

**AP® WORLD LANGUAGE AND CULTURE EXAMS**  
**2012 SCORING GUIDELINES**

**Interpersonal Writing: E-mail Reply**

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**5: STRONG performance in Interpersonal Writing**

- Maintains the exchange with a response that is clearly appropriate within the context of the task
  - Provides required information (e.g., responses to questions, request for details) 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 situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
  - Variety of simple and compound sentences, and some complex sentences
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**4: GOOD performance in Interpersonal Writing**

- Maintains the exchange with a response that is generally appropriate within the context of the task
  - Provides required information (e.g., responses to questions, request for details) 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 situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
  - Simple, compound and a few complex sentences
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**3: FAIR performance in Interpersonal Writing**

- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
  - Provides required information (e.g., responses to questions, request for details)
  - 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 situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing) although these may lack cultural appropriateness
  - Simple and a few compound sentences
- 

**2: WEAK performance in Interpersonal Writing**

- Partially maintains the exchange with a response that is minimally appropriate within the context of the task
  - Provides some required information (e.g., responses to questions, request for details)
  - Partially understandable, with errors that force interpretation and cause confusion for the reader
  - Limited vocabulary and idiomatic language
  - Limited control of grammar, syntax and usage
  - Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
  - Simple sentences and phrases
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**1: POOR performance in Interpersonal Writing**

- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
  - Provides little required information (e.g., responses to questions, request for details)
  - 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; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
  - Very simple sentences or fragments
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**0: UNACCEPTABLE performance in Interpersonal Writing**

- Mere restatement of language from the stimulus
  - Completely irrelevant to the stimulus
  - "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)**

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Do Not Write Beyond This Border

Do Not Write Beyond This Border

Sehr geehrter Herr Tiemann,

ich möchte gern in Ihrer Schule helfen. Letzes Jahr habe ich in einer anderer Schule geholfen und es war eine gute Erfahrung! Dort haben ~~ich~~ <sup>ich</sup> die Schüler nach der Schule mit ihren Hausaufgaben geholfen. Vielleicht kann ich in ~~Ihrer~~ <sup>Ihrer</sup> Schule das auch machen. Das gefällt ~~mir~~ <sup>mir</sup> sehr. Ich möchte lieber an dem Zebrastreifen stehen, um die Kinder beim Überqueren zu helfen. weil ich in der letzte schule so gute eine Erfahrung hatte, hoffe ich, dass ich eine gleiche Erfahrung in Ihrer Schule haben <sup>kann</sup> die Möglichkeiten, die sie vorgeschlagen haben, sind echt wunderbar. Ich kann nicht warten, bis ~~ich~~ <sup>ich</sup> in Ihrer schule anfangen kann. Wann soll ich anfangen? danke für Ihre Hilfe!

mit freundlichen Grüßen,

A. Trelmann,

Danke schön für das E-mail! Ich bin sehr froh zu mit Sie ~~B~~arbeiten. Ich wurde nach Schulschluss arbeiten. Ich liebe zu schwimmen! Und ich liebe Kinder so viel. Diese Chance für mich ist sehr wichtig. Ich will Kinder helfen. Ich gerne diese Idee. Vielen Dank wieder!

Wann kann ich beginnen? Wie alt sind die Kinder? Ist es ein Sommer Arbeit nur? Oder kann ich bei der Schule immer? Ich freu mich auf unsere zukünftige Zusammenarbeit auch! Sie können ein E-mail um alle Zeit schicken. Mein Arbeit, und die Kindern kommen erst. Schule ist wichtig für die Schülerin. Was ~~wurden~~ ~~da~~ wurden sie mich zu tun? ~~Vielen Dank!~~ ~~Wir sollten Spiel~~ Vielen Dank!

Mit freundlichen Größen  
Ihr

Do Not Write Beyond This Border

Do Not Write Beyond This Border

Sehr A. Tielmann, Schulleiter:

Hallo. Ich bin Danke für ein E-mail. Ich habe sein E-mail gelesen. Ich liebe noch dringend Begleiter zu den Schwimmstunden der dritten machen, bitte. Als nicht, liebe vierten Klassen an zwei Nachmittagen in der Woche. Ich liebe arbeiten mit jünger Stunden. Ich habe Ideen, wie Sie in der Schule helfen könnten auch. Wir können Klassen am Donnerstag auch gehabt.

