

Current Members of the AP Japanese Language and Culture Development Committee

Michael S. Kleinkopf

Boulder High School
Colorado

Kazue Masuyama

California State University: Sacramento
California

Kimie Matsumoto

Los Alamitos High School
California

Masumi Reade

The Woodlands High School
Texas

Yoshiko Saito-Abbott, College Board

Advisor
California State University: Monterey Bay
California

Sufumi So, Chair

George Mason University
Virginia

Motoko Tabuse

Eastern Michigan University
Michigan

Laurel Rasplika Rodd, Chief Reader

University of Colorado at Boulder
Colorado

Setting a Policy for AP[®] Japanese Language and Culture

As part of the AP[®] Program's World Languages Initiative, the AP Japanese Language and Culture course was introduced in the 2006-07 academic year in high schools across the country, culminating in the first AP Japanese Language and Culture Exam administration in May 2007. The purpose of this guide is to provide college faculty and administrators with curricular content and sample exam questions for the new AP Japanese course and exam to facilitate the establishment of appropriate credit and placement policies for AP Japanese.

The Advanced Placement Program[®] (AP) provides motivated students with the opportunity to take college-level courses while still in high school. Students demonstrate their mastery of the curriculum by taking AP Exams—37 exams, including the new exams in Chinese and Japanese, are available in 22 subject areas. In 2007, more than 1.4 million students took AP Exams worldwide with approximately 15,500 schools participating. Of the 2.5 million AP Exams taken in 2007, about 145,000 were in modern languages. More than 3,000 colleges and universities, including many international institutions, accept qualifying AP Exam scores for credit, placement, or both.

Throughout its 52-year history, the AP Program has maintained high standards of rigor in its courses and exams. Since its inception, AP has been a respected force in American education due in particular to the critical involvement of college and university faculty members.

Japanese Faculty Involvement in AP

College and university faculty members play a vital role in every stage of development and scoring of an AP course and exam, helping to ensure their high quality. Each AP discipline has its own Development Committee—composed of college and university professors and experienced AP teachers—that is responsible for creating the course guidelines and exam questions. College and university faculty members also serve in leadership positions at the annual AP Exam Reading. Within each discipline, these positions include that of the Chief Reader, who is responsible for establishing the exam-scoring guidelines and overseeing evaluation of student performances on the exam's free-response questions.

“The launch of the AP Japanese Language and Culture course and examination is a welcome piece of news to students and instructors of Japanese in all quarters. This new addition to the AP Program for World Languages promises to promote the further spread of multiculturalism and multilingualism. And it does so at all levels as it calls for enhanced articulation and continuity of K–16 education in Japanese. With more well-qualified high school graduates who can start upper-division Japanese courses upon their entry to universities and colleges, the increase of students choosing Japanese as their major or minor subject is imminent. Naturally this will lead to further development of Japanese studies programs at colleges and universities both in quantity and quality.”

—Sufumi So, AP Japanese Language and Culture Development Committee Chair,
George Mason University

The College Board publication *AP and Higher Education* discusses the following topics at greater length: how to set an AP policy, AP research studies, the development of AP courses and exams, and the AP Exam scoring. For more information or to request a copy of this publication, please go to apcentral.collegeboard.com/highered.

How to Set an AP Policy

The College Board encourages colleges and universities to base their AP policy decisions on data and research, as well as on those factors unique to each institution, student body, and academic discipline. The best way for colleges and universities to determine their AP credit and placement policies is to conduct their own research on the performance of AP and non-AP students at their own institution and in their own departments.

Research on AP Foreign Language Student Performance

Research studies show that students who do well on an AP Exam are academically prepared to place out of a corresponding college course and move on to the next higher-level course in the discipline. See Table 1 for data from a research study comparing AP and non-AP student performance in third-, fourth-, and fifth-level college Spanish courses.

