

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

## 2014 SCORING GUIDELINES

### Identical to Scoring Guidelines used for French, Italian, and Spanish Language and Culture Exams

#### 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 (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 most required information (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
- 

##### **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 most required information (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 (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

# AP<sup>®</sup> GERMAN LANGUAGE AND CULTURE EXAM 2014 SCORING GUIDELINES

## Identical to Scoring Guidelines used for French, Italian, and Spanish Language and Culture Exams

---

### **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 (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)**

Sehr geehrte Frau,

ich freue mich auf der Woche die ich mit euch bleibe!  
~~Ich habe vier Jahre~~ Ich habe vier Jahre Deutsch gelernt  
 aber ich ~~habe~~ habe noch nie einen Deutschsprachiger  
 Land besucht. Hoffentlich mit dieser Reise kann  
 ich mein Deutsch viel üben.

Ja, zu ~~in~~ Hause habe ich ein Zimmer mit  
 meinem eigenen Bad, aber ich brauche nicht  
 meinen eigenen Zimmer wenn ich bei euch  
 bleibe. Ich kann ein Zimmer mitteilen, vielleicht  
 mit Ihre Tochter, ich ~~hoffe~~ hoffe dass ~~während~~  
 während der Woche ich sie gut kennenzulernen  
 kann. Sie kann ~~mir~~ mir mehr Deutsch beibringen  
 und ich kann ihr ~~Eng~~ mit Englisch helfen. Wie  
 alt ist sie und wie alt sind Ihre andere Kinder?  
 Ich möchte ~~ein~~ Geschenke für Sie bringen,  
 was mögen Sie?, Spielzeuge oder etwas anderes?

Ich kenne Wien nicht und weiß nicht was ich  
 sehen will, Sie können mir zeigen was ~~das~~  
 Sie mögen am Liebsten in der Stadt. Vielen  
 Dank für alles, wir sehen uns bald!

Mit freundlichen Grüßen,  
 Chomitzky

Do Not Write Beyond This Border

Do Not Write Beyond This Border

Sehr geehrtes Lilly Horn,

Danke schön für das Email! Ich ~~ke~~  
brauche nicht meinen eigenen Bad da haben, aber  
ich wollte ~~me~~ ein Zimmer zu ~~meinselbst~~ ~~meinselbst~~  
haben. ~~Ich~~ Ich kann ein Zimmer mit einer anderen  
Person haben ~~es~~ wenn es ein grosses Zimmer ist.

~~Was~~ Was haben Sie in Wein zu sehen? Ich  
habe da niemals gegangen. Ich will alles von  
dieser Stadt sehen!

Mit freundlichen Grüßen

Do Not Write Beyond This Border

Do Not Write Beyond This Border

Sehr geehrtes Lily ~~Horn~~ Horn,

~~ich denke~~ deine Familie hören sehr süß.

Ich weiß das kann viele Probleme ist. Aber

USA hat viele gute Tourist unterwegs.

~~du~~ Kann gehen mit seine familie zu

Hollywood oder Des Moines, Iowa. Alle

USA was wunderbar. ~~das~~ ich denke

zu gehts zu große staat ~~das~~ denn viele kann

~~weiß~~ wissen deutsch wie ~~du~~ ihn, und hat gute ~~schule~~

haben ein gutes zeit auf die USA. schule

Wie lange kommst du hier?

~~mit~~ Fre

Mit freundlichen Grüßen

Do Not Write Beyond This Border

Do Not Write Beyond This Border

# AP<sup>®</sup> GERMAN LANGUAGE AND CULTURE 2014 SCORING COMMENTARY

## Task 1: E-mail Reply

**Note:** Students' responses are quoted verbatim and may contain grammatical errors.

### Overview

This task assessed writing in the interpersonal communicative mode by having students write a 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.

The course theme for the e-mail reply was *Alltag*. The task required students to reply to an e-mail from Lilly Horn, who will be hosting the student in her home when the student's school choir visits Vienna in the summer. Students were to communicate what kind of accommodations they expect while staying with the Horn family in Vienna ("*Könnten Sie uns mitteilen, was für eine Wohnsituation Sie hier bei uns erwarten?*") and what kinds of things they like to do when they are tourists in a city ("*Wofür interessieren Sie sich, wenn Sie als Tourist unterwegs sind?*"). Students were to ask for more details about something in the message; possible topics included questions about Lilly Horn's family, her apartment, or the city of Vienna. Students had to open their message with a formal greeting and end with a formal closing.

