

AP® WORLD LANGUAGE AND CULTURE EXAMS
2012 SCORING GUIDELINES

Interpersonal Speaking: Conversation

5: STRONG performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
 - Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
 - Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
 - Varied and appropriate vocabulary and idiomatic language
 - Accuracy and variety in grammar, syntax and usage, with few errors
 - Mostly consistent use of register appropriate for the conversation
 - Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) improves comprehensibility
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4: GOOD performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is generally appropriate within the context of the task
 - Provides required information (e.g., responses to questions, statement and support of opinion) with some elaboration
 - Fully understandable, with some errors which do not impede comprehensibility
 - Varied and generally appropriate vocabulary and idiomatic language
 - General control of grammar, syntax and usage
 - Generally consistent use of register appropriate for the conversation, except for occasional shifts
 - Pronunciation, intonation and pacing make the response mostly comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) usually improves comprehensibility
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3: FAIR performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task
 - Provides required information (e.g., responses to questions, statement and support of opinion)
 - Generally understandable, with errors that may impede comprehensibility
 - Appropriate but basic vocabulary and idiomatic language
 - Some control of grammar, syntax and usage
 - Use of register may be inappropriate for the conversation with several shifts
 - Pronunciation, intonation and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
 - Clarification or self-correction (if present) sometimes improves comprehensibility
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2: WEAK performance in Interpersonal Speaking

- Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task
 - Provides some required information (e.g., responses to questions, statement and support of opinion)
 - Partially understandable, with errors that force interpretation and cause confusion for the listener
 - Limited vocabulary and idiomatic language
 - Limited control of grammar, syntax and usage
 - Use of register is generally inappropriate for the conversation
 - Pronunciation, intonation and pacing make the response difficult to comprehend at times; errors impede comprehensibility
 - Clarification or self-correction (if present) usually does not improve comprehensibility
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1: POOR performance in Interpersonal Speaking

- Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task
 - Provides little required information (e.g., responses to questions, statement and support of opinion)
 - Barely understandable, with frequent or significant errors that impede comprehensibility
 - Very few vocabulary resources
 - Little or no control of grammar, syntax and usage
 - Minimal or no attention to register
 - Pronunciation, intonation and pacing make the response difficult to comprehend; errors impede comprehensibility
 - Clarification or self-correction (if present) does not improve comprehensibility
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0: UNACCEPTABLE performance in Interpersonal Speaking

- Mere restatement of language from the prompts
 - Clearly does not respond to the prompts
 - "I don't know," "I don't understand" or equivalent in any language
 - Not in the language of the exam
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- (hyphen): **BLANK (no response although recording equipment is functioning)**

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2012 SCORING COMMENTARY

Task 3: Conversation

Note: Student responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

This task assessed speaking in the interpersonal communicative mode by having students respond as part of a simulated oral conversation. Students were first allotted 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Then the conversation proceeded, including 20 seconds for students to speak at each of five turns in the conversation. The series of five responses received a single holistic score based on how well it accomplished the assigned task. The responses had to appropriately address each turn in the conversation according to the outline as well as the simulated interlocutor's utterance.

Within the theme of Contemporary Life (*Alltag*), the interlocutor (Peter) first stated that he had a problem with his car, to which the student was asked to reply by expressing willingness to help, and then by asking for more details on the car problem. The interlocutor then raised the question of how to get to school now that his car had broken down. The student was supposed to express sympathy (*Mitgefühl*) and to make a suggestion. Third, the interlocutor asked for advice on securing the funds to repair the car, to which the student was supposed to respond with some suggestions. Next the interlocutor shared his idea for earning money as a lifeguard and asked for a reaction to his parents' opinion that the job was too dangerous. The student needed to render an opinion and justify it. Finally the interlocutor asked about upcoming exams and suggested studying together, to which the student was supposed to respond with a specific suggestion for doing so.

Sample: 3A

Score: 5

Transcript of Student's Response

Vielleicht sollst du äh zum Mechaniker gehen. Äh ich habe auch, ja ich wirklich weiß nicht, was du sollst tun. Ei . . ich habe keine Ahnung, denn Ei . . ich arbeite mit, mit Autos, ähh . .

Vielleicht äh könn, kannst du äh mit mir gehen, ahm mein Auto funktioniert noch, wir w . . wir wohnen ah nicht weit voneinander. Ah, vielleicht kann ich Geld für Benzin bekommen.

Ich habe ein Onkel, das ah ich anrufen kann. Und vielleicht wer, wird er dein Auto reparieren. Ähh, für mich ist er sehr billig. Er, es kostet nur, nicht sehr viel, nur äh die Teilen, keine Arbeitskosten.

Vielleicht sollst du äh die Rat von deine Eltern nehmen. Vielleicht ist es zu gefährlich ähh vielleicht ist das Auto ahh ganz fertig. Ah du sollst vielleicht kein, das Auto . .