Table 1: Student Performance in Third-, Fourth-, and Fifth-Level Spanish Courses; AP Spanish Language Students Versus Non-AP Students

	AP EXAM GRADE	THIRD LEVEL		FOURTH LEVEL		FIFTH LEVEL	
		GPA	PERCENT OF STUDENTS SCORING AN A OR B	GPA	PERCENT OF STUDENTS SCORING AN A OR B	GPA	PERCENT OF STUDENTS SCORING AN A OR B
AP Students Who Place Out of Intro. Courses	AP 5	3.46	92	3.64	93	3.64	93
	AP 4	3.67	92	3.68	96	3.68	96
	AP 3	3.65	98	3.53	98	3.53	98
	AP 2	3.59	98	3.43	96	3.43	96
Students Who Complete Intro. Courses	Non-AP	3.15	81	3.29	89	3.29	89

Taking the AP course and exam stimulates further interest in the subject area and encourages deeper disciplinary knowledge.

Additional research shows that students who take the AP Exams are significantly more likely to take further course work in the same subject area than students who do not take the AP Exam. See Table 2 for data from this research study.

Table 2: Additional College Spanish Course Work; AP Spanish Language Students Versus Non-AP Students

	AP EXAM GRADE	PERCENT TAKING ADDITIONAL SPANISH COURSES	AVERAGE NUMBER OF COLLEGE SPANISH COURSES TAKEN
AP Spanish Language Students	AP 5	51	1.6
	AP 4	55	1.7
	AP 3	49	1.5
	AP 2	49	1.5
	AP 1	59	1.4
Non-AP Students	Non-AP	23	0.6

PDF copies of research studies on AP student performance can be found at professionals.collegeboard.com/data-reports-research/ap.

Interpreting AP Japanese Language and Culture Exam Grades

In addition to research studies that track AP students' performance once they've entered higher education, the College Board conducts college comparability studies to measure the degree to which the AP Exams are equivalent in content and difficulty to corresponding college courses. The AP Exam Grade-Setting process is established so that the lowest composite score that earns an AP grade of 5 is equivalent to the average score earned by college students who receive grades of A in a comparable course. The lowest score that earns an AP grade of 4 is equivalent to the average B, and the lowest score that earns an AP grade of 3 is equivalent to the average C.

Eighteen colleges and universities participated in the AP Japanese Comparability Study conducted immediately prior to the administration of the inaugural 2007 AP Exam. These included a broad sample of institution types: highly selective; public and private; research; and liberal arts. In each of these institutions, participating students were in the process of completing the term in which they had received approximately 300 college contact hours of Japanese language instruction, the point at which the AP Japanese Exam is targeted. The college students responded to various portions of the 2007 AP Exam, and their responses, along with those of the high school AP students, were blind-scored by the Exam Readers. The college students' scores, along with their professors' reporting of their final course grades, help to establish how the AP grades compare to college grades and to substantiate the claims set forth above.

The research that the College Board conducts is intended to help institutions and academic departments as they establish appropriate AP policies. AP Central® (apcentral.collegeboard.com), the College Board's online home for AP professionals, contains other resources

AP Credit Policy Info on the Web

Information about AP credit and placement policies at more than 1,000 colleges and universities is available on the College Board's Web site at www.collegeboard.com/ap/creditpolicy.

that may assist in this process, including the Course Description, released exam questions, and sample student responses at different levels of ability.

For more information go to:
apcentral.collegeboard.com/japanese.

“The AP Japanese Language and Culture course and exam represent the culmination of nearly two decades of hard work by those in the Japanese teaching field to develop and support strong programs of articulated instruction. Both the course and exam are rooted in the *Standards* and address the three modes of communication and the five Cs. The exam will break new ground in assessing cultural as well as linguistic skills. We anticipate that the new course and exam will strengthen instruction at all levels and facilitate articulation between secondary and college programs. Secondary students will be encouraged to pursue advanced level studies, and colleges and universities will benefit from the enrollment of increasingly well-prepared students in Japanese programs nationwide. We should all congratulate ourselves on this enormous step forward!”

