

.....
Saint Ignatius High School

Advanced Placement and Proficiency

.....
*An Overview of the College Board's
Advanced Placement (AP) Programs
and the Modern Languages Curriculum*

Milton Alan Turner
Department of Modern Languages
August 1999

TABLE OF CONTENTS

SUMMARY OF THE COLLEGE BOARD'S ADVANCED PLACEMENT PROGRAMS.....	2
EQUIVALENT COLLEGE COURSES.....	2
JOHN CARROLL UNIVERSITY ADVANCED COLLEGE CREDIT PROGRAM.....	3
SEQUENCE OF MODERN LANGUAGE COURSES- SAINT IGNATIUS HIGH SCHOOL.....	3
FOURTH YEAR AND AP ENROLLMENTS 1998-1999	4
SEQUENCE OF FOREIGN LANGUAGES COURSES AT LOCAL SCHOOLS.....	4
INTERPRETATION OF AP GRADING SCALE.....	5
PERFORMANCE OF AP STUDENTS IN COLLEGE	5
DISTRIBUTION OF AP FRENCH AND SPANISH LANGUAGE GRADES (1998-1999).....	6
AP FRENCH AND SPANISH LANGUAGE EXAM FORMATS.....	10
DIFFERENCES BETWEEN THE AP FRENCH AND SPANISH LANGUAGE EXAM FORMATS.....	11
AP FRENCH AND SPANISH LANGUAGE ESSAY GRADING RUBRICS.....	11
CURRICULAR CONSIDERATIONS FOR THE SAINT IGNATIUS HIGH SCHOOL MODERN LANGUAGES DEPARTMENT	14
PROFICIENCY DEFINITIONS	14
PROFICIENCY EXPECTATIONS	14
OTHER COLLEGE BOARD LANGUAGE TESTS	16
TOPICS FOR FURTHER DISCUSSION	17
APPENDIX A: 1999 AP SPANISH LANGUAGE EXAM- SECTION II FREE-RESPONSE QUESTIONS (WRITING).....	18
APPENDIX B: 1999 AP FRENCH LANGUAGE EXAM- SECTION II FREE-RESPONSE QUESTIONS (WRITING).....	20
APPENDIX C: 1999 AP SPANISH LANGUAGE EXAM- SECTION II FREE-RESPONSE QUESTIONS (SPEAKING).....	22
APPENDIX D: 1999 AP FRENCH LANGUAGE EXAM- SECTION II FREE-RESPONSE QUESTIONS (SPEAKING).....	26
APPENDIX E: SAT II FRENCH SUBJECT TESTS	30
APPENDIX F: SAT II SPANISH SUBJECT TESTS	31
APPENDIX G: AP SPANISH LITERATURE EXAM	32
APPENDIX H: 1999 AP SPANISH LITERATURE ESSAY QUESTIONS	33
APPENDIX I: AP FRENCH LITERATURE EXAM.....	35
APPENDIX J: 1999 AP FRENCH LITERATURE ESSAY QUESTIONS.....	36

SUMMARY OF THE COLLEGE BOARD'S ADVANCED PLACEMENT PROGRAMS

The College Board offered Advanced Placement examinations in 32 subjects in May 1999. (This number will soon rise to 34 with the additions of AP Human Geography in 2001 and AP World History in 2002.) According to the course descriptions published in *A Guide to the Advanced Placement Program, May 1999*, AP courses are the equivalent of one of three types of college level courses: *introductory* (usually first year or 100 level), *middle-level* (second year or 200 level), or *advanced* (third year or 300 level). (The sole exception to this is AP International English Language Exam, which is designed to measure a non-native speaker's readiness to do university level work conducted in English.) In addition, these courses may cover either one or two college level semesters of material.

Listed below are the 31 AP subjects listed according to their college level. Except where marked with asterisks (**), all courses cover a full year (two semesters) of college material.

Introductory		Middle-Level	Advanced
Art History	English Literature	Latin Vergil**	French Language**
Studio Art Drawing Portfolio	Environmental Science*	Latin Literature**	French Literature*
Studio Art General Portfolio	Comparative Government*		German Language**
Biology	United States Government*		Spanish Language**
Calculus AB*	European History		Spanish Literature*
Calculus BC	United States History		
Chemistry	Music Theory		
Computer Science A*	Physics B		
Computer Science B	Physics C Mechanics		
Microeconomics*	Physics C Electricity & Magnetism		
Macroeconomics*	Psychology*		
English Language	Statistics*		

* Equivalent to a one semester college course.

** At some universities, either one or two semesters of credit may be awarded depending on the student's AP exam score.

Of the 32 AP subject exams offered, 25 are **quantitative** or **knowledge-based** exams intended to measure a student's *knowledge* or *comprehension* of specific topics in that subject. The College Board issues syllabi or reading lists for these subjects.

The remaining seven AP subject exams are **qualitative** or **skills-based** exams intended to measure a student's *performance* in a set of activities. As a result, there are no syllabi or reading lists for these courses. Instead, the College Board offers recommendations on how a successful course might be organized as well as sample course outlines from experienced AP Faculty Consultants. These seven subjects are:

- Studio Art Drawing Portfolio
- Studio Art General Portfolio
- English Language and Composition
- French Language
- German Language
- International English Language
- Spanish Language

EQUIVALENT COLLEGE COURSES

Listed below are the college course equivalents to Advanced Placements courses offered at Saint Ignatius High School. Because of our relationship with John Carroll University, which allows Saint Ignatius students in specific courses to receive college credit (see **John Carroll University Advanced College Credit Program**), JCU course equivalents have been used.

AP and the Modern Languages Curriculum

AP Course	College Equivalent
Biology	BL 155 & BL 156 Principles of Biology 1 & 2
Calculus AB	MT 131 Calculus 1
Calculus BC	MT 131 & MT 132 Calculus 1 & 2
Chemistry	CH 141 & CH 142 General Chemistry 1 & 2
English Literature and Composition	EN 114 & EN 116 Advanced Freshman Composition 1 & 2
French Language	FR 301 French Conversation FR 302 French Composition
United States Government and Politics	PO 101 American Politics
European History	HS 103 & HS 104 World Civilization 1 & 2
United States History	HS 111 & HS 112 United States History 1 & 2
Latin- Vergil	LT 201 Intermediate Latin 1 LT 202 Intermediate Latin 2 LT 232 Latin Authors
Latin Literature	LT 201 Intermediate Latin 1 LT 202 Intermediate Latin 2 LT 232 Latin Authors
Physics B	PH 101 & PH 102 Earth Science 1 & 2
Physics C Mechanics	PH 125 & PH 126 General Physics 1 & 2
Physics C Electricity and Magnetism	PH 125 & PH 126 General Physics 1 & 2
Spanish Language	SP 301 Spanish Conversation SP 302 Spanish Composition
Statistics	MT 122 Elementary Statistics 1

JOHN CARROLL UNIVERSITY ADVANCED COLLEGE CREDIT PROGRAM

Students at Saint Ignatius who receive a grade of **B** or higher may apply to receive college credit and a transcript from John Carroll University for the following courses:

Saint Ignatius High School Course	John Carroll University Course
French IV (First Semester)	FR 201 Intermediate French 1
French IV (Second Semester)	FR 202 Intermediate French 2
AP French IV (First Semester)	FR 201 Intermediate French 1
AP French IV (Second Semester)	FR 202 Intermediate French 2
Spanish IV (First Semester)	SP 201 Intermediate Spanish 1
Spanish IV (Second Semester)	SP 202 Intermediate Spanish 2
AP Spanish IV (First Semester)	SP 201 Intermediate Spanish 1
AP Spanish IV (Second Semester)	SP 202 Intermediate Spanish 2
Modern European History (since 1815)	HS 104 World History
Calculus (First Semester)	MT 231 Calculus & Analytic Geometry 1
Calculus (Second Semester)	MT 232 Calculus & Analytic Geometry 2
Honors Physics (First Semester)	PH 125 General Physics 1 PH 125L General Physics Lab 1
Honors Physics (Second Semester)	PH 126 General Physics 2 PH 126L General Physics Lab 2
AP Physics (First Semester)	PH 125 General Physics 1 PH 125L General Physics Lab 1
AP Physics (Second Semester)	PH 126 General Physics 2 PH 126L General Physics Lab 2
AP Latin IV- Latin Authors- Vergil	LT 232 Latin Authors
Greek II- Homer	GK 102 Elementary Greek Prose

SEQUENCE OF MODERN LANGUAGE COURSES- SAINT IGNATIUS HIGH SCHOOL

AP and the Modern Languages Curriculum

The following is the sequence of Modern Languages courses at Saint Ignatius High School. Completion of the French III or Spanish III is required for graduation. Fourth year is optional, but encouraged.

French			Spanish		
Normal	Sophomore	Accelerated	Normal	Sophomore	Accelerated
French I	French II	French I	Spanish I	Spanish II	Spanish I
French II	French III	French II	Spanish II	Spanish III	Acc. Spanish II
French III	French IV	Honors French III	Spanish III	Spanish IV	Acc. Spanish III
French IV or AP French IV	AP French IV	AP French IV	Spanish IV	AP Spanish IV	AP Spanish IV

Normal represents the typical four-year sequence of an average student. **Sophomore** represents the recommended sequence for Freshmen who are placed into second year language courses based on the results of the Modern Languages Placement Exam. **Accelerated** represents the sequence for advanced students as identified by the department. In French, the accelerated track was initiated in the 1991-1992 school year, but discontinued following the 1992-1993 school year. In Spanish, the accelerated track was begun in the 1994-1995 school year and was fully in place by the 1996-1997 school year. Since that time, a student outside of the track cannot enroll in AP Spanish.

FOURTH YEAR AND AP ENROLLMENTS 1998-1999

During the 1998-1999 school year, a total of 16 students were enrolled in fourth year French courses 7 of whom (44%) were in AP. A total of 108 students were enrolled in fourth year Spanish courses 10 of whom (9%) were in AP.

SEQUENCE OF FOREIGN LANGUAGES COURSES AT LOCAL SCHOOLS

For the purpose of comparison, the following information on foreign language courses was obtained from the web sites of the Shaker Heights School District (www.shaker.org) and the Cleveland Heights-University Heights School District (<http://tiger.chuh.cleveland-heights.k12.oh.us>).

Shaker Heights				
French I	German I	Greek I	Latin I	Spanish I
French II	German II	Greek II	Latin II	Spanish II
French III	German III	Greek III	Latin III	Spanish III
French IV	German IV		Latin IV	Spanish IV
French V	AP German		Latin V	Spanish V
AP French			AP Latin	AP Spanish

Note that in the Shaker Heights School District, AP is a sixth year language course except for German where it is a fifth year course.

Cleveland Heights			
French I or Foundations A&B	French I Pre AP	Spanish I or Foundation A&B	Spanish I Pre AP
French II	French II Pre AP	Spanish II	Spanish II Pre AP
French III	French III Pre AP	Spanish III	Spanish III Pre AP
French IV	French IV AP*	Spanish IV	Spanish IV AP*
French V	French V AP*	Spanish V	Spanish V AP*
German I	German I Pre AP	Latin I	
German II	German II Pre AP	Latin II	
German III	German III Pre AP		
German IV	German IV AP		

* The AP Exam may be taken at the end of the fourth year but is recommended to be taken in the spring of the fifth year AP class

In Cleveland Heights, a separate AP track exists for highly motivated or strong students beginning in the first year. While AP French and Spanish students may take the exam during the fourth year, as in German, they are recommended to take the exam during the fifth year. The high school also offers Foundations A and Foundations B courses in French and Spanish. These are full year courses for high school students who would benefit from working at a slower pace. Students in the Foundations courses cover the first year of foreign language in two years and are required to take the second year course in order to fulfill Ohio's two year college entrance requirement in foreign languages.

ADVANCED PLACEMENT GRADING SCALE

The composite scores on all Advanced Placement exams are converted to the following 5-point scale:

- 5 = extremely well qualified
- 4 = well qualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

The Chief Faculty Consultant for each subject has the principal responsibility for converting the composite scores into this scale and determining the proper "cut-off" points. These composite cut-off points are established at a grade setting session after each year's reading with the participation of the ETS and College Board AP Directors, ETS content experts, and an AP program statistician. As a result, the cut-off points vary from each year.

