



PSYCHOLOGY

Course Description

MAY 2008, MAY 2009

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.

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 Psychology

The Advanced Placement Program offers a course and exam in psychology to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in psychology. The exam presumes at least one semester of college-level preparation, as is described in this book.

The inclusion of material in the Course Description and in the exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected by experienced high school and university instructors of psychology who serve as members of the AP Psychology Development Committee. In their judgment, the material printed here reflects the content of a typical introductory college course in psychology.

THE COURSE

Purpose

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Prerequisites

For Students

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College 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.

For Teachers and Schools

AP classes require extra time on the part of the teacher for preparation, individual consultation with students, and the reading of a much larger number of assignments than would normally be given to students in regular classes. The AP Psychology Development Committee strongly urges that any teacher offering such a class be assigned a reduced number of teaching preparations. To facilitate the teaching and learning of psychology, the committee also suggests that schools enrich the resource materials available to teachers and students in classrooms and libraries.

Because the AP Psychology course is designed to mirror an entry-level college course, and most college faculty use the most up-to-date textbooks and supplemental materials in their classes, the AP Psychology Exam is developed using current materials. It is highly recommended that AP Psychology teachers and students use current textbooks or supplement older texts with more recent material.

Although many schools are able to establish AP courses, some schools with fewer students offer tutorial work associated with a regular course or a program of independent study.

Examples of the content and organization of AP Psychology courses and equivalent college courses, as well as suggestions for appropriate resource materials, can be found in the *AP Psychology Teacher's Guide*. Go to AP Central (apcentral.collegeboard.com) or see pages 25–28 for ordering information.

Goals

An introductory college course in psychology is generally one semester, with some variation among colleges. An AP Psychology course need not follow any specific college curriculum. Rather, the aim of the course is to provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses.

Topics

Following is a description of the major content areas covered by the AP Psychology Exam. This is a guide and is not intended as an exclusive list of topics.

I. History and Approaches

A well-planned AP course introduces students to the discipline of psychology by emphasizing the history of psychology as a science, the different theoretical approaches that underlie explanations of behavior, and the many different subfields within psychology.

The course traces the emergence of scientific psychology in the nineteenth century from its roots in philosophy and physiology and covers the development of the major “schools” of psychology, showing how these schools differed in what they viewed as the proper subject matter of psychology and the methods used to study it. This historical introduction helps students gain an understanding of the principal approaches to psychology: behavioral, biological, cognitive, humanistic, psychodynamic, evolutionary, and sociocultural. Students learn how these approaches differentially guide research and practice in psychology.

II. Research Methods

The scientific nature of psychology is made clear through coverage of the methods psychologists use to ask and answer behavioral questions. Emphasis is given to the experimental method and issues of appropriate experimental sampling and control. Other methods, such as correlational methods, descriptive methods, naturalistic observation, surveys, and case studies, are also covered. The generalizability of the different research methods is examined. Accompanying the coverage of research methods is information on elementary descriptive statistics used in analyzing data, such as measures of central tendency, variability, and correlation. The characteristics of normal and non-normal distributions are examined. Further, students learn how inferential statistics are used to evaluate the results of the scientific process. Students also learn about the many different fields within psychology and about the importance of ethics in both scientific research and the practice of psychology.

III. Biological Bases of Behavior

Students need to understand the relationship between biology and behavior. An effective introduction to this section of the course is an exploration of the range of techniques scientists have used to learn about brain function, from procedures such as ablation, direct stimulation, and EEG to the newer imaging techniques, including PET, MRI, and fMRI scans. Students study the brain as a key part of the body's nervous system, paying particular attention to the anatomical and functional relationships among the central, somatic, and autonomic nervous systems.

The course also helps students gain an understanding of how the nervous system functions on a cellular level by examining the structure and function of the neuron in the electrochemical transmission of impulses. Students then explore the interrelationship of the nervous system and the endocrine system. They examine hereditary influences on behavior through a brief study of behavioral genetics that focuses on the inheritance of human traits.