—Laurel Rasplica Rodd, AP Japanese Language and Culture
Chief Reader, University of Colorado at Boulder

The AP Japanese Language and Culture Course

The AP Japanese Language and Culture course is designed to be comparable to college/university Japanese courses that represent the point at which students complete approximately 300 hours of college-level classroom instruction. Like the corresponding college courses, the AP course supports students as they develop the productive, receptive, and cultural skills necessary to communicate with native speakers of Japanese. Students’ proficiency levels at the end of the course are expected to reach the Intermediate-Low to Intermediate-Mid range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) *Proficiency Guidelines*.

Firmly rooted in the *Standards for Foreign Language Learning in the 21st Century*, the course articulates its goals in terms of the *Standards*’ three modes of communication: Interpersonal, Interpretive, and Presentational. Employing these communication modes as a framework upon which to weave its content, the course also addresses the *Standards*’ other important goals: cultural competence; connections to other school disciplines; comparisons between the target language and culture and those of the learners; and the use of the language within a broader community beyond the traditional school environment. Students therefore develop an expanded ability to communicate in a culturally appropriate manner and in increasingly widening contexts. They develop the capacity to appreciate different ways of thinking about the world in general and other school subjects in particular; they come

to a richer understanding of their own language and culture, developing strategies for the continued development of their own bilingualism; and they are able to connect with local communities and use technology to connect with Japanese speakers elsewhere. In addition to the *Standards for Foreign Language Learning in the 21st Century*, teachers also rely on their own individual state standards, benchmarks, curriculum frameworks, and district guidelines to help shape the course.

Goals

The AP Japanese Language and Culture course meets students where they are, both cognitively and linguistically. That is, teachers ensure that the themes and topics they select are developmentally appropriate and intellectually engaging for their students; at the same time, they scaffold the content in ways that make the language comprehensible. Often, units of instruction introduce students to a broad spectrum of Japanese culture. Through exposure to carefully scaffolded materials, students gain an introduction to contemporary social, political, or educational issues; to the place of religion within Japanese society; or to traditional versus modern male and female gender roles. Scaffolding strategies also enable teachers to address more customary topics, such as traditional Japanese arts, customs, festivals, geography, and history, at deeper and richer levels. The often demanding texts containing these rich sources of information require command of a significant number of kanji; see the kanji list at the end of this section.

Throughout the course, as students engage these challenging topics, teachers design lessons that support the acquisition of a full range of functional language skills. Students develop the interpersonal skills that enable them to request information and confirm the receipt of information, request and give directions, and issue and respond to invitations, for example. They also develop more cognitively challenging functional language skills, including, but not limited to, the ability to compare phenomena, express opinions and preferences, and discuss life experiences. As students of AP Japanese Language and Culture, they also employ appropriate register when applying each of these skills, are familiar with *desu/masu* and *da* (plain) styles of Japanese and with *keigo*, and use effective keyboarding skills.

Like the AP Japanese Language and Culture Exam, the course takes a holistic approach to language proficiency, while at the same time recognizing the complex relationships among its component parts, including comprehension and comprehensibility; vocabulary usage; communication strategies; cultural awareness; and linguistic accuracy. Working within the context of this holistic approach to proficiency, teachers attend to these various and necessary components in developmentally and pedagogically appropriate ways.

A typical course enables students to cultivate the following abilities. This specific list of course objectives is an example; different AP courses may have slightly different but comparable learning goals.

Interpretive—Receptive Communication: Listening, Reading

- Grasp detail and make inferences on an age-appropriate social or cultural issue.

- Understand the details of authentic or semi-authentic materials on age-appropriate topics.
- Grasp the gist and/or understand necessary information from authentic or semi-authentic materials.
- Grasp detail and make inferences concerning an expressed opinion on an age-appropriate social or cultural issue.
- Grasp the gist and understand the details of a short statement on a concrete topic relevant to the student’s daily experience.
- Grasp the gist and understand the details of an expressed opinion on age-appropriate social or cultural issues.