Ich habe Calculus-äh-Examen zu nehmen. Äh es wird sehr schwer und äh ich weiß nicht, wie gut du bist mit äh Mathematik, und aber vielleicht können Sie mir helfen zu studieren, ich kann ich brauche . .

Commentary

This is a strong performance, and the responses are clearly appropriate within the context of the task. The student is fully understandable and provides the required information with frequent elaboration ("Ich habe ein Onkel, das ah ich anrufen kann. Und vielleicht wer, wird er dein Auto reparieren. Ähh, für mich ist er sehr billig. Er, es kostet nur, nicht sehr viel, nur die Teilen, kein Arbeitskosten"). The responses are given

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Task 3: Conversation (continued)

with ease and clarity, and the occasional errors do not impede comprehensibility. The vocabulary is varied and appropriate, and idiomatic language is used (“*Vielleicht könn, kannst du mit mir gehen, mein Auto funktioniert noch, wir . . . wohnen nicht weit voneinander*”). The grammar, syntax, and usage are varied and accurate, with a few errors (“*Er, es kostet nur, nicht sehr viel, nur die Teilen, keine Arbeitskosten*”). Mostly consistent register is used except for one shift in the last response (“*und aber vielleicht können Sie mir helfen zu studieren*”). The pronunciation, intonation, and pacing make the conversation comprehensible. The task is completed well.

Sample: 3B

Score: 3

Transcript of Student's Response

Oh, hallo Peter. Ahm, es ist gut zur von dir hören, aber äh Probleme mit ah deinem Auto, das klingt sehr schlecht ähm es wird nur ein . . . ich denke äh, dass du zu . .

Oh, das klingt sehr . . . schlecht ähm es ist ein Unfall un ahm vor die Prüfungen, ich denke, dass ahm vielleicht ähm . . . du kannst ähm . .

More Geld? Ähm vielleicht du kannst äh ein'n Schwimmerjob ähm bekommen for Geld oder ähm . . . ähm vielleicht du kannst äh . .

Au, ähm well . . . das äh klingt nicht so gefähr, ähm aber ähm dein Eltern ähm nur für dich ähm . .

Oh ja natürlich. Ahm. Ich ähm habe Mathematikprüfung nächste Woche ähm und ich kann dir helfen ähm . . bis später Tschüss.

Commentary

This is a fair performance because the exchange is maintained in a somewhat appropriate manner with logical but often incomplete replies to the interlocutor. Some key verbs fall outside the allotted time limit, for example, and in the prompt about whether a job as a lifeguard might be too dangerous, the student's opinion is minimally present (“*Au, well das äh klingt nicht so gefähr*”). The conversation is generally understandable, but the pronunciation and pacing with all the hesitations occasionally impede comprehensibility (“*Au, ähm well . . . das äh klingt nicht so gefähr, ähm aber em dein Eltern ähm nur für dich ähm*”). The student uses appropriate but basic vocabulary and idiomatic language, with some control of grammar, syntax, and usage (“*Oh, das klingt sehr schlecht es ist ein Unfall un vor die Prüfungen, ich denke, dass vielleicht du kannst*”). The task is somewhat appropriately completed.

Sample: 3C

Score: 2

Transcript of Student's Response

Ach schade, sprich mit, mir sprich mir mehr Angeben bitte. Ich wollte dich zu helfen. Ahm, vielleicht kannst du . . . uh, ah . . . ich, ich, ich brauche mehr äh Angeben, bitte.

Oh, du, um, du sollst an, die Schule anrufen und, und den Autorepieren an, anrufen und dann spazieren zur Schule am Fuß, mit dem, an, an dem Fuß.

Ach, ahm, ich habe kein Geld zu geben. Vielleicht du kannst . . . du, vielleicht du kannst deine Eltern, ahm, für den Geld fragen und . . . hmmm.

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Task 3: Conversation (continued)

Was, ahm, dein, deine Eltern finde ahm Fahrrad, hast du Fahrrad gesagt? Fahrräder sind nicht gefährlich, du, du kannst im Fahrrad zu Schule fahren.

Ach ja, das ist ein prima Eidie, ah, wir, wir können studieren für Mathematik, ahm, es gibt ein exam über Mathematik nächste Woche. Ach, das ist so schwer. Ich, ahm, die Mathematik gefällt . .

Commentary

This is a weak performance that only partially maintains a logical exchange. The response provides some of the required information (“*Oh, du ... sollst an, die Schule anrufen und ... den Autorepieren an, anrufen*”), but in the fourth phase of the conversation the student misunderstands the interlocutor and causes confusion with an unrelated reply (“*Was ... deine Eltern finde Fahrrad, hast du Fahrrad gesagt? Fahrräder sind nicht gefährlich*”). The command of vocabulary and idiomatic language is limited (“*Angeben*”; “*und dann spazieren zur Schule am Fuß, mit dem ... Fuß*”) and leads to partial understandability. The pronunciation, intonation, and pacing are comprehensible, but the misunderstanding of the prompts and the limited vocabulary resources lead to incomprehensibility.