IV. Sensation and Perception

The study of sensation and perception often begins with the concept of threshold. Students learn about the measurement of absolute and difference thresholds and the physical, psychological, and physiological variables affecting those measurements. Signal detection theory is contrasted with absolute threshold theory. Understanding the concept of threshold allows for a study of the functioning of the various sensory receptors that transduce energy for use in the nervous system. In covering the various sensory systems, the course gives greatest emphasis to vision and audition, with less attention to the sensory systems for taste, smell, touch, pain perception, and balance/equilibrium. Coverage includes anatomy and function of the eye and ear, color theories of vision, audition, perceptual acuity, sensory adaptation, and sensory disorders such as deafness and color blindness.

Perception involves the interpretation of the raw materials provided by the senses. The study of perception focuses on the interplay between characteristics of the perceiver and those of the environment in the constructive processes of attending to and organizing experiential data. Students discover how stability is created in the perceptual world via perceptual constancies, how a three-dimensional world is constructed from a two-dimensional retinal image, what conditions are required for the perception of motion, and how familiar and unfamiliar patterns are perceived. Of major importance is the role played by experience and culture in perception and the way in which perception can be improved by learning.

V. States of Consciousness

In this section of the course, students are introduced to research information on different states of consciousness, ranging from normal occurrences in people's day-to-day lives to those that are markedly different from the experience of most people. Understanding consciousness and what it encompasses is critical to an appreciation of what is meant by a given state of consciousness. Thus, this unit often begins with a definitional overview that provides the basis for discussion of commonly experienced and atypical variations in consciousness.

A standard portion of the discussion of commonly experienced variations in consciousness is consideration of the two extremely different states of consciousness that usually fall under the title of sleep: NREM (Non-Rapid Eye Movement) sleep and REM (Rapid Eye Movement) sleep. Students learn about the stages of NREM sleep and REM sleep and are introduced to the functions, dysfunctions, and theories of sleep. The study of variations in consciousness frequently includes an examination of hypnosis, meditation, and daydreaming, as well as a discussion of the effects on consciousness of such drugs as narcotics, depressants, stimulants, and hallucinogens.

VI. Learning

This section of the course introduces students to the differences between learned and unlearned behavior. It covers the basic learning processes of classical conditioning and operant conditioning and discusses Skinner, Pavlov, and more recent figures in learning theory.

Students explore the basic phenomena of learning, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order conditioning. They study the effects of reinforcement and punishment in different, specific learning paradigms: reinforcement and omission training, behavior modification, and active and passive avoidance, among others. They also consider important independent variables such as amount of practice, schedules and delay of reinforcement, and motivation. In addition, they learn about the various types of graphs used to show the results of experiments on learning and how the principles of learning are related to practicalities such as emotional learning, taste aversions, coping versus helplessness, and biofeedback and self-control.

In its coverage of biological factors in learning, this section of the course reexamines the biological bases of behavior discussed in the earlier section and focuses particularly on biological constraints of learning. Through its coverage of insight, latent learning, and social learning, it lays the groundwork for the study of cognition.

VII. Cognition

Cognitive psychology is concerned with the processes involved in the transformation, reduction, elaboration, storage, recovery, and use of sensory input. In this unit, students discover that cognition begins with sensory input and that information coding (the conversion of sensory input into some storable form), kinds of knowledge, and types of processing are concepts central to cognitive psychology. They learn that codes are created from cognitive processes that serve as the basis for our knowledge of the world, and that codes can be stored, recovered, and reconstructed. They also learn that reconstruction is a common occurrence that is highly correlated with our general world knowledge.

The course considers kinds of knowledge and types of processing. The distinction between procedural and declarative knowledge is emphasized, as are the distinctions between controlled (effortful) and automatic processing and between serial and parallel processing. The course next introduces students to the topics of memory, language, thinking, problem solving, and creativity. Students learn about reconstruc-

tion, complexity, episodic and semantic memory, forgetting, the role of context, and current models of memory processes and practical methods for improving memory. They then study the various psycholinguistic models of language and learn how biological, cognitive, and cultural–social constraints operate on the acquisition, development, and use of language. Students are also introduced to the relationship between language and thought, as well as to theories and evidence of the role of metacognitive skills in thinking. Psychological views of different modes of thinking, including concept formation, are also considered.

