, gehen mir noch einmal all die aufregenden Erlebnisse des Tages durch den Kopf. Diesen Tag werde ich bestimmt so schnell nicht vergessen! Ruhig und glücklich schlafe ich ein.

Am nächsten Morgen weckt mich eine vertraute Stimme: „Wach auf, Melanie, du musst zur Schule!“ Meine Mutter steht neben meinem Bett und lächelt. „Gestern Abend kam ein Päckchen von Papa aus Ghana an. Schau doch mal nach, was drin ist.“ Meine kleine Schwester Nathalie steht staunend hinter meiner Mutter. Aufgeregt öffne ich das Päckchen, in dem sich ein verziertes Holzkästchen befindet. Zum Vorschein kommen ein schwarzer Onyxring und eine Onyxkette mit einem Elefantenanhänger! Ich kann es nicht fassen! Die Schmuckstücke aus meinem Traum! Ich bin begeistert. Im Traum der letzten Nacht konnte ich wieder einmal all die Grenzen überschreiten, die im wirklichen Leben vorhanden sind!

Ich freue mich schon auf die nächste Nacht, in der ich meinen Vater wieder besuchen werde. Dann kann ich ihm erzählen, wie sehr sich meine kleine Schwester über die Halskette gefreut hat, die mein Vater und ich für sie gekauft haben. Glücklicherweise steige ich aus meinem Bett und beginne meinen Tag in Deutschland.

13. Was macht Melanies Vater in Afrika?
- (A) Er ist Reiseleiter in Ghana.
 - (B) Er stellt einen Fotoband zusammen.
 - (C) Er ist landwirtschaftlicher Berater.
 - (D) Er hilft beim Bau einer Straße.
14. Am Abend im Bett träumt Melanie oft, dass
- (A) sie mit ihrer Familie in Urlaub fährt
 - (B) sie ihren Vater in Afrika besucht
 - (C) ihre ganze Familie in Afrika wohnt
 - (D) ihr Vater nach Deutschland kommt

15. Wie reagiert Melanies Vater, als sie ankommt?
- (A) Er ist sehr aufgeregt.
 - (B) Er stellt sie den Arbeitern vor.
 - (C) Er scheint sie zu erwarten.
 - (D) Er erkennt sie zuerst gar nicht.
16. Wie geht es Melanie bei ihrem Vater in Afrika?
- (A) Sie ist sehr unsicher.
 - (B) Sie ist die ganze Zeit in Eile.
 - (C) Sie fühlt sich wie zu Hause.
 - (D) Sie langweilt sich nur.
17. Was machen Melanie und der Vater nach Melanies Ankunft?
- (A) Der Vater zeigt ihr, wie er jetzt lebt.
 - (B) Sie arbeiten zusammen an dem Projekt.
 - (C) Der Vater zeigt ihr die Bilder, die er gemalt hat.
 - (D) Sie gießen die Pflanzen im Garten.
18. Warum fahren Melanie und der Vater zum Markt?
- (A) Der Vater weiß, dass Melanie den Markt gerne besucht.
 - (B) Der Vater hofft, dass er dort seine Früchte verkaufen kann.
 - (C) Der Vater will dort einen Arbeitskollegen abholen.
 - (D) Sie wollen für das gemeinsame Essen einkaufen.
19. Was kaufen sie auf dem Markt?
- (A) Exotische Obstsorten
 - (B) Eine Halskette für die Mutter
 - (C) Geschnitzte Masken und Tiere aus Holz
 - (D) Schmuck für Melanie und ihre Schwester
20. Zurück im Camp geht Melanie gleich zu Bett, weil sie
- (A) eine lange Reise vor sich hat
 - (B) von dem extremen Klima erschöpft ist
 - (C) den Tag möglichst schnell vergessen will
 - (D) ihren Vater nicht bei der Arbeit stören will

21. Warum ist Melanie am nächsten Morgen so überrascht?
- (A) Nathalie hat auch von dem Vater geträumt.
 - (B) Ihr Vater ist zu Besuch gekommen.
 - (C) Ein Teil ihres Traumes ist wahr geworden.
 - (D) Ihre Mutter will nach Afrika mitfahren.

Answers to Multiple-Choice Questions

1 – C	4 – B	7 – C	10 – A	13 – D	16 – C	19 – D
2 – D	5 – D	8 – A	11 – D	14 – B	17 – A	20 – B
3 – B	6 – A	9 – D	12 – A	15 – C	18 – A	21 – C

Sample Free-Response Questions

Writing

In this section of the exam, students are asked to demonstrate lexical and grammatical proficiency by filling in omitted words or phrases within a short passage, similar to a cloze text. They are also asked to show their ability to express ideas in written German by writing a 40-minute composition on a given topic. Examples of the writing questions are provided below. Additional samples of free-response questions can be found on AP Central.

Directions: The following passage contains 20 numbered blanks. In the margin, each of the numbers is followed by a blank. **FIRST READ THE ENTIRE PASSAGE.** Then, on the line after each number, write only one answer, consisting of one or more words that are correct in **BOTH** meaning and form according to the context. In order to receive full credit, you must spell the word or phrase correctly and use capitalization where appropriate.