### Sample: 1A Score: 5

This is an example of a strong performance in interpersonal writing. The e-mail maintains the exchange with a response that is clearly appropriate within the context of the task. The answer is nicely structured as a response to the original e-mail. The e-mail begins with an introduction of the student and an explanation of why the student is so excited to travel to Vienna and stay with the Horn family. Then follows a description of what the student's current living situation is, and what the student expects the living situation in Vienna to be like. The response continues with a description of how the student looks forward to meeting the Horns' daughter, spending time with her, and helping her with her English. The e-mail also inquires about possible gift ideas for the host family. At the end, the response addresses possible activities in Vienna. Therefore, all of the required information with frequent elaboration is present ("*Ich habe vier Jahre Deutsch gelernt aber ich habe noch nie einen Deutschsprachiger Land besucht. Hoffentlich mit deiser Reise kann ich mein Deutsch viel üben*"). Written with ease and clarity of expression, the text is fully understandable ("*Sie kann mir mehr Deutsch beibringen und ich kann ihr mit Englisch helfen*"; "*Ich kenne Wien nicht und weiß nicht was ich sehen will*"). The response uses varied and appropriate vocabulary and idiomatic language ("*Ja, zu Hause habe ich ein Zimmer mit meinem eigenen Bad*"). There are occasional errors, but they do not impede comprehensibility ("*ich freue mich auf der Woche die ich mit euch bleibe!*"). The response is mostly consistent in its use of the register appropriate for the situation, including the appropriate opening and closing. Only occasionally does the response use the informal pronouns ("*wenn ich bei euch bleibe*"). The whole response is written with a variety of compound and complex sentences, as shown in the examples cited above.

### Sample: 1B Score: 3

This is an example of a fair performance in interpersonal writing. The e-mail maintains the exchange with a response that is somewhat appropriate but basic within the context of the task. The e-mail provides the required information by mentioning the expectations the student has regarding the living arrangement in Vienna. The e-mail also asks what the student will do in Vienna, since the student has never been to Vienna

# AP<sup>®</sup> GERMAN LANGUAGE AND CULTURE 2014 SCORING COMMENTARY

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

but wants to see everything while staying there. The text is generally understandable, although the reader might need to pause at times (*“aber ich wollte ein Zimmer zu meinselbst haben”*). The e-mail’s language is appropriate, but the vocabulary and idiomatic language are basic in nature (*“Was haben Sie in Wein zu sehen?”*). The response has some control of grammar, syntax, and usage (*“Ich habe da niemals gegangen”*). The salutation, opening, and closing are appropriate, but the basic nature of the language causes the register to shift toward an inappropriately informal tone (*“Danke schön für das Email!”*). The response uses a number of compound verb structures (*“Ich will alles von diesem Stadt sehen!”*).

### Sample: 1C

#### Score: 1

This is an example of a poor performance in interpersonal writing. The e-mail unsuccessfully attempts to maintain the exchange through a response that is inappropriate within the context of the task, perhaps causing the reader to wonder if the initial communication has been understood at all; only the mention of tourist activities can be interpreted as evidence that there is an attempt to interact. The poor quality of the language adds to the confusion. The reply is barely understandable, with frequent, significant errors that impede comprehensibility (*“Ich denke zu gehts zu große Staat denn viele kann wissen deutsch wie ihn, und hat gute Schule”*). Very few vocabulary resources are available to the student (*“deine Familie hören sehr süß”*; *“Du kann gehen mit seine familie zu Hollywood oder Des Moines, Iowa. Alle USA was wunderbar”*; *“Aber USA hat viele gute Tourist unterwegs”*). The e-mail also shows little or no control of grammar, syntax, and usage. The response pays minimal or no attention to register by basically failing to address the Horn family in the body of the e-mail, and the one time the response directly addresses the family, the inappropriate *du*-form is used. Only the opening and closing are somewhat appropriate within the context of the task.