Students then move on to consider problem-solving strategies. They examine the distinction between algorithms and heuristics, as well as some of the common difficulties people have in solving problems, such as functional fixedness. Finally, they study theories on and evidence of creativity’s role in problem solving and thinking.

VIII. Motivation and Emotion

In studying motivation, students learn about the forces that influence the strength and direction of behavior, including homeostasis. They discover that although early theories of motivation focused on internal instincts, needs, and drives, later theories acknowledged the role of external incentives. The concepts of intrinsic and extrinsic motivation are also examined. Students also learn that more recent theories conceptualize motives into at least two distinct types: primary (physiological) and secondary (social). In the case of the primary motives—such as hunger, thirst, pain, and sex—psychologists have identified many of the neural and hormonal mechanisms that are associated with the motivational state. The motives for sex and aggression appear to be more complex than those for hunger and thirst, involving both physiological and environmental mechanisms; however, even hunger appears to be influenced by environmental stimuli.

The study of emotion centers on the complex interactions between cognition and physiological mechanisms that are associated with feelings (e.g., love, hate, fear). Different theories—such as James-Lange, Cannon-Bard, Schachter-Singer, and opponent-process—provide explanations of the relationship between physiological changes and emotional experiences. Central to much current theory and research is the concept of arousal; that is, the activation of several physiological systems at the same time, suggesting a relationship between task performance and level of arousal. A currently important concept related to emotion and motivation is stress. Researchers in this area focus on the impact of life changes, daily stress, and emergency situations on physiological and psychological well-being. Personality characteristics as they relate to physical function are also of interest (for example, the association between stress and cardiovascular disease). Coverage of the stress response ranges from Hans Selye’s general adaptation syndrome to contemporary cognitive views of stress and coping. Useful findings on strategies for coping with stress are also studied. Students also explore the nature of and responses to conflicting motives.

IX. Developmental Psychology

The concept that development is a lifelong process is basic to the study of developmental psychology. By development, psychologists mean changes over time in characteristics such as physiology, emotion, perception, cognition, and memory,

particularly as the change relates to periods like infancy, childhood, adolescence, and adulthood. Thus, students need to consider from a life-span perspective the major dimensions in which development takes place, as well as the role that gender plays within each dimension. These dimensions are physical, cognitive, social, and moral. The questions of greatest current interest to developmental psychologists are whether development is continuous or discontinuous and the interaction among genetics, physiology, culture, and external environment (i.e., nature and nurture). Closely connected to both of these questions are the concepts of critical or sensitive periods and culture.

One successful way to introduce students to the study of developmental psychology is to discuss the major criteria that psychologists use in judging observations of developmental phenomena. Following this introduction, students are ready to consider such techniques of data collection as self-report, naturalistic observation, the experimental method, and longitudinal and cross-sectional strategies.

As students progress through this section of the course, they learn about the different theories of development (for example, those of Erik Erikson, Lawrence Kohlberg, Jean Piaget, and Lev Vygotsky). As with other areas of psychology, the specific changes investigated by developmental psychologists are ultimately understandable in the context of some theory: that is, a broad framework or body of principles that can be used to interpret the changes. Such a theory must relate developmental changes over time to important independent variables.

X. Personality

In this section of the course, students come to understand the major theories and approaches to personality: psychoanalytic/psychodynamic, humanistic, cognitive, trait, social learning, and behavioral. In the process, they learn about the background and thought of some of the major contributors to the domain of personality, such as Alfred Adler, Gordon Allport, Albert Bandura, Raymond Cattell, Hans Eysenck, Sigmund Freud, Carl Jung, Walter Mischel, and Carl Rogers. Through their study in this area, students recognize that each of the approaches to personality has implications for their understanding of both normal and abnormal personality, the assessment of personality, and models of personality development.