Interpersonal—Interactive Communication: Listening, Speaking, Reading, Writing

- Orally initiate or respond to greetings and formulaic expressions in a culturally appropriate manner and with pronunciation, intonation, and a level of accuracy comprehensible to native speakers accustomed to dealing with learners of Japanese.
- Orally request information on a variety of topics or respond to such a request.
- Exchange information in writing on a variety of topics, using orthography (kanji, spelling) and language comprehensible to native speakers accustomed to dealing with learners of Japanese.
- Ask and give preferences orally in a culturally appropriate manner, and with pronunciation, intonation, and at a level of accuracy comprehensible to a native speaker accustomed to dealing with learners of Japanese.
- Ask and give preferences in writing in a culturally appropriate manner at a level of accuracy comprehensible to a native speaker accustomed to dealing with learners of Japanese.
- Offer and respond orally to suggestions, requests, or invitations in a culturally appropriate manner, and with pronunciation, intonation, and at a level of accuracy comprehensible to a native speaker accustomed to dealing with learners of Japanese.
- Offer and respond, in writing, to suggestions, requests, or invitations in a culturally appropriate manner with a level of accuracy comprehensible to a native speaker accustomed to dealing with learners of Japanese.

Presentational—Productive Communication: Speaking, Writing

- Describe people, places, or events and activities that are familiar to the student in writing on a computer.
- Describe one’s past experience in writing on a computer.
- Describe Japanese special events in writing on a computer.
- Announce information on school-related events or activities.
- Narrate in a coherent manner and display cultural knowledge through storytelling.
- Describe Japanese cultural practices and products and present one’s own views on them.
- Compare and contrast two experiences of a similar nature.

Kanji List

For the AP Japanese Language and Culture course and exam, students are expected to be able to interpret and produce texts using the kanji on this list. It is based on a survey of commonly used textbooks and represents expectations typical of college courses that represent the point at which students complete approximately 300 hours of college-level classroom instruction. This list is organized by JIS code, but, of course, the kanji need not be presented in this particular order. Kanji should be presented according to students’ communicative needs, as characterized by the topic, purpose, and other aspects of their reading and writing.

悪 安 暗 以 意 医 育 一 員 引
 飲 院 右 雨 運 映 泳 英 駅 円
 園 遠 横 屋 温 音 下 化 何 夏
 家 科 歌 火 花 荷 画 会 回 海
 界 皆 絵 開 階 外 学 楽 活 寒
 漢 間 関 館 顔 願 期 機 帰 気
 記 起 休 急 泣 究 牛 去 魚 京
 強 教 橋 業 局 近 金 九 空 係
 兄 形 経 計 決 結 月 犬 見 験
 元 現 言 個 古 五 午 後 語 公
 口 向 好 工 広 校 港 考 行 降
 高 号 合 国 黒 今 困 婚 左 最
 歳 祭 際 作 昨 雑 三 山 残 仕
 使 四 始 姉 子 市 思 指 止 私
 紙 試 事 字 寺 持 時 次 治 自
 辞 式 七 失 室 実 写 社 者 車
 若 主 取 手 酒 受 授 州 秋 終
 習 週 集 住 十 重 宿 出 術 春
 初 所 暑 書 女 商 小 少 笑 上
 乗 場 色 食 信 寝 心 新 森 神
 親 身 進 人 凶 水 数 世 制 成
 晴 正 生 西 青 静 昔 石 赤 切
 接 節 説 雪 先 千 専 川 洗 線
 選 前 然 全 組 早 相 走 送 贈
 側 足 速 族 続 卒 村 多 太 打
 体 対 待 貸 台 大 第 題 達 単
 短 男 知 地 池 置 遅 茶 着 中
 昼 注 朝 町 調 長 鳥 痛 通 低
 定 庭 弟 的 天 店 転 点 伝 田