Mit freundlichen Grüßen

PS. Ich bin viele fröh für mein Zusammenarbeit. Ich liebe freiwillige Hilfe.

Do Not Write Beyond This Border

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# AP<sup>®</sup> GERMAN LANGUAGE AND CULTURE

## 2012 SCORING COMMENTARY

### Task 1: E-mail Reply

Note: Student samples are quoted verbatim and may contain grammatical errors.

#### Overview

This task assessed writing in the interpersonal communicative mode by having students reply to an e-mail message. Students were allotted 15 minutes to read the message and write the reply. The response received a single holistic score based on how well it accomplished the assigned task. Students needed to be able first to comprehend the e-mail and then to write a reply using a formal form of address. The reply had to address all the questions and requests raised in the message, as well as ask for more details about something mentioned in the message.

Specifically, within the theme of Families and Communities (*Familie und Gemeinschaft*), students were confronted with an e-mail that came to them after they had offered to volunteer at an elementary school. In this e-mail the school's principal asked the recipient to choose between working as a crossing guard or as an assistant in a swimming class. Using the formal address, students had to open their e-mail reply with a greeting and then respond to the question of which of the two tasks they would prefer ("*Welche dieser Aufgaben würden Sie lieber machen?*"). The e-mail also asked students to describe volunteer experiences they might have had in the past and invited them to offer their own ideas for volunteering. Students needed to conclude their e-mail with a formal closing.

#### Sample: 1A

##### Score: 5

This response maintains the exchange with a reply that is appropriate for the task by addressing all the requirements. It includes responses to questions and a request for details: "*Wann soll ich anfangen?*" The points made are fully understandable and are marked by ease of expression and clarity (e.g., "*Weil ich in der letzte Schule so gute eine Erfahrung hatte, hoffe ich, dass ich eine gleiche Erfahrung in Ihrer Schule haben kann*"). Occasional errors do not impede comprehension (e.g., "*um die Kinder beim überqueren zu helfen*"). The student uses appropriate vocabulary and idiomatic language in sentences such as "*Ich möchte lieber an dem Zebrastreifen stehen.*" The response demonstrates accuracy and variety in grammar, syntax, and usage, appropriate register, and formal conventions ("*Danke für Ihre Hilfe!*"). Simple, compound, and complex sentences characterize this strong response.

#### Sample: 1B

##### Score: 3

This response maintains the exchange with a reply that is somewhat appropriate. It asks for further details and indirectly provides a key piece of required information ("*Ich liebe zu schwimmen*"), only to confuse the issue by later asking, "*Was würden sie mich zu tun?*" The response is generally understandable but has errors that may impede comprehension, for example, "*Mein Arbeit, und die Kindern kommen erst.*" The vocabulary is basic (e.g., "*Ich liebe zu schwimmen*"; "*Vielen Dank wieder*"). Some idiomatic language is present ("*Ich freue mich auf*"). The response exhibits some control of grammar, syntax, and usage but in a number of instances demonstrates lack of control: "*Ich bin sehr froh zu mit Sie arbeiten*"; "*Ich gerne diese Idee*"; "*um alle Zeit*"; "*Was würden sie mich zu tun?*" The register is often inappropriate (e.g., "*ich liebe Kinder so viel*"; "*A. Tielmann*"). The sentences are mostly simple; some compound sentences are present but generally incorrect.

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**Task 1: E-mail Reply (continued)**

**Sample: 1C**

**Score: 2**

This is a weak response that partially maintains the exchange with a reply that is minimally appropriate in the context of the task. No additional details are requested, and only some required information is provided. The errors force interpretation and cause confusion for the reader (*“Ich liebe noch dringend Begleiter zu den Schwimmstunden der dritten machen, bitte”; “Ich habe Ideen, wie Sie in der Schule helfen könnten auch”*). The vocabulary and idiomatic language are very limited, which is demonstrated by the repeated use of *“lieben”* and the repetition of language from the prompt (*“noch dringend Begleiter zu den Schwimmstunden der dritten”; “an zwei Nachmittagen in der Woche”*). The phrase *“Als nicht, liebe vierten Klassen”* is an example of limited control of grammar, usage, and syntax. The response also uses inappropriate register in phrases such as *“Sehr A. Tielmann, Schulleiter: Hallo. Ich bin [name removed]”* and *“Ich habe sein E-mail gelesen.”*