

AP[®] GERMAN LANGUAGE AND CULTURE EXAM

2015 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
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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 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
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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 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

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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 (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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Sehr geehrte Frau Meier,

Ich danke Ihnen für Ihre Antwort an mein E-Mail und ich freue mich sehr auf die Gelegenheit um Sie kennenzulernen. Ich finde Ihre Firma ganz beeindruckend und ich weiss dass ich davon viel lernen kann.

Wie gesagt, ich finde eure aktuell Projekt wirklich toll und die Ideen, die Sie gesagt haben, sind sehr klug - und sehr wichtig in diesem Zeit.

Ich glaube, dass ausser die verschiedene Umweltfreundliche Teilen, das wichtigste Teil eine Schule heutzutage ist das Technologie. Beim Abschluss werden wir in ein sehr Technik-orientiert Welt arbeiten und leben, aber unsere Schulen sind noch in die Mittelalter. Ich weiss, dass jeder Schüler und jede Lehrer wird sehr dankbar, wenn ihnen Schulen Komputers, "Smart Boards" und verschiedene Techniksche Geraten hatten.

Noch eine Idee habe ich, und es geht um die Fenster. Elektronische Rolläden, die hoch und runter gehen mit die Sonne sparen auch viel Energie und machen jede Klassenraum heller und freundlicher.

Naja, ich habe schon genug geschrieben. Können wir uns nächste Woche Dienstag treffen und mehr darüber reden?

mit Freundlichen Grüßen

Do Not Write Beyond This Border

DO NOT WRITE BEYOND THIS BORDER

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Do Not Write Beyond This Border

Do Not Write Beyond This Border

Sehr geehrte Eva Maier,
vielen Dank für die E-mail, Ich bin sehr
interessieren in diese aktuellen Projekte, Ich
habe ein paar Ideen für Sie, Ich möchte
mit Ihnen nächste Woche sprechen, Ich
möchte über mein arbeit sprechen, Ich
habe ein paar fragen für Sie,
Wo werde ich arbeiten? Meine Eltern
möchten wissen, Sie auch liebe Architekten!
Welche tags werde ich arbeiten? Wie lange
werde ich arbeiten?

Viel Dank für die E-mail, Es ist eck super
für mich, Ich ~~war~~ wurde gern mit Ihnen
darüber sprechen.

Mit freundlichen grüßen

Liebe Frau Maier,

Danke schön für deine E-mail!

Ich habe viele gute Ideen für die Schülegebäude. Wir können neuen Zimmer ~~h~~ bänden, und gelbe Tisch infören. Dieser Projekt gefällt mir.

~~Wahrscheinlich~~

Ich ~~habe~~ möchte gern Ihre besuchen! Können ich komme fünfzente Mai?

mit freundlichen Grüßen,

Do Not Write Beyond This Border

Do Not Write Beyond This Border

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2015 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.

In this exam, within the theme of Beauty and Aesthetics (*Schönheit und Ästhetik*), students replied to an e-mail from Eva Maier, an architect with the firm Maier & Pricci. In her message, Eva Maier invited students to visit the firm's offices and learn more about the architects' work. Maier & Pricci specializes in the design of energy-efficient school buildings using environmentally friendly materials. Their most recent project, the Grevestein School, was recently featured in a report in the media. In the e-mail, Eva Maier asked students to offer their ideas for how the design of schools could be improved and to describe their ideal school building (*Wie stellen Sie sich ein ideales Schulgebäude vor?*) She also asked students to let her know when they would like to visit the architects' offices. Students were to ask for more details about something in the message; possible topics included questions about the architectural firm, the firm's projects, or the upcoming visit.

Sample: 1A Score: 5

This e-mail reply maintains the exchange with a clearly appropriate response that engages with the sender's e-mail from beginning to end with sentences such as *"Ich danke Ihnen für Ihre Antwort an mein E-Mail und ich freu mich sehr auf die Gelegenheit um Sie kennenzulernen. Ich finde Ihre Firma ganz beeindruckend und ich weiss dass ich davon viel lernen kann."* The student responds to questions and requests both with extensive elaboration (*"Ich glaube, dass ausser die verschiedene Umweltfreundliche Teilen, das wichtigste Teil eine Schule heutzutage ist das Technologie"*) and with a well-placed question that ties up the e-mail and puts the conversational ball back in the sender's court: *"Können wir uns nächste Woche Dienstag treffen und mehr darüber reden?"* The response is fully understandable and the occasional errors do not impede comprehensibility (*"Ich weiss, dass jeder Schuler und jede Lehrer wird sehr dankbar, wenn ihren Schulen Komputers, 'Smart Boards' und verschiedene Techniksche Geraten hatten"*). The vocabulary in the response is varied and appropriate; except for one spot in which the student strays into an informal register (*"eure aktuell Projekt"*), all of the conventions of formal correspondence are maintained. This response received a score of 5.

Sample: 1B Score: 3

This e-mail reply maintains the exchange with a somewhat appropriate response that engages with the content of the sender's e-mail at a basic level (*"Ich bin sehr interessieren in diese aktuellen Projekte"*). Most of the required information is supplied, in that the student does give an answer to the sender's question about a good time to meet (*"nächste Woche"*) and has several new questions. On the other hand, the student does not supply any concrete suggestion about how to improve school buildings, saying only *"Ich habe ein paar Ideen für Sie."* The exchange is burdened by a general misunderstanding on the part of the student about the purpose of the interaction with the architectural firm and by errors that impede comprehensibility (*"Wo werde ich arbeiten?"*; *"Welche Tags werde ich arbeiten?"*; *"Meine Eltern möchten"*

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2015 SCORING COMMENTARY

Task 1: E-mail Reply (continued)

wissen. Sie auch liebe Architekten!"). Such statements have an adverse impact on the register of the response, which otherwise largely adheres to the conventions of formal correspondence; vocabulary is appropriate but basic. This response received a score of 3.

Sample: 1C

Score: 2

This e-mail reply partially maintains the exchange with a response that engages with the content of the sender's e-mail at a minimally appropriate level (*"Ich habe viele gute ideen für die schülegebäude"*). It provides some required information (*"funfzente Mai"*) but does not ask for details. It is only partially understandable with errors that force interpretation (*"Wir können neuen Zimmer bäuden, und gelbe Tisch infören"*; *"Ich möchte gern Ihre besuchen!"*). The vocabulary and language resources are limited, and the informal register of much of the response (*"Liebe Frau Maier"*; *"deine E-mail"*) is generally inappropriate for the situation. This response received a score of 2.