電 登 都 度 土 冬 島 東 答 頭
 働 動 同 道 特 読 内 南 難 二
 肉 日 入 熱 年 背 配 買 売 白
 八 発 半 反 飯 晩 番 非 飛 美
 鼻 必 百 氷 表 病 品 不 付 夫
 婦 父 部 風 服 払 物 分 文 聞
 平 別 変 便 勉 歩 母 方 法 忘
 忙 北 本 妹 枚 毎 末 万 味 未
 無 名 明 面 木 目 間 門 夜 野
 薬 友 有 由 遊 夕 予 曜 様 洋
 用 要 来 絡 落 利 理 立 留 旅
 両 料 力 林 冷 礼 練 六 和 話

AP Japanese teachers and principals at schools where AP Japanese Language and Culture is taught must certify that their courses follow all the requirements stipulated by the Development Committee, including using college-level materials, in order to ensure that the AP course reflects college-level standards.

The AP Japanese Language and Culture Exam

The AP Japanese Language and Culture Exam is approximately three hours in length. It assesses the student's level of Japanese language proficiency and cultural knowledge across the three communicative modes outlined previously, all within the context of the five broad goals of the *Standards for Foreign Language Learning in the 21st Century*.

The exam is computer based. Each student works at an individual computer, which processes everything read, heard, written, or spoken by the student. That is, the student reads on the screen, listens through headphones, types using the keyboard, and speaks into a microphone. There is no paper component; although the student may use paper to take notes during the exam, the proctor will collect the notes at the end of the exam, and the notes will not be graded.

There are two sections in the exam:

Section I consists of multiple-choice questions that assess communication skills in the Interpretive mode.

Part A assesses Interpretive communication skills by requiring the student to answer questions about different types of listening stimuli.

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

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

Part A assesses writing in the Interpersonal mode by requiring the student to respond to a series of thematically linked questions as part of a simulated exchange of text-chat messages. It also assesses writing in the Presentational mode by requiring the student to compare and contrast two given experiences and to describe an example of a given cultural topic.

Part B assesses speaking in the Interpersonal mode by requiring the student to respond to two series of thematically linked questions as part of two separate simulated conversations. It also assesses speaking in the Presentational mode by requiring the student to make three presentations: one announcing a school event, one narrating a story suggested by a series of pictures, and one discussing a given cultural topic.

Each part of the exam contributes a specific portion to the final AP grade. Grouped by communicative mode, the various parts contribute as follows: Interpretive—50 percent, Interpersonal—25 percent, and Presentational—25 percent. Grouped by language modality, the various parts contribute as follows: Listening—25 percent, Reading—25 percent, Writing—25 percent, and Speaking—25 percent.

Sample AP Japanese Exam Questions

Sample Listening Question

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

Students are instructed to listen to the following selection. Each selection is accompanied by a number of questions in English. After listening to the selection once, the students will have 12 seconds to choose a response to each question that is best according to the selection.

- (Man A) それでは、これから生徒会主催の討論会を始めたいと思います。今日は、幸夫君と幸子さんに学校の制服について討論してもらいます。まず、幸子さんからです。お願いします。
- (Woman) 私は、はっきり言って、うちの高校の制服、かつこわると思います。毎日同じ洋服を着ると、ファッションのセンスも育ちません。
- (Man A) それでは、幸夫君、どうぞ。
- (Man B) それは、制服のいいところが、少しも分かっていない人の言い分だと思います。僕の弟と妹は、制服のない学校に行っていますが、毎日、明日何を着て行くか、なかなか決められません。私服は意外と大変だと思います。それに私服だとお金もかかると思います。
- (Woman) 確かにお金はかかるけど、でも、自分の好きな服が着られるし、毎日違う服を着るのは楽しいと思います。みんなもいつも好きな服を着たいと言っています。
- (Man B) 高校ではバイトが禁止されています。親も制服があつた方がお金がかからないから助かると思います。

Why does Sachiko dislike school uniforms?