INTERPRETATION OF AP GRADING SCALE

According to the May 1999 *Guide*, "The AP program periodically conducts college grade comparability studies to compare the performance of AP candidates with the performance of college students in parallel courses. In general, these studies indicate that AP grades of 5 and 4 are comparable to a college course grade of A, while at some institutions, an AP grade of 4 is comparable to a college course grade of B. An AP grade of 3 is approximately equal to a college course grade of B at many institutions, while at others, it is more nearly comparable to a college course grade of C."

PERFORMANCE OF AP STUDENTS IN COLLEGE

The Educational Testing Service (ETS) published in February 1998 *Advanced Placement Students in College: An Investigation of Course Grades at 21 Colleges*. In this study, the grades of AP students who were awarded advanced placement into higher-level courses were compared with the grades of students who took the normal lower-level prerequisites. For most AP subjects, these comparisons were made for placement in the second course or third course of a sequence. Due to the advanced level of the AP French Language and AP Spanish Language exams, three separate comparisons were made in each language for placement in the third, fourth, and fifth courses.

Comparing the course offerings of the 21 colleges (as listed in Appendix B of the ETS study) with John Carroll University's courses, **Third Course** would be equivalent to FR/SP 201 Intermediate 1. **Fourth Course** would be equivalent to FR/SP 202 Intermediate 2. **Fifth Course** would be equivalent to FR/SP 301 Conversation or FR/SP 301 Composition.

In this study, 4,143 non-AP students were compared with 451 students receiving advanced placement in French and 8,594 non-AP students were compared with 968 students receiving advanced placement in Spanish. As one might expect due to the level difficulty of the AP Language exams, the largest number of candidates were placed in the fifth course or 301/302 (167 students or 37% in French, 420 students or 43% in Spanish). Not surprisingly, the fewest number of candidates were placed in the third course or 201 (123 students or 27% in French, 238 students or 25% in Spanish).

AP and the Modern Languages Curriculum

The following is a chart showing the average grades for students who did not take AP and took the mandatory lower-level courses and the average grades for students who did not take the lower-level courses, but were placed into each class based on their AP exam scores. The AP students are listed according to their score on the appropriate Language exam. No information was given for students scoring 1. The percentage of students in each group who received a grade of A or B in each course is also listed.

AP French Language								
Third Course Placement			Fourth Course Placement			Fifth Course Placement		
Students	Avg. Grade	% A or B	Students	Avg. Grade	% A or B	Students	Avg. Grade	% A or B
Non-AP	3.06	80%	Non-AP	3.08	85%	Non-AP	3.15	83%
AP 5	---	---	AP 5	3.82	96%	AP 5	3.74	94%
AP 4	3.53	92%	AP 4	3.55	100%	AP 4	3.54	95%
AP 3	3.49	93%	AP 3	3.45	97%	AP 3	3.27	89%
AP 2	3.33	96%	AP 2	3.33	88%	AP 2	3.19	92%

* No student with this grade was placed into a course at this level at any of the colleges studied.

AP Spanish Language								
Third Course Placement			Fourth Course Placement			Fifth Course Placement		
Students	Avg. Grade	% A or B	Students	Avg. Grade	% A or B	Students	Avg. Grade	% A or B
Non-AP	3.15	81%	Non-AP	3.29	89%	Non-AP	3.23	87%
AP 5	3.46	92%	AP 5	3.64	93%	AP 5	3.76	98%
AP 4	3.67	92%	AP 4	3.68	96%	AP 4	3.70	97%
AP 3	3.65	98%	AP 3	3.53	98%	AP 3	3.44	94%
AP 2	3.59	98%	AP 2	3.43	96%	AP 2	3.27	91%

As these tables show, students who took AP exams had a higher average grade than those who did not and a larger percentage of AP students received a grade of an A or B in each class than students who followed the traditional course sequence.

What is particularly striking in these tables is that even students who received a score of 2, usually considered a “non-passing” grade, *still outperformed the non-AP students who took the prerequisite lower-level courses*. The vast majority of these students (88-98%) received grades of A or B their college courses. One would probably expect that most of the students with an AP grade of 2 were placed in the third course or 201 (44% in French and 51% in Spanish) or fourth course or 202 (35% in French and 38% in Spanish). However, what is most stunning is the fact that many of these students were placed in the fifth course or 301/302. This placement was more common among AP French Language candidates (33 or 21% of the students with a score of 2) than among similar AP Spanish Language candidates (18 or 11% of the students with a score of 2).

DISTRIBUTION OF AP FRENCH AND SPANISH LANGUAGE GRADES (1998-1999)

Below are charts showing the distribution of grades for the AP French and Spanish Language exams administered in May 1998 and May 1999.

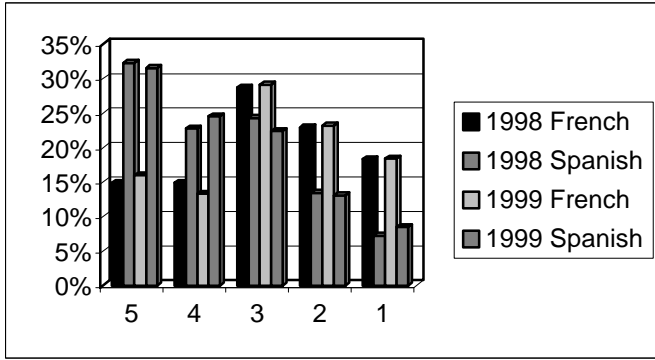


Figure 1: Bar graph of distribution of AP Language scores

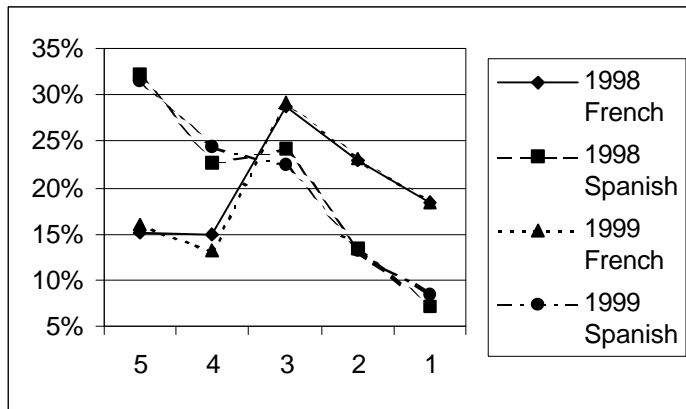


Figure 2: Line graph of distribution of AP Language scores

Notice in Figure 2 that the AP French Language scores exhibit the distribution of a bell curve, as one would expect, with the largest concentration at the grade of 3. However, the AP Spanish Language scores almost continuously rise in percentage with the greatest concentration at the grade of 5. In 1998 and 1999, less than 16% of AP French Language candidates received a score of 5 compared to over 31% of AP Spanish Language candidates. Conversely, while 18% of AP French Language candidates scored a 1, only about 8% of AP Spanish Language candidates did. Indeed, Figure 3 below illustrates that nearly 4 out of 5 AP Spanish candidates received a score of 3 or higher as compared to little more than half of the AP French candidates.

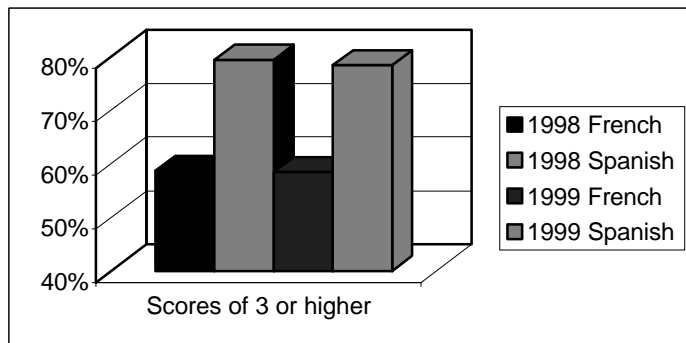


Figure 3: AP Language scores of 3 or higher

One might suspect that this unusual concentration of high scores in AP Spanish Language could be due to a large number of Spanish speakers taking the exam. For the AP French, German, and Spanish Language exams, the College Board does in fact ask candidates if they regularly speak or hear the

language of the examination, or if they have lived for one month or more in a country where the language is spoken. These candidates are then removed from the Total Group in order to generate results for what is called the Standard Group. (This data is not collected for the AP French and Spanish Literature exams.)

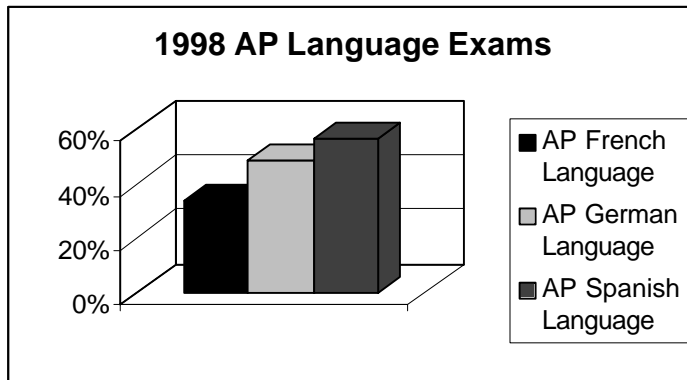


Figure 4: Percentage of candidates who indicated that they regularly speak or hear the language of the examination, or that they have lived for one month or more in a country where the language is spoken.

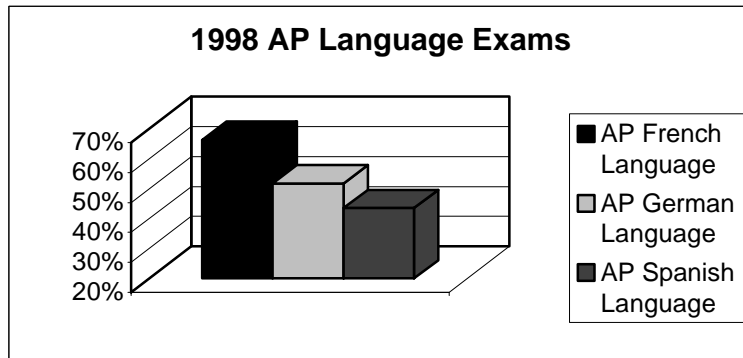


Figure 5: Percentage of candidates in the Standard Group.

As shown in Figure 4, one-third (33.7% or 4,619 students) of AP French candidates had extensive exposure to the language outside of the classroom, or were native speakers, as compared to nearly half (48.3% or 1,686 students) of AP German Language candidates, and over half (56.4% or 29,018 students) of AP Spanish Language candidates in 1998. No data are yet available for the May 1999 exams.

Removing these candidates from the 1998 Total Group creates the 1998 Standard Group. According to Figure 5, the Standard Group represents 66.3% of the AP French Language candidates, 51.7% of the AP German Language candidates, and 43.6% of the AP Spanish Language candidates. Figure 6 compares the distribution of grades for this newly created Standard Group with the distribution of grades for the Total Group.

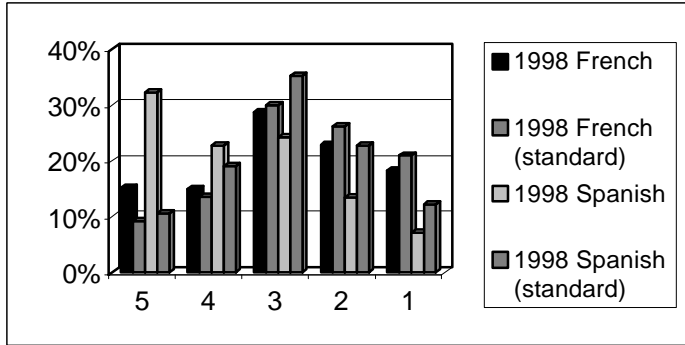


Figure 6: Bar graph of distribution of scores for Total and Standard Group candidates.

