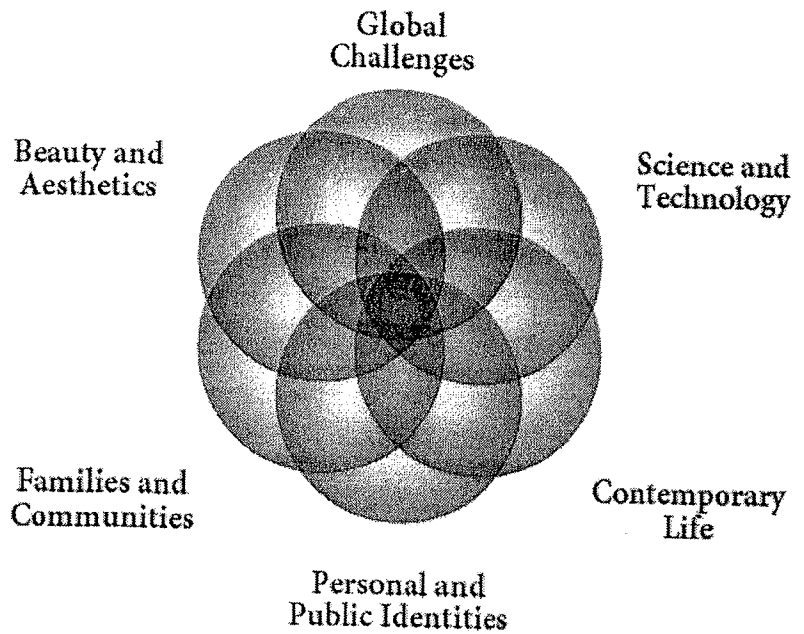


Advanced Placement [*French / German / Spanish*] Language and Culture

The AP World Language courses are structured around six themes. Each theme includes a number of recommended topics for exploration.

The themes help integrated language, content and culture into activities that promote the use of the target language in a variety of contexts.



Curricular Requirements

- The teacher uses the target language almost exclusively in class and encourages students to do likewise.
- Instructional materials include a variety of authentic audio and video recordings and authentic written texts, such as newspaper and magazine articles, as well as literary texts.
- The course provides opportunities for students to demonstrate their proficiency in spoken and written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced* range.
- The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, audiovisual, written, and print resources.
- The course provides opportunities for students to demonstrate their proficiency in spoken and written Presentational Communication in the Intermediate to Pre-Advanced* range.
- The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.
- The course provides opportunities for students to make comparisons between and within languages and cultures.
- The course prepares students to use the target language in real-life settings.

Exam Information

The AP German Language and Culture Exam assesses students' proficiencies in the Interpersonal, Interpretive, and Presentational modes of communication.

Section I, the multiple-choice section, primarily assesses Interpretive Communication by asking students to identify main points, significant details, purpose, and intended audience of a variety of texts and to make inferences and predictions based on them. Some questions require students to show understanding of cultural or interdisciplinary information contained in the text. Each selection is accompanied by a preview that provides contextual information.

Interpretive Tasks, consist of a variety of authentic print materials (e.g., journalistic and literary texts, announcements, advertisements, letters, maps, and tables) and a variety of authentic audio materials, including interviews, podcasts, public service announcements, conversations, and brief presentations.

Section II, the free-response section, assesses Interpersonal and Presentational Communication by requiring students to produce written and spoken responses.

Interpersonal Tasks, consist of reading and replying to an e-mail message. The students are also asked to respond to questions as part of a simulated conversation. Students are provided a preview of the conversation, including an outline of each exchange.

Presentational Tasks, consist of writing a persuasive essay based on three sources that present different viewpoints on a topic. Students read an article, study a table or graphic, and listen twice to a related audio. Then they must write an essay in response to a prompt using the information from all three sources to present and defend their own viewpoint. Students have access to the print sources and any notes they may take on the audio during the entire writing period.

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: E-mail Reply		1 prompt	50%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt		Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts		20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt		2 minutes to respond

Speaking is also addressed in the Presentational mode by requiring students to make a 2-minute presentation in response to a prompt on a cultural topic. In their presentation, students compare cultural features of their own community to those found in an area of the target-language-speaking world with which they are familiar. Students are encouraged to cite examples from materials they've read, viewed, and listened to, as well as from personal experiences and observations.