- (A) They are not fashionable.
- (B) They are expensive.
- (C) They cannot be worn to an after-school job.
- (D) They are uncomfortable.

Why does Yukio like school uniforms?

- (A) They show school spirit.
- (B) They eliminate the need to choose clothes.
- (C) They do not wear out.
- (D) They have a professional style.

What does Sachiko say about her classmates?

- (A) They mostly oppose uniforms.
- (B) They have good fashion sense.
- (C) They like to express their own tastes.
- (D) They think clothes should be fun.

What does Yukio say about students' parents?

- (A) They encourage schools to require uniforms.
- (B) They want their children to earn money.
- (C) They are concerned about treating children equally.
- (D) They need to save money.

On what point do the debaters agree?

- (A) The cost of clothing
- (B) Students' part-time jobs
- (C) The importance of considering parents' needs
- (D) Uniforms in elementary schools

Sample Reading Question

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

Students are instructed to read a selection in Japanese. Each selection is accompanied by a number of questions in English. After reading the selection, the students will have 12 seconds to choose a response to each question that is best according to the selection.

Read this news article.

今年、エンカレッジ・スクールという学校ができた。エンカレッジは、日本語で「はげます」とか「力づける」という意味である。エンカレッジ・スクールは、学校がきらいで、勉強しない子どもたちのために作られた。たとえば、エンカレッジ・スクールの一つ、桜台高校では期末テストがない。ホームルームは二人の先生が受け持っている。1クラス20人ぐらいで、ふつうの高校より1クラスの生徒数が少ない。また、ふつうの高校では授業が50分だが、桜台高校では30分授業だ。「30分授業は、短いから集中して勉強できる」と、生徒に人気がある。それに、「¹和太鼓」や「²福祉ボランティア」など、ふつうの高校にはない体験学習もできる。桜台高校はいろいろなことがふつうの高校とちがうようだ。先生たちもいっしょうけんめい生徒をおうえんしている。すでにエンカレッジ・スクールの効果が上がっていることが報告されている。学校ぎらいの生徒をおうえんするために、エンカレッジ・スクールがこれから全国に増えることが望まれる。

¹和太鼓: Japanese drums

²福祉ボランティア: Community service

According to the article, what is the benefit to students of attending the type of school described?

- (A) They receive individual attention.
- (B) Their teachers are highly qualified.
- (C) They are well prepared for college.
- (D) Their books and material are provided by the school.

According to the article, what stands out about Sakuradai High School?

- (A) It has served as a model for other high schools.
- (B) All of the students are required to do community service.
- (C) There are no final exams.
- (D) Teachers are very strict.

What does the article say about classes at Sakuradai High School?

- (A) Class sizes are smaller than in regular high schools.
- (B) Students work in pairs to encourage each other.
- (C) No elective subjects are offered.
- (D) Class periods are longer than in regular high schools.

The schools described in the article are intended for what type of students?

- (A) Highly motivated students who like to study at a fast pace
- (B) Students who are struggling in a regular high school
- (C) Artistic students who want to focus on an art curriculum
- (D) International students who need extra help with Japanese language

What does the writer suggest about the future of the schools described in the article?

- (A) Their effectiveness should be evaluated.
- (B) They should be incorporated into regular high schools.
- (C) More such schools should be established.
- (D) Large budgets are needed for such schools.

Sample Writing Question

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

Students are instructed to participate in a simulated exchange of text-chat messages by writing in Japanese on the topic below. In as complete a manner as possible and taking into account the purpose and the audience described, the student should use one style consistently (*desu/masu* or *da*-plain) and use kanji from the AP Japanese kanji list where appropriate. The student will have 90 seconds to write a response to each question.

You will have a conversation with Mariko Morimoto, a student in a Japanese school, about your future plans.