The distribution of grades for the 1998 AP Spanish Language Standard Group now resembles a bell curve with the greatest concentration of grades (35.3%) falling in the grade of 3 (see Figure 7). The distribution of grades for the 1998 AP French Language Standard Group more closely resembles the distribution for the AP French Language Total Group. Yet, even though the percentage of candidates receiving 5 is roughly equal for the French and Spanish Standard Groups (9.2% and 10.6% respectively), the percentage of scores of 1 in French (21%) is nearly double the percentage in Spanish (12.2%)

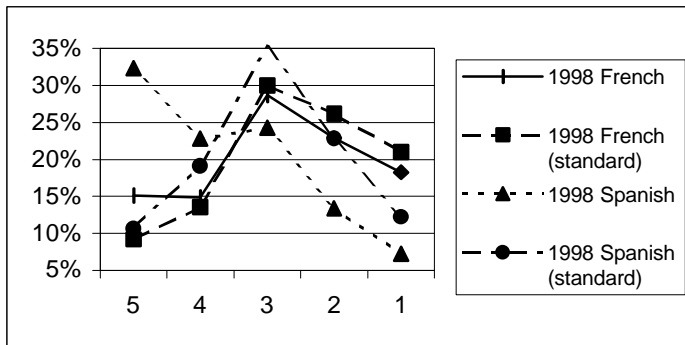


Figure 7: Line graph of distribution of Total and Standard Group candidates

As Figure 8 shows below, nearly two-thirds of AP Spanish Language Standard Group candidates still received a score of 3 or higher while only slightly more than half (52.8%) of the AP French Language Standard Group candidates did.

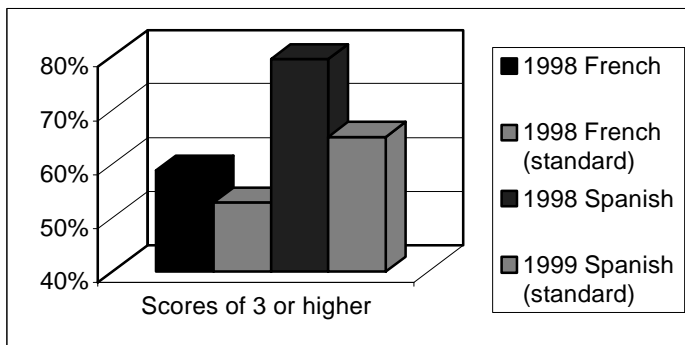


Figure 8: Bar graph of percentage of Total and Standard Group candidates who scored 3 or higher.

There are several possible reasons why a greater percentage of AP Spanish Language candidates received a score of 3 or higher than AP French Language candidates even when comparing the Standard Groups. One hypothesis would be that AP Spanish candidates are smarter than the AP French

candidates. A second hypothesis would be that the teachers of the AP Spanish candidates do a better job of preparing their students than the teachers of the AP French candidates. Still a third would be that Spanish teachers are generally less demanding graders than their French colleagues.

All of these hypotheses, however, would be difficult if not impossible to prove or disprove. For example, there is overlap in the pools of AP candidates for each subject. Over 600,000 students took over 1,000,000 AP exams in 1998 averaging roughly two exams per student. While one might assume that it would be much more common for the same candidate to take, say, AP English Literature and AP US History than AP French Language and AP Spanish Language, a national study of this data is unavailable.

The ETS study's data show that AP and non-AP Spanish students have higher average grades and a higher percentage of students with a grade of A or B than their French counterparts at nearly every level (see **Performance of AP Students in College**). However, for the purposes of proving or disproving the second and third hypotheses, there would have to be a group of student taking parallel courses in both languages or a group of teachers teaching parallel courses in both languages in order to make this comparison valid. In any event, such information is not available.

A more logical approach would therefore be to examine what information is currently available: the AP French Language and AP Spanish Language exams themselves. After comparing the two exams, one can determine if any differences in format, content, or grading criteria could contribute to the difference in the distribution of grades between the two languages.

AP FRENCH AND SPANISH LANGUAGE EXAM FORMATS

As with most Advanced Placement exams, the French and Spanish Language exams consist of two sections: a **multiple-choice** section (graded by computer) and a **free-response** section (graded by faculty consultants during the annual reading). Although the percentages may vary slightly from year to year, each section is given roughly equal weight.

The AP Spanish Language exam's **multiple-choice** section is divided into four parts:

- **Dialogues, narratives, and selections**—the students listen to taped selections of varying lengths from a cassette and choose one of four printed responses from the test booklet.
- **Modified cloze**—the students select the correct completion for blanks or omissions in a paragraph.
- **Error recognition**—the students select one of four selections that must be changed in order to make a sentence grammatically correct.
- **Reading Comprehension**—the students answer questions about passages they read.

The AP Spanish Language exam's **free-response** section is divided into two parts:

- **Writing**—this part has three sections (see **Appendix A**):
 - **Paragraph fill-ins**—the students write the correct form of ten given words as needed to complete a printed passage.
 - **Discrete Sentence fill-ins**—the students write the correct form and tense of a twenty given verbs to complete printed isolated sentences.
 - **Composition**—the students write an essay on a given topic
- **Speaking**—this part has two sections (see **Appendix C**):
 - **Picture sequence**—the students are given two minutes to prepare and two minutes to describe orally a sequence of events depicted in series of drawings.
 - **Directed responses**—the students respond to five questions or statements heard on a master tape and are given 20 seconds to record each response.

The AP French Language exam's **multiple-choice** section is divided into two parts:

- **Listening**—the students listen to a series of brief exchanges on cassette and choose one of four printed rejoinders from the test booklet. The students then hear recorded dialogues or monologues and are asked questions about what was just heard.

- **Reading Comprehension**—the students answer questions about several prose passages they read.

The AP French Language exam's **free-response** section is divided into two parts:

- **Writing**—this part has three sections (see **Appendix B**):
 - **Function word fill-ins**—the students must correctly supply, in a contextual format, 15 single words (not verbs).
 - **Verb fill-ins**—the students write the correct form and tense of 15 given verbs within a paragraph.
 - **Composition**—the students write an essay on a given topic
- **Speaking**—The students tape record responses to questions, which are printed in the test booklet as well as heard on the tape, based on a series of pictures or other visual stimulus. There are two sets of questions with three questions per set (see **Appendix D**).

DIFFERENCES BETWEEN THE AP FRENCH AND SPANISH LANGUAGE EXAM FORMATS

While the AP French and Spanish Language exams share many similarities, there are a few important differences:

- The AP Spanish Language exam has two parts in the **multiple-choice** section containing purely grammatical questions (**modified cloze** and **error recognition**) which count for approximately 15% of the final grade. The AP French Language exam has no grammatical questions in the **multiple-choice** section.
- The AP French Language exam contains about twice as many reading questions (usually five to six passages) in the **multiple-choice** section than the AP Spanish Language exam (usually three passages).
- In the **Writing** section, AP French Language candidates must supply the word for the **function word fill-ins** (see **Appendix B**). In AP Spanish Language, the word is given for the **paragraph fill-ins** and the students must write the correct form (see **Appendix A**). In addition, the AP French Language exam has 50% more items in this section (15 fill-ins) than the AP Spanish Language exam (10 fill-ins).
- The **verb fill-ins** on the AP Spanish Language Exam are given in isolated sentences (see **Appendix A**). Since 1989, the **verb fill-ins** on the AP French Language exam have been given within the context of a paragraph (see **Appendix B**). In addition, the AP French Language exam has 50% more items in this section (15 fill-ins) than AP Spanish Language exam (10 fill-ins).
- Since 1998, the AP French Language exam has no longer used the **picture sequences** and separate **directed response** questions, as in AP Spanish Language (see **Appendix C**). It has combined the two into a format using two sets of three questions based on a shorter series of pictures or a visual stimulus (see **Appendix D**).
- The questions for the **Speaking** section of the AP French Language exam are printed in the student's test booklet as well as heard on the master tape (see **Appendix D**). The **directed response** questions for the AP Spanish Language exam are heard on the tape only and are not printed in the test booklet.

AP FRENCH AND SPANISH LANGUAGE ESSAY GRADING RUBRICS

Every year, the Chief Faculty Consultant and Question Leader, in consultation with Table Leaders, determine the criteria by which the free-response essays will be graded. This is to ensure fairness to the candidates and consistency among individual readers. Each essay is given a grade of 0-9 (although in French a blank grade or “—” possible). Only whole scores may be given—half points, plus ‘+’ or minus ‘-’ grades are not allowed. These ten possible scores are divided into five major categories, which roughly correspond to the 5-point AP grading scale.

AP and the Modern Languages Curriculum

The essays are graded holistically. Individual errors are not to be counted, but rather a grade is given based on the overall performance of the student. Unlike the AP French and Spanish Literature exams, the essays are not graded on content, but rather solely on the student's use of the language.

The following are the scoring guides used for the 1999 AP French and Spanish Language Readings.

AP and the Modern Languages Curriculum

AP French Language Essays (1999)	
9 Demonstrates Superiority	STRONG CONTROL Broad command of language and strong sense of idiom. Clarity of organization. Proficiency and variety in grammatical and syntactic usage with a few inaccuracies.
7-8 Demonstrates Competence	GOOD CONTROL Reads smoothly overall despite some errors in grammar and usage. Evidence of organization. Sense of idiom. Varied and generally appropriate vocabulary.
5-6 Suggests Competence	FAIR CONTROL Some signs of fluency and organization. Correct use of simple grammatical structures with minor errors and/or less accurate use of more complex structures. Some apt vocabulary.
3-4 Suggests Incompetence	WEAK CONTROL Frequently forces interpretation on the part of the reader. Little evidence of fluency. Inaccuracies in grammatical structures and/or limited vocabulary throughout. Contains some redeeming features.
1-2 Demonstrates Incompetence	POOR or NO CONTROL Almost total lack of structural accuracy and/or vocabulary resources. Unacceptable from most points of view.
0	A composition that fails to address the subject.
—	Blank or not written in French.

As a general rule, essays containing no more than one page of normal-sized handwriting will not receive a score higher than 5.

AP Spanish Language Essays (1999)	
9	Demonstrates Excellence in Written Expression <ul style="list-style-type: none"> Control of complex syntax and verbs, although a few errors may occur. Rich, precise, idiomatic vocabulary; ease of expression. Very good command of conventions of the written language (orthography, sentence structure, paragraphing and punctuation); well organized.
7-8	Demonstrates Good to Very Good Command in Written Expression <ul style="list-style-type: none"> Evidence of complex syntax and appropriate use of verbs, although more than a few grammatical errors may occur; very good control of elementary structures. Considerable breadth of vocabulary. Conventions of the written language generally correct; organized.
4-5-6	Demonstrates a Basic to Good Command in Written Expression <ul style="list-style-type: none"> Control of elementary structures and common verb tenses, although frequent errors may occur in complex structures. Vocabulary appropriate but limited; occasional second language interference. May have frequent errors in orthography and other conventions of the written language.
2-3	Suggests Lack of Competence in Written Expression <ul style="list-style-type: none"> Numerous grammatical errors even in elementary structures; there may be an occasional redeeming feature, such as correct advanced structure. Limited vocabulary; significant second language interference. Pervasive errors of orthography may be present.
0-1	Demonstrates Lack of Competence in Written Expression <ul style="list-style-type: none"> Constant grammatical errors impede communication. Insufficient vocabulary; frequent second language interference. Severe problems with orthography may interfere with written communication. Contains nothing that earns points: blank or off-task (obscenity, nonsense, poetry, drawings, etc.) or mere restatement of the question.

OJO: Scores may be lowered on papers shorter than 200 words.

It is significant to note the divergence of the two scales at the bottom three categories. An essay score of 4, which falls into the category of **Suggesting Incompetence** in French, falls into the category of **Good Command** in Spanish. In other words, a candidate who is given a 4 on the essay is likely to receive a 2 (or non-passing grade) in French but a 3 (or passing grade) in Spanish. Likewise, a candidate whose essay is scored a 2 is likely to receive a 1 in French but a 2 in Spanish.

