



AP[®] German Language and Culture 2013 Scoring Guidelines

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AP[®] GERMAN LANGUAGE AND CULTURE

2013 SCORING GUIDELINES

Interpersonal Writing: E-mail Reply

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
-

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 that 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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2013 SCORING GUIDELINES

Interpersonal Writing: E-mail Reply (continued)

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
-

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
-

- (hyphen): **BLANK (no response)**

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2013 SCORING GUIDELINES

Presentation Writing: Persuasive Essay

5: STRONG performance in Presentational Writing

- Effective treatment of the topic within the context of the task
 - Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
 - Integrates content from all three sources in support of the essay
 - Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
 - Organized essay; effective use of transitional elements or cohesive devices
 - 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
 - Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences
-

4: GOOD performance in Presentational Writing

- Generally effective treatment of the topic within the context of the task
 - Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
 - Summarizes, with limited integration, content from all three sources in support of the essay
 - Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
 - Organized essay; some effective use of transitional elements or cohesive devices
 - Fully understandable, with some errors that do not impede comprehensibility
 - Varied and generally appropriate vocabulary and idiomatic language
 - General control of grammar, syntax, and usage
 - Develops mostly paragraph-length discourse with simple, compound and a few complex sentences
-

3: FAIR performance in Presentational Writing

- Suitable treatment of the topic within the context of the task
- Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
- Summarizes content from at least two sources in support of the essay
- Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax, and usage
- Uses strings of mostly simple sentences, with a few compound sentences

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2013 SCORING GUIDELINES

Presentational Writing: Persuasive Essay (continued)

2: WEAK performance in Presentational Writing

- Unsuitable treatment of the topic within the context of the task
 - Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate
 - Summarizes content from one or two sources; may not support the essay
 - Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently
 - Limited organization; ineffective use of transitional elements or cohesive devices
 - 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
 - Uses strings of simple sentences and phrases
-

1: POOR performance in Presentational Writing

- Almost no treatment of the topic within the context of the task
 - Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies
 - Mostly repeats statements from sources or may not refer to any sources
 - Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent
 - Little or no organization; absence of transitional elements and cohesive devices
 - Barely understandable, with frequent or significant errors that impede comprehensibility
 - Very few vocabulary resources
 - Little or no control of grammar, syntax, and usage
 - Very simple sentences or fragments
-

0: UNACCEPTABLE performance in Presentational Writing

- Mere restatement of language from the prompt
 - Clearly does not respond to the prompt; completely irrelevant to the topic
 - "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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2013 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
-

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 that 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
-

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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Interpersonal Speaking: Conversation (continued)

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
-

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
-

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
-

- (hyphen): **BLANK (no response although recording equipment is functioning)**

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2013 SCORING GUIDELINES

Presentational Speaking: Cultural Comparison

5: STRONG performance in Presentational Speaking

- Effective treatment of the topic within the context of the task
 - Clearly compares the student's own community with the target culture, including supporting details and relevant examples
 - Demonstrates understanding of the target culture, despite a few minor inaccuracies
 - Organized presentation; effective use of transitional elements or cohesive devices
 - 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 presentation
 - Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) improves comprehensibility
-

4: GOOD performance in Presentational Speaking

- Generally effective treatment of the topic within the context of the task
 - Compares the student's own community with the target culture, including some supporting details and mostly relevant examples
 - Demonstrates some understanding of the target culture, despite minor inaccuracies
 - Organized presentation; some effective use of transitional elements or cohesive devices
 - Fully understandable, with some errors that 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 presentation, 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
-

3: FAIR performance in Presentational Speaking

- Suitable treatment of the topic within the context of the task
- Compares the student's own community with the target culture, including a few supporting details and examples
- Demonstrates a basic understanding of the target culture, despite inaccuracies
- Some organization; limited use of transitional elements or cohesive devices
- 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 presentation 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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2013 SCORING GUIDELINES

Presentational Speaking: Cultural Comparison (continued)

2: WEAK performance in Presentational Speaking

- Unsuitable treatment of the topic within the context of the task
 - Presents information about the student's own community and the target culture, but may not compare them; consists mostly of statements with no development
 - Demonstrates a limited understanding of the target culture; may include several inaccuracies
 - Limited organization; ineffective use of transitional elements or cohesive devices
 - 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 presentation
 - 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
-

1: POOR performance in Presentational Speaking

- Almost no treatment of the topic within the context of the task
 - Presents information only about the student's own community or only about the target culture, and may not include examples
 - Demonstrates minimal understanding of the target culture; generally inaccurate
 - Little or no organization; absence of transitional elements and cohesive devices
 - 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
-

0: UNACCEPTABLE performance in Presentational Speaking

- Mere restatement of language from the prompt
 - Clearly does not respond to the prompt; completely irrelevant to the topic
 - "I don't know," "I don't understand," or equivalent in any language
 - Not in the language of the exam
-

- (hyphen): **BLANK (no response although recording equipment is functioning)**