Meine Freundin Monika stammt <u>(1)</u> Wiesbaden,	1. _____
der Hauptstadt <u>(2)</u> Bundeslandes Hessen. Dort	2. _____
besuchte <u>(3)</u> eine Gesamtschule. Seit fast <u>(4)</u>	3. _____
Jahr aber wohnt Monika als Austauschschülerin <u>(5)</u>	4. _____
meiner Familie in Ohio. <u>(6)</u> Monika zu uns kam,	5. _____
<u>(7)</u> sie schon sehr gut Englisch, <u>(8)</u> sie	6. _____
hatte schon oft <u>(9)</u> Ferien mit den Eltern in	7. _____
England <u>(10)</u> .	8. _____
	9. _____
	10. _____
<u>(11)</u> dieses Jahres <u>(12)</u> Monika und ich	11. _____
gute Freunde geworden, und wir verstehen <u>(13)</u> jetzt	12. _____
sehr gut. Monika und ich machen fast alles zusammen. Wir	13. _____
fahren beide morgens <u>(14)</u> dem Bus zur Schule, und	14. _____
manchmal <u>(15)</u> wir abends gemeinsam fern. Sie	15. _____
hilft <u>(16)</u> ab und zu bei den <u>(17)</u> für meine	16. _____
Deutschklasse; <u>(18)</u> Englisch ist aber <u>(19)</u> gut,	17. _____
dass ich ihr nur selten helfen <u>(20)</u> .	18. _____
	19. _____
	20. _____

Composition

Directions: Write in GERMAN a well-organized and coherent composition of about 150 to 200 words on the topic below. You may want to take a few minutes to organize your thoughts before you begin to write your composition. Your work will be evaluated for grammatical accuracy and spelling; for variety, range, and appropriateness of vocabulary and idioms; and for organization. Be sure to address the required number of topics.

No extra credit will be given for exceeding the prescribed length. Credit will be deducted for compositions that are too short. **No** credit will be given for a composition that does not address the topic. Do not write using capital letters only; it will affect your grade. Leave time to PROOFREAD your work. WRITE LEGIBLY.

Welche Bedeutung hat die Musik für Sie und Ihre Altersgruppe? Beschreiben Sie in Ihrem Aufsatz die Rolle der Musik in Ihrem eigenen Leben und behandeln Sie *außerdem* drei der folgenden Aspekte.

- a. Ihre Lieblingsmusik
- b. Konzerte
- c. Die Meinung der älteren Generation
- d. Instrumente

Speaking

The speaking part of the exam consists of two kinds of exercises: (1) a series of questions or directions to which students are asked to respond (directed responses), and (2) the recounting of a story guided by a series of drawings. Students tape-record their responses, and the administration time is approximately 20 minutes.

The first portion of the speaking part of the exam consists of a series of directed responses.

Directions: This is the speaking part of the German Language Exam. Your spoken responses to questions or statements will be recorded. Your score will be based on what you record. It is important, therefore, that you speak loudly enough and clearly enough for the machine to record what you say.

You will be asked to start, pause, or stop your recorder at various points during the exam. Follow the directions and start, pause, or stop the recorder only when you are told to do so.

The statements or questions you will hear are not printed in your booklet. Each question or statement will be spoken twice. Always wait for the sound of the tone before you speak. After the sound of the tone, you will have 20 seconds to respond in German. A second tone will sound after 20 seconds have elapsed; if you are still responding when you hear the second tone, stop speaking and listen. Answer each question fully; your ability to express yourself fluently and correctly will be the main basis for your score. Credit will be deducted if the answer is too short. You should therefore use all the available time.



1. [Wozu willst du denn schon wieder meine rote Jacke?]



2. [Eine Postkarte? Von wem ist sie denn, und was steht drauf?]



3. [Ich suche die Stadtbibliothek. Können Sie mir bitte sagen, wie ich dahin komme?]



4. [Ihr Freund will eine leere Flasche aus dem Fenster eines fahrenden Zuges werfen. Erklären Sie ihm, warum er das nicht darf.]

In the second portion of the speaking part of the exam, students are asked to speak in German about the pictures they see. AP teachers are encouraged to train their students to **narrate the story** presented by the pictures and **avoid an overuse of direct speech**. It is important that the students tell a well-connected story.

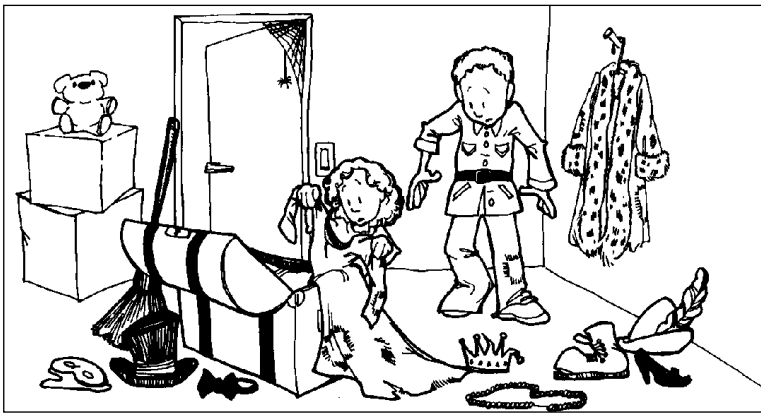
Directions: You will have two minutes to look at and think about all of the pictures and two minutes in which to tell the story detailed by the pictures. No tone will sound between each frame; move from one picture to the next. You will be scored for the appropriateness, grammatical accuracy, range of vocabulary, pronunciation, and fluency of your response.

Tell the story as completely as you can by describing in detail what is happening in each picture. Speak as fluently as you can. It is important to address the pictures in sequence.

1.



2.



3.



Sample Questions for **German Language**

4.



5.



6.



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/readers. 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 course-specific 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:

1. **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  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 and Statistics*; *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)

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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, and the *Physics Lab Guide*.

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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