While both languages penalize students for short essays, candidates in French have a ceiling (5) while Spanish candidates can, in theory, still receive a score of 8. It is also worth noting that historically a “floating point” could be awarded to essays that were considered to be highly inventive, interesting, or well organized. This practice has been discontinued in recent years because it was viewed as a mechanism for grading content rather than language use.

CURRICULAR CONSIDERATIONS FOR THE SAINT IGNATIUS HIGH SCHOOL MODERN LANGUAGES DEPARTMENT

Since this is the first year of the Modern Languages Department's adoption of new textbook programs in both French (EMC Publishing's *C'est à toi*) and Spanish (EMC Publishing's *Somos así*) and the emphasis of this year's professional days will be curriculum, a consideration of Advanced Placement exams and their influence on our curriculum is quite timely.

PROFICIENCY DEFINITIONS

The Modern Languages Department's Graded Courses of Study are currently organized according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Proficiency is a measure of one's ability to use language. Proficiency is assessed by considering **content/context, function** and **accuracy** (collectively known as the **functional trisection**). The proficiency rating generally falls into one of the broad levels of **Novice, Intermediate, Advanced** or **Superior**. **Novice** and **Intermediate** are further divided into the categories of **Low, Mid, and High**. **Advanced** is further divided into **Advanced** and **Advanced High**. The proficiency that students attain depends on such factors as time, level of control, and classroom activities.

A description of the four major levels (from the 1986 ACTFL Proficiency Guidelines) is below:

Superior	Speakers can participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. They can explain in detail, hypothesize, and support their opinions. At this level, errors never interfere with communication.
Advanced	Speakers can converse fluently and discuss topics of personal interest. They can describe and narrate events in the past, present, and future using paragraph-like discourse. They can be understood without difficulty, even by those unaccustomed to nonnative speakers.
Intermediate	Speakers can ask and answer questions and can maintain simple conversations on familiar topics using sentences and strings of sentences. They can usually be understood by those accustomed to nonnative speakers, although some repetition may be needed.
Novice	Speakers can communicate only in common, highly predictable daily situations using memorized and formulaic speech. They may be difficult to understand, even by those accustomed to interacting with nonnative speakers.

Proficiency is measured in all four modes of communication: speaking, listening, reading, and writing. An individual's level of proficiency can vary in the different modes. In general, one's proficiency in the receptive modes (listening and reading) tends to be higher than in the productive modes (speaking and writing).

PROFICIENCY EXPECTATIONS

Based on the ACTFL Oral Proficiency Guidelines, the following levels can be reached by students in a five-year secondary sequence of classroom instruction. One year is considered 120 hours of actual time on task in the classroom. An occasional very superior student may, of course, reach the next higher level.

Expected outcomes are given for both **Concept Control** and **Partial/Full Control**. **Concept control** refers to skills that 90% of the students will seldom be able to perform accurately (less than 20% of the time). **Partial control** refers to skills that 90% of the students will be able to perform accurately approximately 50% of the time (between 20% and 80%). **Full control** refers to skills that 90% of the students will be able to perform accurately 90% of the time.

Grades are based **concept control**. Proficiency is based on **partial** and **full control**. Factors such as type of classroom activity, time, motivation, independent practice, and special opportunities enter into the partial and full control necessary to advance on the ACTFL Proficiency scale.

Concept Control
Average student

1st year	Novice-Mid
2nd year	Intermediate-Low
3rd year	Intermediate
4th year	Intermediate-High
5th year	Advanced

Concept Control
Advanced student

1st year	Novice-High
2nd year	Intermediate
3rd year	Intermediate-High
4th year	Advanced
5th year	Advanced-High

Full/Partial Control
Average student

1st year	Novice-Mid
2nd year	Novice-High
3rd year	Intermediate-Low
4th year	Intermediate
5th year	Intermediate-High

Full/Partial Control
Advanced student

1st year	Novice-High
2nd year	Intermediate-Low
3rd year	Intermediate
4th year	Intermediate-High
5th year	Advanced

As we have seen, the AP French and Spanish Language exams are skills-based tests intended to measure a student's performance in each of the four communicative modes (see **Summary of the College Board's Advanced Placement Programs**). The notable exceptions to this are the **multiple-choice** section of the AP Spanish Language exam, with its sections of **modified cloze** and **error recognition** questions, and, to a lesser extent, the AP Spanish Language **paragraph fill-ins**. These

questions can be said to address a student's level of concept control. However, these exercises only account for 10%, 5%, and 3.25% of the final AP grade respectively.

Therefore, the expected outcomes for full and partial control are the most relevant in predicting a student's ability to perform on these exams. Given that the AP French and Spanish Language exams are designed to be the equivalent of advanced or 300 level courses (see **Equivalent College Courses**), it is reasonable to assume that a student must reach the Advanced level of proficiency in order to score a 3 or higher. A comparison of the descriptions of the proficiency levels and the Essay Grading Rubrics confirms this. **Novice** corresponds to the essay category **Demonstrates Incompetence/Poor or No Control**, which in turn would predict an AP score of 1. **Intermediate** corresponds to the category **Suggests Incompetence/Fair Control** which would predict an AP score of 2. **Advanced** corresponds to **Suggest Competence/Good Control** which would predict an AP score of 3.

The tables above show that an advanced student can be expected to reach the **Advanced** level in the fifth year and an average student can only be expected to reach the level of Intermediate-High at the end of five years of study. This would explain why systems like Shaker Heights and Cleveland Heights place AP courses at the fifth or sixth year of study (see **Sequence of Modern Languages Courses at Local High Schools**). Since Saint Ignatius is a 9-12 high school, AP is only an option at the fourth year unless an incoming freshman is put into a sophomore language class based on his placement exam score (see **Sequence of Modern Languages Courses- Saint Ignatius High School**).

At the end of a four-year sequence, an advanced student is expected to reach the **Intermediate-High** level and an average student is expected to reach the **Intermediate** level. Both of these would predict an AP score of 2. These outcomes are consistent with the level of credit (201/202 Intermediate 1 & 2) offered by John Carroll University (see **John Carroll University Advanced College Credit Program**).

OTHER COLLEGE BOARD LANGUAGE TESTS

The College Board offers SAT II Subject tests in languages throughout the year. These are 60-minute exams intended for students with three or four years of language study (although students with two years of strong preparation are encouraged to take them). All of the exams are entirely in the multiple-choice format with no free-response sections. The skills measured include **vocabulary and structure** (33%), **paragraph completion** (33%), and **reading comprehension** (33%). On tests with listening, these three sections (reduced to 40 minutes of testing time) make up 60-65% of the test and the 20-minute listening section accounts for 35-40% of the test. Scores are reported on the 200-800 SAT scale. For more detailed information about the French and Spanish exams, see **Appendices E-F**.

When introduced in 1992, the SAT II Language with Listening Tests were only offered to an entire class of students within a school on a Tuesday in October. They are currently offered to individual students during the typical Saturday administration of the SAT in November. The following is a chart listing the SAT II Language Subject Tests and the months they will be offered during the 1999-2000 school year.

SAT II Subject Test	Month offered
French	Oct. 99 Dec. 99 Jan. 00 May 00 Jun. 00
German	Jun. 00
Modern Hebrew	Jun. 00
Italian	Dec. 99
Latin	Dec. 99 Jun. 00
Spanish	Oct. 99 Dec. 99 Jan. 00 May 00 Jun. 00
Chinese with Listening	Nov. 99
French with Listening	Nov. 99
German with Listening	Nov. 99
Japanese with Listening	Nov. 99
Korean with Listening	Nov. 99
Spanish with Listening	Nov. 99

TOPICS FOR FURTHER DISCUSSION

Advanced Placement programs have always played an important role at Saint Ignatius in its function as a college preparatory high school. However, the exact role and influence of AP within the scope of our curriculum and Graded Courses of Study is often undiscussed or is assumed to be implicitly understood by all teachers. The interaction of the Modern Languages Department's proficiency goals with the goals of AP Language programs should and must be explicitly discussed. The preceding examination of AP programs in general and the AP French and Spanish Language exams in particular is intended to provide a foundation upon which such a discussion can be held.

The following is a list of topics that I have identified as areas deserving further examination and discussion. This list is by no means exhaustive and is given in no particular order.

- Are the Graded Courses of Study or the AP exams the “motor” that drives our department’s curriculum?
- How well do the *C’est à toi* and *Somos así* programs meet the goals of the Graded Courses of Study and AP programs?
- What instruments are used to evaluate our students’ performance in attaining these goals? Are the AP Language exams well suited for this function? Are the SAT II exams?
- Should the AP Language exams be used to evaluate the department’s performance in attaining these goals? If so, how “vertically integrated” are the goals of the AP programs from first year through fourth year? What is expected as an acceptable passing rate? Is this rate realistic?
- Should the results of our students’ AP exams be disseminated among AP teachers? Should these results be disseminated to the whole department? If so, in what format or in what context?
- Given that Saint Ignatius High School is a college preparatory school, should there be more students in “accelerated” tracks than in normal tracks? Should “accelerated” be a separate track at all?
- Should the goal of the department be to offer AP to the greatest number of students possible? Or instead should the department serve as a “gatekeeper” and treat AP, in the words of Jay Mathews in *Class Struggle: What’s Wrong (and Right) with America’s Best Public High Schools*, “like fine china, only to be brought out for the best company”?
- What are the consequences of offering John Carroll University credit for AP courses? Should a student who is likely to receive a 2 on the exam (based on advanced 301/302 level work) receive a C or D thus preventing him from receiving Intermediate 201/202 level JCU credit? How can this be reconciled?
- How well do common final exams meet the goals of the Graded Courses of Study and AP programs? Should the format of these common exams be multiple-choice, free response, or a combination of both?
- Should AP French and Spanish Literature be offered? These courses have largely knowledge-based exams (see **Summary of the College Board’s Advanced Placement Programs**) with syllabi and required reading lists or authors (see **Appendices G-J**). Although the Spanish Literature exam has a short listening comprehension section (see **Appendix G**), these exams have no speaking sections and test reading and writing. The essays are graded on content as well as language use.
- Should additional languages be offered? If so, which ones and at which levels?

APPENDIX A: 1999 AP SPANISH LANGUAGE EXAM- SECTION II FREE-RESPONSE QUESTIONS
(WRITING)

Spanish Language: Part A (60 minutes)

Directions: Read the following passage. Then write, on the line after each number, the form of the word in parentheses needed to complete the passage correctly, logically and grammatically. In order to receive credit, you must spell and accent the word correctly. Only ONE Spanish word should be inserted, and in some cases no change in the suggested word may be necessary. Be sure to write the word on the line even if no change is needed.

Instrucciones: Lee el pasaje siguiente. Luego escribe en la línea a continuación de cada número la forma de la palabra entre paréntesis que se necesita para completar el pasaje de manera lógica y correcta. Para recibir crédito, tienes que escribir y acentuar la palabra correctamente. Debes escribir UNA SOLA palabra en cada línea. Es posible que la palabra sugerida no requiera cambio alguno. Escribe la palabra en la línea aun cuando no sea necesario ningún cambio.

(Suggested time – 8 minutes)

Maruja Torres estaba __ (1) __ una temporada en el norte escribiendo una novela. Iba con un traje __ (2) __ a rayas de __ (3) __ bolsillos sacó unos papeles. Tenía en la cara una expresión __ (4) __. Todavía ella estaba dispuesta a contestar __ (5) __ pregunta, a escribir unas cuantas páginas sin dejar de tener una maleta abierta. En el mundo había muchas injusticias que estaban esperando a Maruja para que ella __ (6) __ convirtiera en palabras. Yo a Maruja la __ (7) __ desde hacía años. Ahora era una de las autoras más leídas del país y había inventado un lenguaje para la prensa que incorporaba palabras __ (8) __ al estilo periodístico. Me dijo que sus héroes __ (9) __ eran todos __ (10) __ humanos normales que trabajan y que no tienen nombre.