Students also learn about research in personality, including the kinds of methods that are employed (such as case studies and surveys), the differences among research orientations, and the strengths and weaknesses of each approach. The course exposes students to the major assessment techniques used in the study of personality, such as personality inventories, projective tests, and behavioral observations. Discussion of these instruments necessarily includes consideration of the reliability and validity of each.

In addition, students examine the idea of the self and the related issues of self-concept and self-esteem. They learn how the self develops, how self-concept and self-esteem are assessed, and how both of these constructs are related to other aspects of the individual's functioning.

XI. Testing and Individual Differences

This section of the course deals with the assessment of human differences in aptitudes, intelligence, interests, and personality. It details the various types of tests used to assess these traits and the methods by which the tests are constructed. It describes the measures obtained from tests and the process of standardizing these measures. It addresses several ways of measuring the reliability and validity of tests and explains the establishment and use of norms.

In this section of the course, students learn about the major theories pertaining to the structure of personality and intelligence: trait and type theories of personality, and general and specific-factor views of intellect. They also deal with the development of intelligence and consider the extremes of this trait: retardation and giftedness. Students are exposed to a number of controversial issues and interpretations related to the concept of intelligence: genetic and environmental determinants, heritability, race differences, possible cultural bias in tests, and the use of measures of intelligence for the selection and placement of students in the educational system.

Finally, students confront the ethical issues that arise in connection with the use of tests, such as conflicts over the confidentiality of the information obtained on tests, problems in reporting the results of tests to the individuals who take them, the use of test scores for making comparisons among people, and the social impact of the use of tests.

XII. Abnormal Psychology

A way to introduce the study of abnormal psychology is with a discussion of the definition and diagnosis of abnormal behavior. Criteria that identify behavior as abnormal could be statistical comparisons, sociological norms, or adaptive behavior. Criteria of abnormality are given differing degrees of salience in the many different categories of abnormality specified in the *Diagnostic and Statistical Manual (DSM)* published by the American Psychiatric Association. A survey of these disorders, based on the most recent edition of the *DSM*, is an important component of this section of the course. Specific attention needs to be given to etiology and diagnostic criteria for the following disorders: anxiety, somatoform, mood, schizophrenic, organic, personality, and dissociative.

XIII. Treatment of Psychological Disorders

Students are introduced to the treatment of psychological disorders through an overview of the approaches used by therapists of different treatment orientations. Behavioral, humanistic, psychoanalytic/psychodynamic, cognitive-behavioral, and biological approaches to treatment are often discussed.

The mode in which therapy is administered can also vary. Therapy may be administered on a one-on-one basis, as is the case in clinical psychotherapy, or within the context of a group, as in the case of support groups and family therapy. Therapy may also be administered on an outpatient basis, as in the case of a counseling center, or within a hospital or other institutional setting. Students also learn about the research that has been done to assess the effectiveness of different therapeutic techniques.

Additionally, students are exposed to prevention and intervention techniques offered at the community level. Such services include educational programs, crisis intervention, and counseling.

XIV. Social Psychology

In this section, students first learn how the structure and function of a given group may affect the behavior of the group as a unit (as in the case of group polarization) or the behavior of the individual group member (as in the case of deindividuation).

Students then learn the basic concepts of social cognition. One of these is attribution, the ways in which individuals form judgments about other individuals' behavior and about their own. Attributions of behavior are a blend of situational and dispositional factors. The influence of stereotypes on attributions of behavior is also considered. Students further learn about attitude stability and change.

Students are also exposed to classic studies dealing with the concepts of conformity, compliance, and obedience and learn how findings in the laboratory setting can shed light on everyday behavior. For example, students discover from Stanley Milgram's classic study on obedience that people may defer to a perceived authority figure on a decision as important as one involving life and death. Students also learn about the etiology and expression of aggressive/antisocial behavior and its impact on both the aggressor and the targets of the aggression, and ways psychologists have devised to reduce aggression or group hostility.

Finally, students are given an overview of the key concepts and theoretical perspectives of organizational behavior, that aspect of social psychology that has implications for analyzing the behavior and performance of individuals and group structures in organizations such as corporations or other business/industrial enterprises.