1. Respond.

それでは、よろしくお願いします。最初の質問です。将来どんな仕事をしたいと考えていますか？

2. Respond.

そうですね。では、次の質問です。大学では何を専攻することを考えていますか？

3. Describe a specific example.

わかりました。次の質問ですが、将来のやりたい仕事のために今、何をしていますか？

4. Explain your preference.

わかりました。次の質問にいきましょう。もし、大学に入る前に1年間休みがとれるとしたら、どんなことをしたいですか？

5. Justify your opinion.

あなたは、高校生が卒業した後、すぐ大学に入ったほうがいいと思いますか。それとも大学に入る前に一年間休んだ方がいいと思いますか？

6. Ask a specific question.

ありがとうございました！ところで、日本の大学について何か質問がありますか？

Sample Writing Question

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

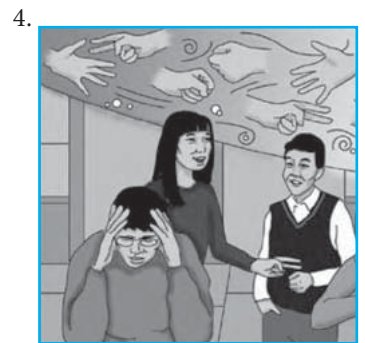
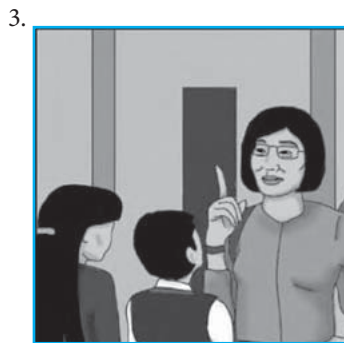
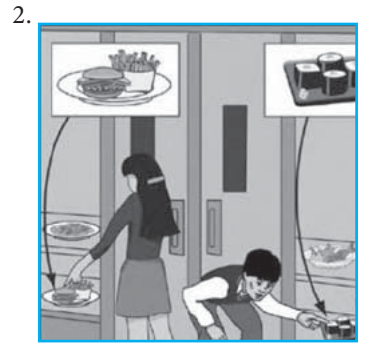
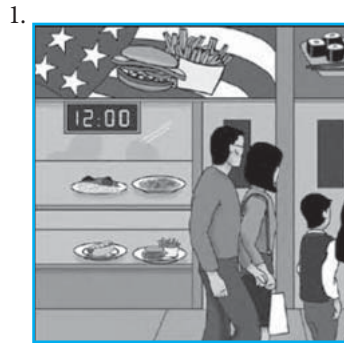
Students are instructed to write in Japanese a well-organized and coherent article that is about 300 to 400 characters or longer on the topic below. In as complete a manner as possible and taking into account the purpose and the audience described, the student should use one style consistently (*desu/masu* or *da*-plain) and use kanji from the AP Japanese kanji list where appropriate. The student will have 20 minutes to write.

You are writing an article for the student newspaper of your sister school in Japan. Write an article in which you compare and contrast learning Japanese and learning another subject. Based on your personal experience, describe at least THREE aspects of each and highlight the similarities and differences between learning Japanese and learning another subject. Also state your preference and give reasons for it.

Sample Speaking Question

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

Students are instructed to imagine they are making an oral presentation to their Japanese class. In the presentation, the student must narrate a complete story as suggested by the pictures below. The story should have a beginning, middle, and an end. The student will have four minutes to prepare a narration while looking at the pictures. Then, in as complete a manner as possible and taking into account the purpose and the audience described, the student will have two minutes to record a narration using complete sentences in *desu/masu* style.



How to Get Involved

There are many ways college and university faculty members can help maintain the high standards of the AP Program:

- Participate in a college comparability study
- Become an AP Reader
- Contribute multiple-choice test items for the AP Exam
- Become an AP Faculty Consultant

For more information, please go to: apcentral.collegeboard.com/highered/getinvolved

Contact Us

National Office
Advanced Placement Program
45 Columbus Avenue
New York, NY 10023-6992
212 713-8066
E-mail: ap@collegeboard.org

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 5,400 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.