1. _____ (pasar)
2. _____ (amarillo)
3. _____ (cuyo)
4. _____ (urgente)
5. _____ (cualquiera)
6. _____ (lo)
7. _____ (conocer)
8. _____ (corriente)
9. _____ (favorito)
10. _____ (ser)

Directions: In each of the following sentences, one verb has been omitted. Complete each sentence by writing on the numbered line the correct form and tense of the verb, based on the context provided by the sentence. You may have to use more than one word in some cases, but you must use a tense of the verb given in parentheses.

Instrucciones: En cada una de las siguientes oraciones, se ha omitido un verbo. Completa cada oración escribiendo en la línea numerada la forma y el tiempo correctos del verbo entre paréntesis. Es posible que haga falta más de una palabra. En todo caso debes usar un tiempo del verbo entre paréntesis.

(Suggested time – 7 minutes)

11. (11) no se gana nada.
12. El cocinero le puso más sal de la que yo le (12) cuando le di la receta.
13. Van a darle una beca con tal de que (13) sus estudios.
14. Te lo diremos en cuanto mi madre (14).
15. Adolfo no sospechó nunca que un día Delia (15) en su esposa.
16. Cuando tú (16), ten cuidado con las botellas.
17. Si nosotros (17) nuestra tarea, habríamos ido al concierto.
18. Mi vecino, Nicolás, sigue (18) mi mejor amigo.
19. Oye, Luisita, (19) ahora mismo—no puedes quedarte todo el día en la cama.
20. Antes de que se resolviera la cuestión, el profesor ya (20).

11. _____ (mentir)
12. _____ (indicar)
13. _____ (continuar)
14. _____ (enterarse)
15. _____ (convertirse)
16. _____ (irse)
17. _____ (completar)
18. _____ (ser)
19. _____ (levantarse)
20. _____ (marcharse)

Directions: Write IN SPANISH a well-organized essay on the topic below. Your work will be evaluated for its organization, range and appropriateness of vocabulary, and grammatical accuracy. Your essay should be **at least 200 words in length**. You should use the first five minutes to organize your thoughts on the blue insert.

Instrucciones: Escribe EN ESPAÑOL un ensayo claramente organizado y expuesto sobre el siguiente tema. Se calificará tu trabajo teniendo en cuenta la organización, la precisión y riqueza del vocabulario, y la exactitud gramatical. El ensayo debe tener una **extensión mínima de 200 palabras**. Antes de empezar a escribir, debes pasar cinco minutos organizando tus ideas en las hojas azules.

(Suggested writing time – 45 minutes)

Pronto vas a empezar tus estudios universitarios y tienes la posibilidad de asistir a una universidad lejos de casa. ¿Aceptarías esta oportunidad? En un ensayo bien organizado explica y defiende tu decisión.

**APPENDIX B: 1999 AP FRENCH LANGUAGE EXAM- SECTION II FREE-RESPONSE QUESTIONS
(WRITING)**

1999 Free-Response Questions
French Language: Part A Fill-ins

Directions: Within the following paragraphs, single words have been omitted and each has been replaced by a blank line. Complete the paragraphs by writing on the line ONE SINGLE French word that is correct BOTH in meaning and form according to the context of the paragraph. NO VERB FORMS may be used. Hyphenated words are considered single words. Expressions such as "jusqu' à", and "ce qui" and "ce que" are NOT considered single words.

Example: Jean _____ est pas grand, mais il est plus grand _____ son père.

(Suggested time-10 minutes)

Christophe a tout ___(1)___ être heureux. Pour son anniversaire, il a reçu exactement ce ___(2)___ son coeur désirait: deux jeux-vidéo ___(3)___ tous ses amis avaient envie depuis des mois. Maintenant, plusieurs de ses amis lui demandent tous les jours de venir ___(4)___ lui pour voir ses jeux-vidéo. Et Christophe n'est plus certain ___(5)___ être tellement heureux. «Je ne suis plus jamais tranquille», se dit-il. «Si seulement mes amis ne m'avaient pas parlé ___(6)___ ces jeux!»
Je ne sais pas ___(7)___ j'ai bien pu mettre mon sac! Je crois ___(8)___ je l'ai laissé sur mon bureau! ___(9)___ qui m'inquiète, c'est que toutes mes cartes de crédit s'y trouvent. Ah, j'ai une idée: je vais appeler ma collègue ___(10)___ travaille jusqu'à 21h ce soir. Je vais ___(11)___ demander d'aller voir si mon sac est toujours là.

—Bonjour monsieur, vous désirez?

—Je cherche quelque chose ___(12)___ spécial: une montre qui donne l'heure ___(13)___ aute voix. C'est pour mon oncle ___(14)___ la vue a beaucoup baissé. Il ___(15)___ a vu une dans un catalogue spécialisé. Auriez-vous cet article ici par hasard?

Directions: Within the following paragraphs, fifteen verb forms have been omitted and each has been replaced by a line. Complete the paragraphs by writing on each line the correct form of the verb, based on the context provided by the entire paragraph. The infinitive form of the verb to be used is shown in parentheses below each line. **Be sure to read each paragraph completely before writing your answers.** Check your spelling carefully; accents and agreement must be correct for the answer to be considered correct. Do NOT use the *passé simple*

(Suggested time-10 minutes)

Mes grands-parents ___(16 - arriver)___ de la campagne tôt hier matin. Bien qu'ils ___(17 - voyager)___ presque toute la nuit, ils avaient bonne mine. Avant de ___(18 - prendre)___ un petit déjeuner frugal, ils se sont reposés. Ensuite ils ___(19 - se promener)___ en ville avec mes parents. Je suis ravi qu'ils ___(20 - être)___ là.

Au début de l'année dernière ma soeur ___(21 - prendre)___ la décision de se mettre à faire la cuisine. Après ___(22 - acheter)___ tous les ustensiles qui lui semblaient indispensables, elle ___(23 - demander)___ que nous l' ___(24 - aider)___ : «Je préparerai le dîner tous les samedis. Vous devrez m'aider ce jour-là et venir à la cuisine dès que je vous ___(25- appeler)___».

Hier, Christine, Julie et Susanne ___(26 - aller)___ faire des courses. Susanne devait ___(27 - retrouver)___ ses deux amies chez elles, et elles avaient décidé qu'elles ___(28 - partir)___ dès que Susanne ___(29 - arriver)___ . Quand celle-ci a appris que les deux autres voulaient passer toute la journée dans les magasins, elle a pensé «Si j'avais su, j' ___(30 - apporter)___ plus d' argent!»

Composition

Directions: Write in French a well-organized and coherent composition of substantial length on the question below. Show precision and variety in your choice of vocabulary and verb tenses.

(Suggested time-40 minutes)

31. Dans certaines civilisations, les personnes âgées ont encore la responsabilité de transmettre les connaissances aux jeunes. Selon un auteur africain: "Un vieillard qui meurt, c'est une bibliothèque qui brûle." Dans quelle mesure cette citation est-elle valable dans la société où vous vivez? Justifiez votre réponse en donnant des exemples précis.

APPENDIX C: 1999 AP SPANISH LANGUAGE EXAM- SECTION II FREE-RESPONSE QUESTIONS (SPEAKING)

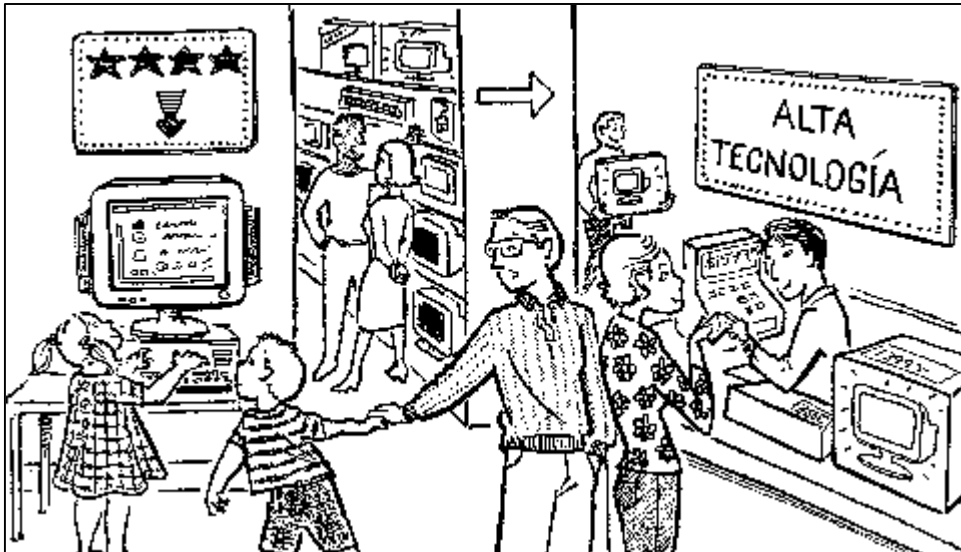
1999 Free-Response Questions Spanish Language: Part B Picture Sequence

The following directions are a truncated version of those that are spoken on the master tape during the exam.

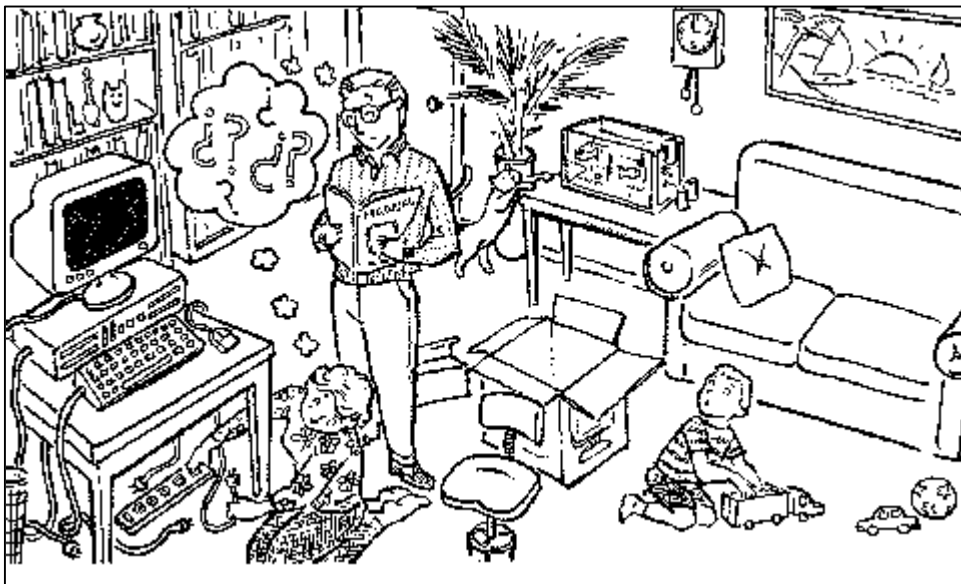
[You will have 2 minutes to think about the pictures and 2 minutes to tell the story suggested by the pictures. You will be scored not only for the appropriateness and grammatical correctness of your response, but also for your range of vocabulary, pronunciation, and overall fluency.]

[Los dibujos que tú ves representan un historia. Utilizando los dibujos, interpreta y reconstruye esta historia. Tu nota se basará no sólo en tu precisión gramatical sino también en la amplitud de tu vocabulario, tu claridad y tu fluidez.]