Content Outline

These are the major content areas covered by the AP Psychology Exam, as well as the approximate percentages of the multiple-choice section that are devoted to each area. For a more thorough description of the exam’s content, please see the preceding pages.

<i>Content Area</i>	<i>Percentage Goals for Exam (multiple-choice section)</i>
I. History and Approaches	2–4%
A. Logic, Philosophy, and History of Science	
B. Approaches	
1. Biological	
2. Behavioral	
3. Cognitive	
4. Humanistic	
5. Psychodynamic	
6. Sociocultural	
7. Evolutionary	
II. Research Methods	8–10%
A. Experimental, Correlational, and Clinical Research	
B. Statistics	
1. Descriptive	
2. Inferential	
C. Ethics in Research	
III. Biological Bases of Behavior	8–10%
A. Physiological Techniques (e.g., imaging, surgical)	
B. Neuroanatomy	
C. Functional Organization of Nervous System	
D. Neural Transmission	
E. Endocrine System	
F. Genetics	
G. Evolutionary Psychology	
IV. Sensation and Perception	6–8%
A. Thresholds and Signal Detection Theory	
B. Sensory Mechanisms	
C. Attention	
D. Perceptual Processes	
V. States of Consciousness	2–4%
A. Sleep and Dreaming	
B. Hypnosis	
C. Psychoactive Drug Effects	

<i>Content Area</i>	<i>Percentage Goals for Exam (multiple-choice section)</i>
VI. Learning	7–9%
A. Classical Conditioning	
B. Operant Conditioning	
C. Cognitive Processes	
D. Biological Factors	
E. Social Learning	
VII. Cognition	8–10%
A. Memory	
B. Language	
C. Thinking	
D. Problem Solving and Creativity	
VIII. Motivation and Emotion	6–8%
A. Biological Bases	
B. Theories of Motivation	
C. Hunger, Thirst, Sex, and Pain	
D. Social Motives	
E. Theories of Emotion	
F. Stress	
IX. Developmental Psychology	7–9%
A. Life-Span Approach	
B. Research Methods (e.g., longitudinal, cross-sectional)	
C. Heredity–Environment Issues	
D. Developmental Theories	
E. Dimensions of Development	
1. Physical	
2. Cognitive	
3. Social	
4. Moral	
F. Sex Roles and Gender Roles	
X. Personality	5–7%
A. Personality Theories and Approaches	
B. Assessment Techniques	
C. Growth and Adjustment	

<i>Content Area</i>	<i>Percentage Goals for Exam (multiple-choice section)</i>
XI. Testing and Individual Differences	5–7%
A. Standardization and Norms	
B. Reliability and Validity	
C. Types of Tests	
D. Ethics and Standards in Testing	
E. Intelligence	
XII. Abnormal Psychology	7–9%
A. Definitions of Abnormality	
B. Theories of Psychopathology	
C. Diagnosis of Psychopathology	
D. Types of Disorders	
1. Anxiety	
2. Somatoform	
3. Mood	
4. Schizophrenic	
5. Organic	
6. Personality	
7. Dissociative	
XIII. Treatment of Psychological Disorders	5–7%
A. Treatment Approaches	
1. Psychodynamic	
2. Humanistic	
3. Behavioral	
4. Cognitive	
5. Biological	
B. Modes of Therapy (i.e., individual, group)	
C. Community and Preventive Approaches	
XIV. Social Psychology	8–10%
A. Group Dynamics	
B. Attribution Processes	
C. Interpersonal Perception	
D. Conformity, Compliance, Obedience	
E. Attitudes and Attitude Change	
F. Organizational Behavior	
G. Aggression/Antisocial Behavior	
H. Cultural Influences	

T H E E X A M

The AP Psychology Exam includes a 70-minute multiple-choice section that accounts for two-thirds of the exam grade and a 50-minute free-response section made up of two questions that accounts for one-third of the exam grade.

Students often ask whether they should guess on the multiple-choice section. Haphazard or random guessing is unlikely to improve scores because one-fourth of the number of questions answered incorrectly will be subtracted from the number of questions answered correctly. However, students who have some knowledge of a question and can eliminate one or more answer choices will usually find it advantageous to guess from among the remaining choices.