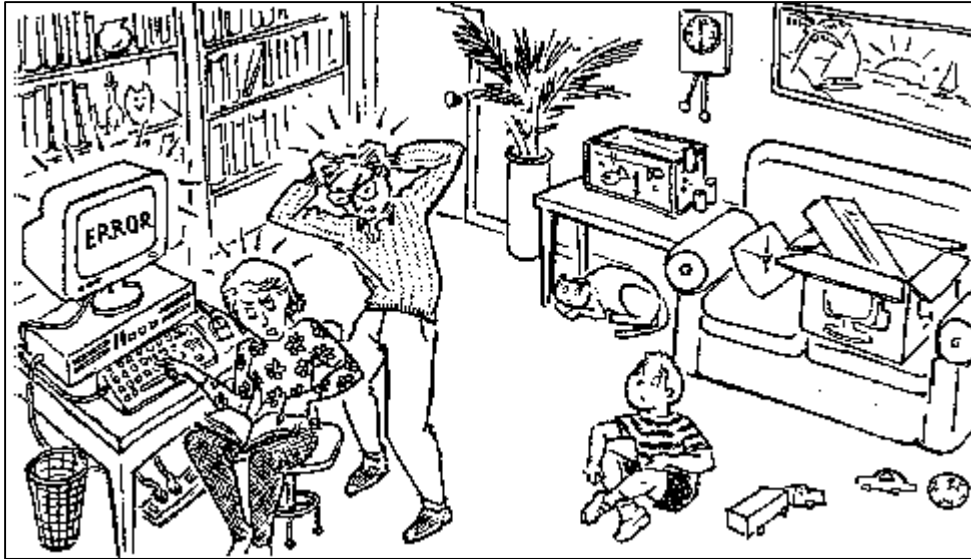
1.



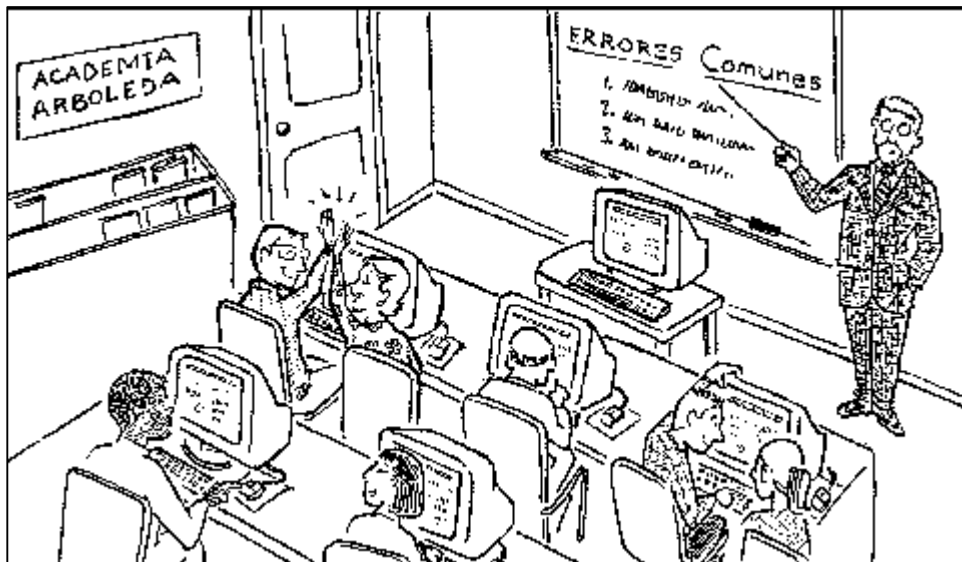
2.



3.



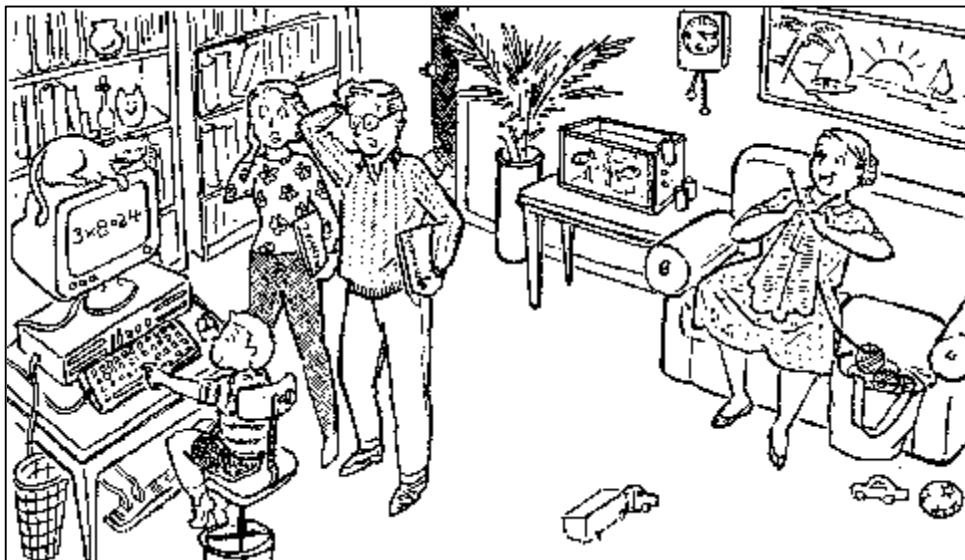
4.



5.



6.



Directed Responses

The following directions are a truncated version of those that are spoken on the master tape during the exam. **MA** means that a man's adult voice is heard. **WA** means that a woman's adult voice is heard.

Now you will be asked to respond to a series of questions. Your score will be based on your comprehension of the questions, as well as the appropriateness, grammatical accuracy, and pronunciation of your response. Each question will be spoken twice. The questions are not printed in your booklet. In each case, you will have 20 seconds to respond.

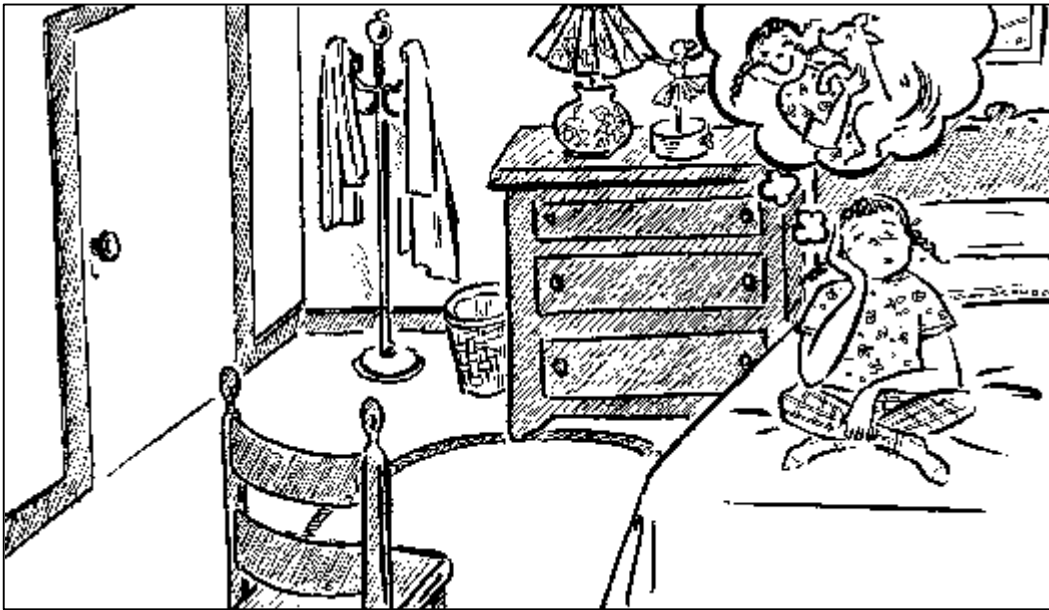
- (MA) Número 1.** Cuando eras más joven, ¿jugabas con animales? Explica tu respuesta. . . . Cuando eras más joven, ¿jugabas con animales? Explica tu respuesta. TONE (20 seconds) Now we will go on to the next question.
- (WA) Número 2.** ¿Por qué crees que a mucha gente le gusta tener animales en casa? . . . ¿Por qué crees que a mucha gente le gusta tener animales en casa? TONE (20 seconds) Now we will go on to the next question.
- (MA) Número 3.** ¿Qué opinión tienes de los parques zoológicos? Explica tu respuesta. . . . ¿Qué opinión tienes de los parques zoológicos? Explica tu respuesta. TONE (20 seconds) Now we will go on to the next question.
- (WA) Número 4.** Convince a un amigo para que vaya contigo a comprar un animal. . . . Convince a un amigo para que vaya contigo a comprar un animal. TONE (20 seconds) Now we will go on to the next question.
- (MA) Número 5.** Si pudieras ser un animal, ¿cuál te gustaría ser y por qué? . . . Si pudieras ser un animal, ¿cuál te gustaría ser y por qué? TONE (20 seconds)

APPENDIX D: 1999 AP FRENCH LANGUAGE EXAM- SECTION II FREE-RESPONSE QUESTIONS (SPEAKING)

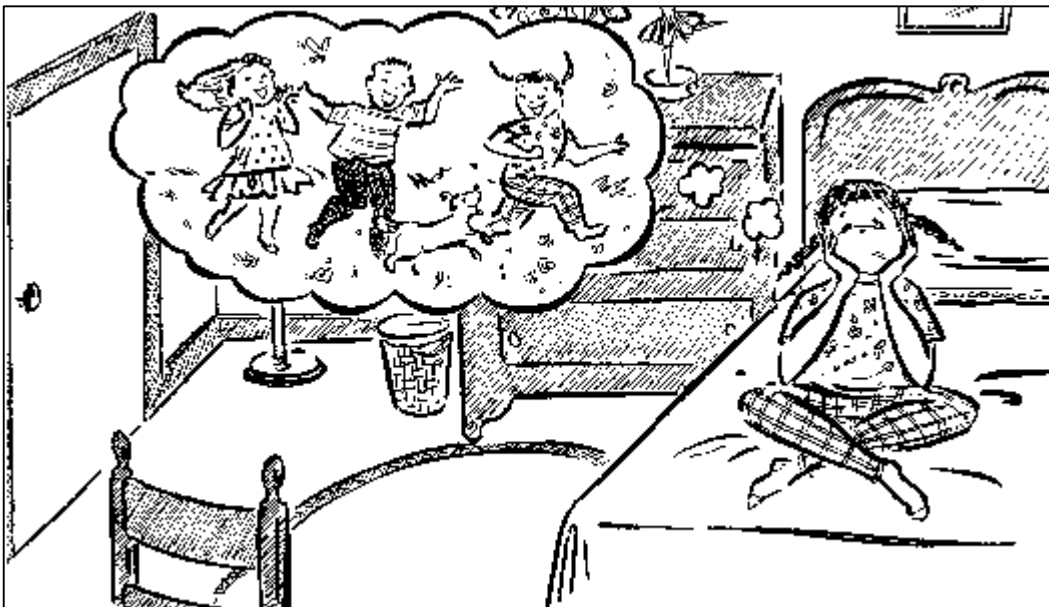
1999 Free-Response Questions French Language: Part B

This is the speaking part of the French Language Examination. You will be asked to answer two sets of questions based on pictures. For each set, you will first have 1 minute and 30 seconds to look at the picture or pictures and to read and think about the questions; you will then be given time to answer the questions. The questions are both recorded on this tape and printed in your green insert. The time you will have to answer is printed in parentheses after each question. You will record your answers to the questions on a cassette tape. **Begin to speak immediately after you hear the question spoken on the tape.** Be sure to speak loudly and clearly enough for the machine to record what you say. **Respond to each question as fully as you can.** If you hear yourself make an error as you are speaking, you should correct the error.

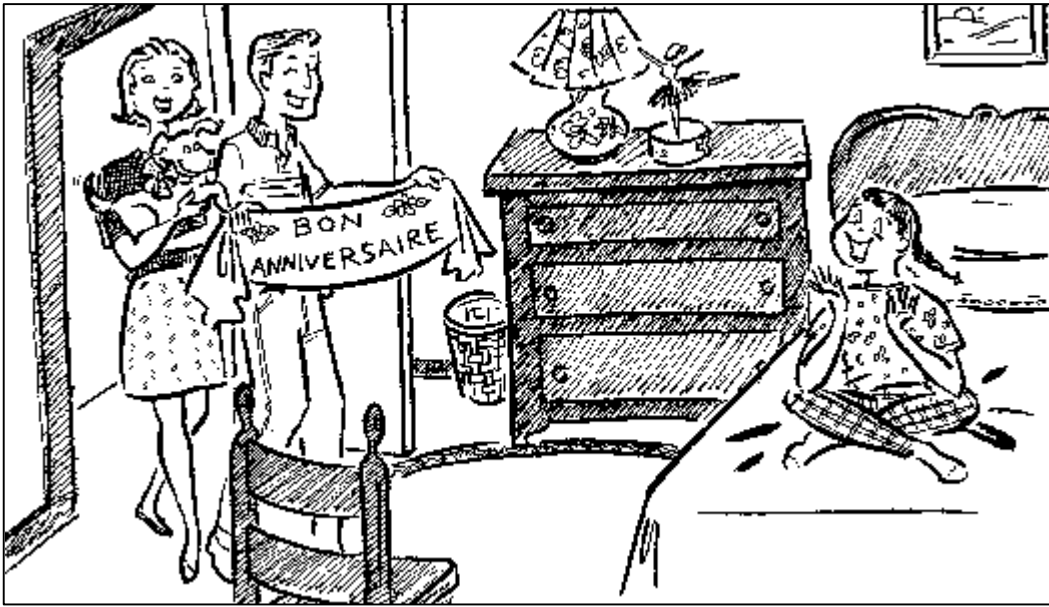
1.



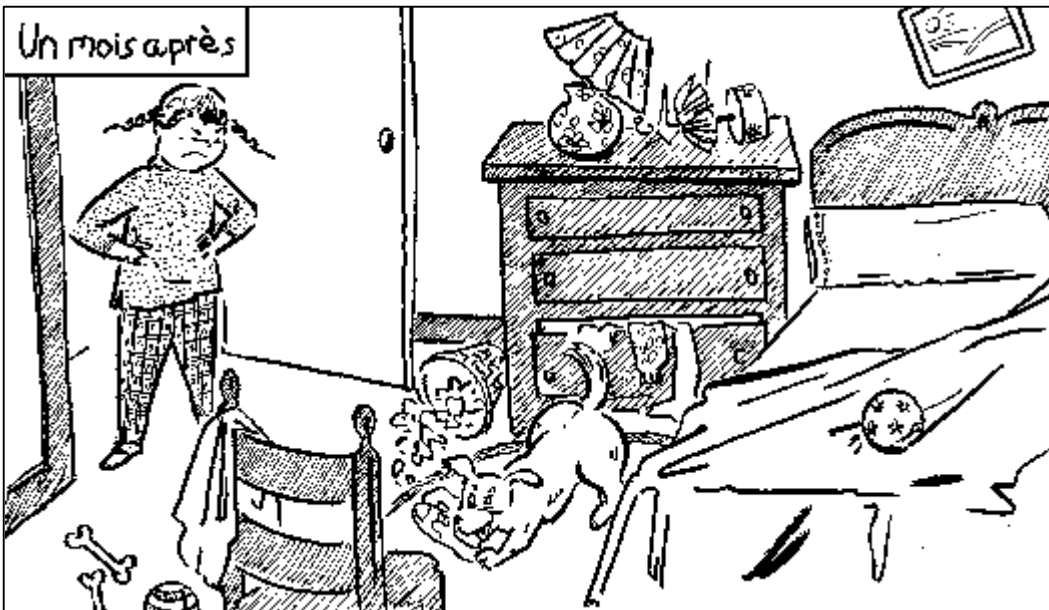
2.



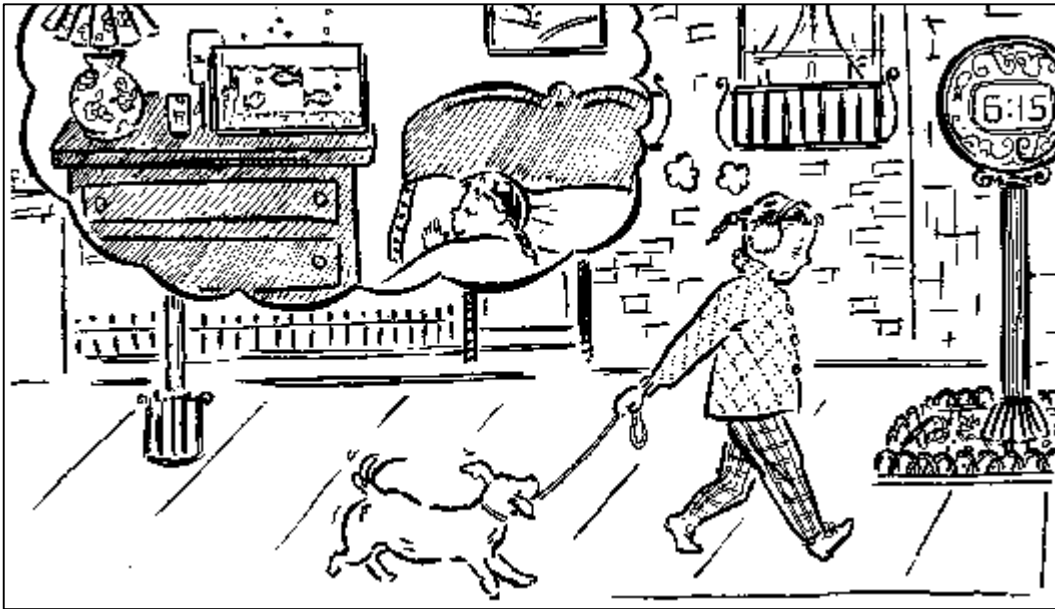
3.



4.



5.



Questions:

1. Racontez comment la petite fille avait imaginé ce que cela serait d'avoir un chien et montrez la différence avec ce qui lui est arrivé.(60 seconds)
2. Pensez-vous qu'un jeune enfant doit avoir un animal domestique? Pourquoi ou pourquoi pas?(30 seconds)
3. D'après vous, est-ce que les adolescents doivent participer aux tâches ménagères telles que faire la vaisselle, passer l'aspirateur, etc.? Pourquoi ou pourquoi pas?(45 seconds)

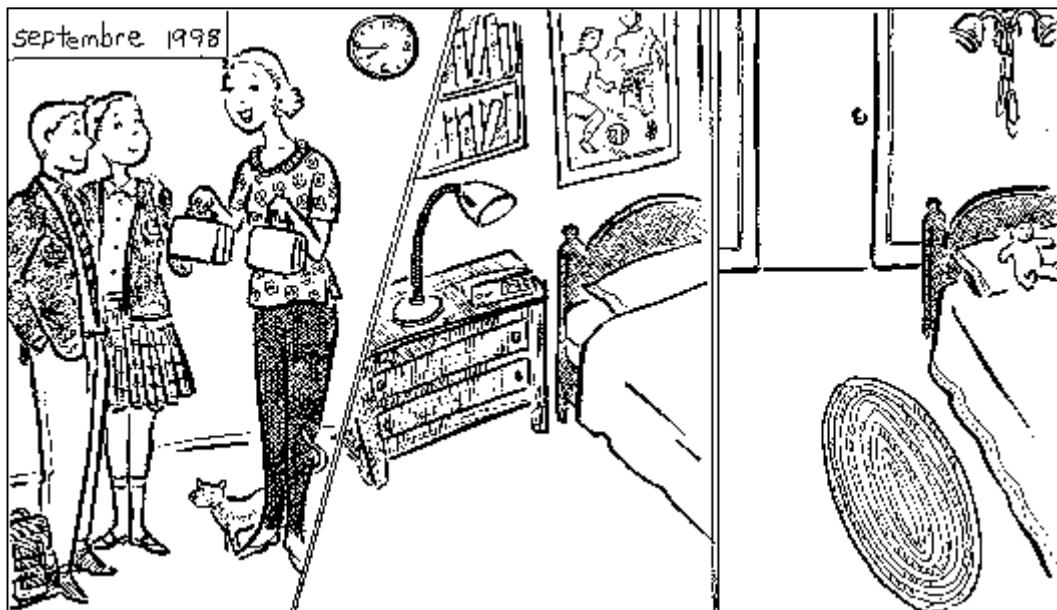
Picture Set 2

Look at the pictures below. You will have 1 minute and 30 seconds to study the pictures and to read and think about the questions.

1.



2.



Questions:

4. Quels changements ont eu lieu dans ces images entre septembre 97 et septembre 98 et pourquoi? (30 seconds)
5. Quels sont les avantages et les inconvénients d'un uniforme pour les garçons et les filles qui vont au lycée? (45 seconds)
6. D'après vous, les vêtements que vous portez influencent-ils l'opinion que les autres ont de vous? Expliquez. (60 seconds)

APPENDIX E: SAT II FRENCH SUBJECT TESTS

French Subject Test (Reading Only)

Purpose

- To assess the student’s ability to read French

Anticipated Skills

- Wide-ranging knowledge of the language

Format

- 85 multiple-choice questions
- Vocabulary and structure questions testing knowledge of words representing different parts of speech and some basic idioms, in sentences or longer paragraphs
- Reading comprehension questions are based on passages drawn from fiction, essays, historical works, newspaper and magazine articles, and everyday materials such as timetables, forms, tickets, and advertisements

Skills Measured	Approximate Percentage of Test
Vocabulary in Context	30
Structure in Context (grammar)	30-40
Reading Comprehension	30-40

Scores Reported

- Total score on the 200-to-800 scale

Recommended Preparation

- Three or four years of French language study in high school, or two years of strong preparation.

French Subject Test with Listening- Offered in November at designated test centers.

Purpose

- To assess the student’s ability to understand spoken and written French

Anticipated Skills

- Wide-ranging knowledge of the language

Format

- 85 to 90 questions (a 20-minute listening section and a 40-minute reading section)
- Listening section questions based on pictures, dialogues, and monologues
- Vocabulary and structure questions testing parts of speech and basic idioms in sentences or longer paragraphs
- Reading comprehension questions are based on passages drawn from fiction, essays, historical works, newspaper and magazine articles, and everyday materials such as advertisements, timetables, forms, and tickets.

Skills Measured	Number of Questions	Approximate Percentage of Test
Listening		35
Pictures	8-12	
Short dialogues	10-12	
Long dialogues	10-15	
Reading		65
Vocabulary	16-20	
Structure	16-20	
Reading Comprehension	20-25	

Scores Reported

- Total score on the 200-to-800 scale; listening and reading subscores on the 20-to-80 scale

Recommended Preparation

- Three or four years of French language study in high school or the equivalent. Students with two years of strong preparation in French are also encouraged to take the test.

APPENDIX F: SAT II SPANISH SUBJECT TESTS

Spanish Subject Test (Reading Only)

Purpose

To assess the student’s reading ability in Spanish

Anticipated Skills

Wide-ranging knowledge of the language

Format

- 85 multiple-choice questions
- Vocabulary and structure questions testing knowledge of parts of speech and idiomatic expressions, in sentences or longer paragraphs
- Reading comprehension questions based on passages from fiction, essays, historical works, newspaper and magazine articles, and everyday materials such as ads, forms, and tickets.

Skills Measured	Approximate Percentage of Test
Vocabulary and Structure	33
Paragraph Completion	33
Reading Comprehension	33

Scores Reported

- Total score on the 200-to-800 scale

Recommended Preparation

- Three to four years of Spanish language study in high school or the equivalent. Students with two years of strong preparation are also encouraged to take the test.

Spanish Subject Test with Listening- Offered in November at designated test centers.

Purpose

- To assess the student’s ability to understand spoken and written Spanish

Anticipated Skills

- Wide-ranging knowledge of the language

Format

- 85 multiple-choice questions (a 20-minute listening section and a 40-minute reading section)
- Three types of listening questions: pictures, short conversations, and extensive listening selections
- Vocabulary and structure questions testing the student’s knowledge of parts of speech and idiomatic expressions, in sentences or longer paragraphs
- Reading comprehension questions based on passages from fiction, essays, historical works, newspaper and magazine articles, and everyday materials such as advertisements, tickets, and schedules.

Skills Measured	Number of Questions	Approximate Percentage of Test
Listening	35	40
Pictures		
Rejoinders		
Selections		
Reading Section	50	60
Vocabulary and Structure		
Paragraph Completion		
Reading Comprehension		

Scores Reported:

- Total score on the 200-to-800 scale; listening and reading subscores on the 20-to-80 scale

Recommended Preparation:

- Three to four years of Spanish language study in high school or the equivalent. Students with two years of strong preparation are also encouraged to take this test.
- Gradual development of competence in Spanish over a period of years.