Free-response questions are an appropriate tool for evaluating a student's mastery of scientific research principles and ability to make connections among constructs from different psychological domains (e.g., development, personality, learning). Students may be asked to analyze a general problem in psychology (e.g., depression, adaptation) using concepts from different theoretical frameworks or subdomains in the field, or to design, analyze, or critique a research study.

Sample Multiple-Choice Questions

The following are examples of the kinds of multiple-choice questions found on the AP Psychology Exam. The distribution of topics and the levels of difficulty are illustrative of the composition of the exam. Answers to these questions can be found on page 18.

Directions: Each of the questions or incomplete statements is followed by five suggested answers or completions. Select the one that best answers the question or completes the statement.

1. In psychological research, which of the following is most appropriate for identifying cause and effect?
 - (A) Participant observation
 - (B) Survey methodology
 - (C) Case study
 - (D) Experimentation
 - (E) Correlational techniques
2. The region of the brain most involved in the experience of emotions is the
 - (A) cerebellum
 - (B) basal ganglia
 - (C) limbic system
 - (D) reticular activating system
 - (E) parasympathetic nervous system

3. Which part of the cerebral cortex receives information about temperature, pressure, touch, and pain?
 - (A) Motor cortex
 - (B) Prefrontal cortex
 - (C) Temporal lobe
 - (D) Occipital lobe
 - (E) Parietal lobe

4. Visual negative afterimages are a result of
 - (A) opponent-processes
 - (B) simultaneous contrast
 - (C) spatial summation
 - (D) brightness oversensitivity
 - (E) color intensity

5. During REM sleep, which of the following is most likely to occur?
 - (A) Slowed respiration
 - (B) Sleepwalking
 - (C) Stable blood pressure
 - (D) Decreased heart rate
 - (E) Suppressed muscle tone

6. Which of the following illustrates a variable ratio schedule of reinforcement?
 - (A) Receiving five dollars weekly for completing household chores
 - (B) Receiving a grade of A on every paper submitted in a course
 - (C) Winning the lottery after playing many times
 - (D) Receiving a dollar for each mile completed in a charity walkathon
 - (E) Being given increased use of the family car after reaching age 18

7. The concept of functional fixedness refers to the fact that
 - (A) experts solve problems intuitively while beginners solve them by trial and error
 - (B) solutions to problems often occur suddenly after an incubation period
 - (C) individuals differ in their ability to visualize how objects will appear when rotated in space
 - (D) individuals often do not see unusual uses or applications for familiar objects
 - (E) learning under partial reinforcement is very resistant to extinction

8. This past year Donna was promoted from eighth to ninth grade and was assigned a new school locker with a new combination. Donna has found that she has trouble remembering her new combination because it is similar to her old one. The memory problem Donna is experiencing is most probably a result of
- (A) sensory memory decay
 - (B) proactive interference
 - (C) retroactive interference
 - (D) state-dependent memory
 - (E) encoding failure
9. Current research suggests that a sense of self-efficacy is most likely to be associated with
- (A) a high degree of social compliance
 - (B) a low threshold for emotional arousal
 - (C) a stable external attributional style
 - (D) an external locus of control
 - (E) an internal locus of control
10. According to Erik Erikson, the major developmental task during adolescence is to achieve a sense of
- (A) competence
 - (B) responsibility
 - (C) integrity
 - (D) identity
 - (E) intimacy
11. In which of the following Piagetian stages is propositional reasoning most likely to be used?
- (A) Secondary circular reactions
 - (B) Preoperational
 - (C) Formal operational
 - (D) Concrete operational
 - (E) Internalization of schemes
12. According to psychoanalytic theory, one of the important functions of the ego is to
- (A) facilitate gratification of desires at an appropriate time
 - (B) govern behavior prior to the development of the superego and the id
 - (C) achieve immediate gratification of desires
 - (D) satisfy the demands of the superego
 - (E) act as the conscience of the individual