APPENDIX G: AP SPANISH LITERATURE EXAM

The Exam

The AP Spanish Literature Examination consists of two parts:

- **Section I (Multiple-Choice)**
Tests aural comprehension, literary analysis, and reading comprehension of passages (predominantly prose passages).
- **Section II (Free-Response)**
Consists of three essay questions: Question 1 requires students to write an essay about the form and content of a poem from an author not on the required list. The next two questions assume that candidates have read works by authors on the required list. The questions test literary interpretation and analysis in addition to skill in writing critical expository prose in Spanish. Question 2 is based on works of a single author. Question 3 is based on comparisons of works of two authors, a citation from a single author, or a critical commentary about the work of one of the authors.

Because the AP Spanish Program does not require the study of specific literary works, the essay questions on the examination are generalized.

Required Authors:

- Borges, Jorge Luis
- García Lorca, Federico
- García Márquez, Gabriel
- Matute, Ana María
- Unamuno, Miguel de

All five required authors should be studied in depth. Students should read one or more full-length works of each author as well as some shorter works; excerpts from longer works should be read in conjunction with, and not instead of, a complete novel or play. For authors who have written in more than one genre, for example, Borges (stories and poetry), García Márquez (novels and short stories), Lorca (drama and poetry), Matute (novels and short stories), and Unamuno (essays, novels, short novels, and poetry), students should read works in more than one genre.

The use of dictionaries or other references is not permitted during the examination. All the directions printed inside the test books are in both English and Spanish.

Exam Format

Section	Item Type	Approximate # of Items	% of Final Grade	Total Time
Section I	Multiple-Choice	approx. 65 items	45%	80 min.
Part A	Listening	approx. 11 items	8%	15 min.
Part B	Reading Comprehension	approx. 54 items	37%	65 min.
Section II	Free-Response		55%	100 min.
Essay 1	Poetry Analysis	1 prompt	17.5%	30 min.
Essay 2	One-Author Analysis	1 prompt	17.5%	30 min.
Essay 3	Two-Author Comparison, <i>OR</i> Text Analysis, <i>OR</i> Critical Excerpt Analysis	1 prompt	20%	40 min.

APPENDIX H: 1999 AP SPANISH LITERATURE ESSAY QUESTIONS

1999 AP Spanish Literature: Question 1

Directions: Write a coherent and well-organized essay IN SPANISH on the topic that appears below.

Instrucciones: Escribe un ensayo coherente y bien organizado EN ESPAÑOL sobre el siguiente tema.

Análisis de poesía

(Suggested time-30 minutes)

Analiza cómo en el siguiente poema se desarrolla una evocación del pasado. En tu ensayo, debes discutir el lenguaje poético y los recursos técnicos que se emplean.

Los pinos

Yo digo ¡pinos! y siento
Que se me aclara el alma.
Yo digo ¡pinos! y en mis oídos
Rumorea la selva.
(5) Yo digo ¡pinos! y por mis labios pasa
La frescura de las fuentes salvajes.

¡Pinos, pinos, pinos! Y con los ojos cerrados
Veo la hilacha¹ verde de los ramajes profundos,
Que recortan el sol en obleas² desiguales
(10) Y lo arrojan, como puñados de lentejuelas,³
A los caminos que bordean.

Yo digo ¡pinos! y me veo morena
Quinceabrilera,
Bajo uno que era amplio como una casa,
(15) Donde una tarde alguien puso en mi boca,
Como el fruto extraordinario
El primero beso amoroso.

¡Y todo mi cuerpo anémico tiembla
Recordando su antiguo perfume a yerbabuena!
(20) Y me duermo con los ojos llenos de lágrimas,
Así como los pinos se duermen con las ramas
Llenas de rocío.
Juana de Ibarbourou

1 – **hilacha**: loose thread

2 – **obleas**: wafers

3 – **puñados de lentejuelas**: handfuls of sequins

1999 AP Spanish Literature: Question 2

Directions: Write a coherent and well-organized essay IN SPANISH on the topic that appears below.

Instrucciones: Escribe un ensayo coherente y bien organizado EN ESPAÑOL sobre el siguiente tema.

Gabriel García Márquez

(Suggested time-30 minutes)

Muchas de las obras de García Márquez reflejan la realidad política o social latinoamericana. Usando por lo menos dos obras de este autor que hayas leído, explica en tu ensayo cómo logra el novelista presentar esta realidad.

1999 AP Spanish Literature: Question 3

Directions: Write a coherent and well-organized essay IN SPANISH on the topic that appears below.

Instrucciones: Escribe un ensayo coherente y bien organizado EN ESPAÑOL sobre el siguiente tema.

Miguel de Unamuno y Ana María Matute

(Suggested time-40 minutes)

La angustia de los protagonistas se destaca en algunas de las obras de Miguel de Unamuno y Ana María Matute. Basándote en por lo menos una obra de cada uno de estos dos autores, compara las características y el significado de este sufrimiento.

APPENDIX I: AP FRENCH LITERATURE EXAM

The Examination

The exam is approximately three hours long and measures students' abilities to understand, analyze, and interpret literary texts and to write competent critical essays in French. The **multiple-choice** section (70-90 minutes) counts for 40 percent of the composite grade. The **free-response** section (90-100 minutes) counts for the remaining 60 percent. This section is normally made up of an **essay** and a **textual analysis** (formerly known as *explication du texte*—MAT). Both parts count equally and are scored for content as well as for language. Use of dictionaries or other reference works during the examination is not permitted.

- **Section I: Multiple-Choice**

This section consists of passages of prose, poetry, and drama chosen both from literary works on the required reading list and from works that are *not* on the list, followed by questions on their content, structure, and style. Vocabulary glosses are provided where appropriate, and it is not necessary to have previously studied the texts on which the questions are based or to recognize their authors. The questions do require students to understand the meaning of the text (what is stated or implied); to notice and interpret patterns of imagery, diction, or syntax; to recognize and understand figurative language; and to identify tone.

- **Section II: Free-Response**

This section consists of a textual analysis and an essay, both written in French. Students are given about 50 minutes for each question. Each response is scored on both content and use of language.

- **Textual Analysis**

Students are expected to analyze a poem or prose passage selected from the reading list and printed in the test booklet. They are asked to write in French in response to three or four questions about the text.

- **Essay**

The student is expected to write a well-organized essay in French on a given literary topic, basing his or her answer on one or two of the texts from the required reading list. All students will write on the same topic but will have some choice of required works to use for analysis and illustration. Students should avoid plot summary and make their references to the works as precise and pertinent as possible.

Required Reading List for May 2000, 2001**Plays**

Molière: *L'Ecole des femmes*
 Beaumarchais: *Le Mariage de Figaro*
 Giraudoux: *La Guerre de Troie n'aura pas lieu*

Novels

Bâ: *Une si longue lettre*
 Maupassant: *Pierre et Jean*
 Voltaire: *Candide*

Poetry

Apollinaire: «Le Pont Mirabeau,» «Les Colchiques,» «Mai,» «Automne»
 Baudelaire: «Correspondances,» «Hymne à la Beauté,» «L'Invitation au voyage,»
 «Chant d'automne,» «Spleen» («Quand le ciel...»), «Recueillement» (From *Les Fleurs du Mal*)
 Labé: Sonnets -- «On voit mourir toute chose animée,» «Je vis, je meurs: je me brûle et me noie,» «Oh si j'étais en ce beau sein ravie,» «Las! que me sert, que si parfaitement»
 La Fontaine: «Les Animaux malades de la peste,» «Le Chêne et le Roseau,» «La Mort et le Bûcheron,» «Le Loup et l'Agneau»
 Ronsard: «À Marie» («Comme on voit sur la branche...»), «Ode à Cassandre» («Mignonne, allons voir...» «À Hélène» («Quand vous serez bien vieille...»))

APPENDIX J: 1999 AP FRENCH LITERATURE ESSAY QUESTIONS

1999 AP French Literature: Question 1

(Suggested time — 50 minutes. This question counts one-half of the total Section II score.)

Read carefully the text below. Then write a separate answer in French to each of the questions that follow it. Be sure to use your time effectively so that you can answer each of the questions fully.

J'ai célébré hier, comme il se doit, le quarantième jour de la mort de Modou. Je lui ai pardonné. Que Dieu exauce les prières que je formule quotidiennement pour lui. J'ai célébré le quarantième jour dans le recueillement. Des initiés ont lu le Coran. Leurs voix ferventes sont montées vers le ciel. Il faut que Dieu t'accueille parmi ses élus, Modou Fall!

Après les actes de piété, Tamsir est venu s'asseoir dans ma chambre dans le fauteuil bleu où tu te plaisais. En penchant sa tête au dehors, il a fait signe à Mawdo; il a aussi fait signe à l'Imam de la mosquée de son quartier. L'Imam et Mawdo l'ont rejoint. Tamsir parle cette fois. Ressemblance saisissante entre Modou et Tamsir, mêmes tics de l'inexplicable loi de l'hérédité. Tamsir parle, plein d'assurance; il invoque (encore) mes années de mariage, puis conclut: "Après ta 'sortie' (sous entendu: du deuil), je t'épouse. Tu me conviens comme femme et puis, tu continueras d'habiter ici, comme si Modou n'était pas mort. En général, c'est le petit frère qui hérite de l'épouse laissée par son aîné. Ici, c'est le contraire. Tu es ma chance. Je t'épouse. Je te préfère à l'autre, trop légère, trop jeune. J'avais déconseillé ce mariage à Modou."

Quelle déclaration d'amour pleine de fatuité dans une maison que le deuil n'a pas encore quittée. Quelle assurance et quel aplomb tranquilles! Je regarde Tamsir droit dans les yeux. Je regarde Mawdo. Je regarde l'Imam. Je serre mon châle noir. J'égrène mon chapelet. Cette fois, je parlerai.

Ma voix connaît trente années de silence, trente années de brimades. Elle éclate, violente, tantôt sarcastique, tantôt méprisante.

"As-tu jamais eu de l'affection pour ton frère? Tu veux déjà construire un foyer neuf sur un cadavre chaud. Alors que l'on prie pour Modou, tu penses à de futures noces.

"Ah! oui: ton calcul, c'est devancer ton prétendant possible, devancer Mawdo, l'ami fidèle qui a plus d'atouts que toi et qui, également, selon la coutume, peut hériter de la femme. Tu oublies que j'ai un coeur, une raison, que je ne suis pas un objet que l'on se passe de main en main. Tu ignores ce que se marier signifie pour moi: c'est un acte de foi et d'amour, un don total de soi à l'être que l'on a choisi et qui vous a choisi. (J'insistais sur le mot choisi.)

"Et tes femmes, Tamsir? Ton revenu ne couvre ni leurs besoins ni ceux de tes dizaines d'enfants. Pour te suppléer dans tes devoirs financiers, l'une de tes épouses fait des travaux de teinture, l'autre vend des fruits, la troisième inlassablement tourne la manivelle d'une machine à coudre. Toi, tu te prélasses en seigneur vénéré, obéi au doigt et à l'oeil. Je ne serai jamais le complément de ta collection."

1. Montrez comment, au fur et à mesure que la scène se déroule, la narratrice révèle progressivement qu'elle appartient à deux mondes.
2. Bien que la narratrice destine sa longue lettre à une amie, c'est au lecteur qu'elle s'adresse vraiment. Quels moyens utilise-t-elle pour convaincre le lecteur de son point de vue?

1999 AP French Literature: Question 2

(Suggested time — 50 minutes. This question counts one-half of the total Section II score.)

Write a well-organized essay in French on the topic given below, restricting your comments to the scope of the question. Avoid mere plot summary. (Note that you are to write on only **one** work.)

La jalousie est un thème important dans beaucoup d'oeuvres littéraires. Choisissez un personnage dans une des deux oeuvres suivantes et analysez les effets de la jalousie sur ce personnage et sur ceux qui l'entourent.

L'Ecole des femmes
Pierre et Jean