13. Which of the following best illustrates a humanistic approach to personality?
- (A) Establishing gender schema in the development of sex roles
 - (B) Recognizing the importance of unconscious forces and biological instincts
 - (C) Using functional analyses to specify external variables that regulate behavior
 - (D) Emphasizing personal growth and achievement of individual potential
 - (E) Exploring the childhood roots of behavior
14. The reliability of a test is best indicated by which of the following?
- (A) The difficulty of the test for the intended population of test takers
 - (B) The spread of scores on the test
 - (C) The extent to which scores on the test correlate with a different measure of performance
 - (D) The degree to which scores on the test form a normal distribution
 - (E) The consistency of scores on repeated administrations of the test
15. Which of the following sets of numbers has the largest standard deviation?
- (A) -2, -1, 0, +1, +2
 - (B) 1.00, 1.25, 1.50, 1.75, 2.00, 2.25, 2.50, 2.75, 3.00
 - (C) 2, 6, 10, 14, 18
 - (D) 5.756, 5.765, 5.890, 5.895, 5.923
 - (E) 91, 92, 93, 94, 95
16. An individual who experiences major distortions of reality is most likely suffering from which of the following types of disorders?
- (A) Anxiety
 - (B) Mood
 - (C) Adjustment
 - (D) Schizophrenic
 - (E) Bipolar
17. A person with agoraphobia is best described as an individual who
- (A) displays suicidal behavior in stressful situations
 - (B) shows little regard for social norms
 - (C) suffers from an irrational fear and avoidance of public places
 - (D) suffers from chronic fatigue and paranoia in social situations
 - (E) shows excessive mood swings without warning

18. Jared wants to use the foot-in-the-door technique to try to convince his parents to buy him a car. Which of the following would most clearly demonstrate his correct application of the technique?
- (A) He asks his parents for a very expensive truck, and when they refuse, he asks for an economy car.
 - (B) He tells his parents that he will sacrifice half his allowance for a year if they buy him a car.
 - (C) He asks his parents to buy him a bicycle, and when they agree to do that, he asks them to buy him a car instead.
 - (D) He tells his parents that if they buy him a car, he will wash their car every week and drive his little sister to school.
 - (E) Before asking his parents to buy him a car, he comments on what a fantastic job they have done in raising him.
19. With which of the following would a cognitively oriented therapist most likely be concerned?
- (A) The number of negative self-statements made by the patient
 - (B) The temperament of the patient as a child
 - (C) The number of individuals in the patient's household
 - (D) The physiological makeup of the patient
 - (E) The responses made by the patient on a projective test
20. Social learning experiments on the modeling of aggressive behavior have demonstrated that
- (A) children are not affected by watching violence on television
 - (B) abusive parenting accounts for most children's aggressive acts
 - (C) children can develop aggressive behavior simply by watching others perform aggressive acts
 - (D) children's aggressive behavior must be reinforced for it to be repeated
 - (E) children imitate aggressive behavior seen on television only if the media violence is performed by children

Answers to Multiple-Choice Questions

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

Sample Free-Response Questions

In the free-response section of the AP Psychology Exam, students are asked to answer two essay questions. The questions may require students to interrelate different content areas and to analyze and evaluate psychological constructs and, more generally, theoretical perspectives. Students are expected to use their analytical and organizational skills to formulate cogent answers in writing their essays. Following are two sample questions.

Directions: You have 50 minutes to answer both of the following questions. It is not enough to answer a question by merely listing facts. You should present a cogent argument based upon your critical analysis of the question posed, using appropriate psychological terminology.

1. Control is often called the hallmark of a good experiment. Describe randomization, group matching, counterbalancing, placebo, and double-blind as control techniques. Briefly develop an example of the way each could be or has been used in an experiment.
2. Briefly describe each of the disorders listed below. For each disorder, include a general description of the disorder, a review of the symptomatology, the mode of treatment currently viewed as most effective, and the rationale for use of this treatment.
 - (a) Anxiety disorder
 - (b) Bipolar disorder
 - (c) Schizophrenia

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)

SP, T

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

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

Electronic Publications

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