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# AP<sup>®</sup> German Language and Culture

## Sample Student Responses and Scoring Commentary

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

## 2019 SCORING GUIDELINES

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

#### Interpersonal Speaking: Conversation (Task 3)

##### 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 most 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 most 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.

##### 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.

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**Interpersonal Speaking: Conversation (Task 3) (continued)**

**0: UNACCEPTABLE performance in Interpersonal Speaking**

- Mere restatement of language from the prompts
- Clearly does not respond to the prompts; completely irrelevant to the topic
- “I don’t know,” “I don’t understand,” or equivalent in English
- Clearly responds to the prompts in English

**NR (No Response): BLANK (no response although recording equipment is functioning)**

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## 2019 SCORING COMMENTARY

### Task 3: Conversation

**Note:** Students' 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 the student 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.

In this exam, within the theme of Contemporary Life (*Alltag*), the interlocutor (Peter) opens the conversation by complaining that the student has not answered his text message, and then asks what the student is doing right now. (*Hallo, du hast nicht auf meine SMS geantwortet, was machst du gerade?*) The directions contained in the outline of the conversation tell the student to respond to the question. In the second turn, Peter reminds the student about a meeting of a group of students to plan a trip to Berlin, in which both plan to take part. Peter asks how the student managed to come up with the money for the trip. The student is directed to respond. In the third turn, Peter provides additional details and asks for an opinion: He reports that he already has all the money for the trip, but his parents don't want to let him go without adult supervision. He tells the student that he finds his parents' position ridiculous and asks for the student's opinion about that. The student is directed to state an opinion and give reasons. In the fourth turn, Peter stresses that he will definitely have to convince his parents to let him go on the trip. Then he asks for advice and ideas about what they could do in Berlin. (*Hast du eine Idee, was wir dort machen könnten?*) The student is instructed to make a suggestion. In the final turn, Peter asks if the student is going to be able to join the group for the meeting at Lisa's in the evening. (*Kommst du auch? Hast du Zeit?*) The directions tell the student to answer.

#### Sample: 3A

Score: 5

#### Transcript of Student Response

1. Ähm, ich ma . . es tut mir Leid. Ich habe dein SMS nicht gesehen. Wann hast du es geschickt? Ich würde . . ich hätte es geantwortet würden, wenn es, wenn ich gewusst habe, dass du mir ein geschickt hat . . hast.
2. Ich habe für die letzte zwei Wochen . . äh . . mit einer, mit einem Mechaniker gearbeitet. Ich habe viel Geld gespart und damit kann ich gehen. Ich freue mich darauf. Ich habe viel Geld auszugeben.
3. Ich freue mich auf der Möglichkeit in der Stadt zu gehen ohne Erwachsene. Ich denke, dass es sehr gut . . wäre, wenn wir allein gehen können. Wir können neue Leute treffen und neue Erfahrungen machen . . ohne . . und wir können entscheiden . . wir können uns entscheiden [beep] was wir machen.
4. Wenn wir in Berlin gehen . . können wir . . können wir den Hof besuchen. Ich habe gehört, dass ist sehr . . ich habe gehört, dass es . . sehr sch, äh sehr viel Spaß macht. . . Wenn das Wetter gut ist, können [beep] wir
5. Nein, ich habe keine Zeit zu gehen, weil ich muss Hausaufgaben machen. Ich weiß, dass es das Ende des Jahres ist, aber ich muss meine Hausaufgaben fertig machen, weil wir ein letztes Aufsatz . . äh . . haben. . . Aber wenn ich es nicht hätte, würde ich [beep] gehen.

#### Commentary

The student maintains the exchange by providing a series of responses that is clearly appropriate within the context of the task; every utterance is aligned with the interlocutor's question and makes good sense as a reply. The response therefore contains all required information.

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## 2019 SCORING COMMENTARY

### Task 3: Conversation (continued)

There is frequent elaboration and idiomatic language (“*Ich habe für die letzte zwei Wochen . . . äh . . . mit einem Mechaniker gearbeitet. Ich habe viel Geld gespart und damit kann ich gehen. Ich freue mich darauf. Ich habe viel Geld auszugeben*”). There is accuracy and variety in grammar with some appropriate uses of the subjunctive in the last turn (“*Ich freue mich auf der Möglichkeit in der Stadt zu gehen ohne Erwachsene. Ich denke, dass es sehr gut . . . wäre*”; “*Ich weiß, dass es das Ende des Jahres ist, aber*”; “*wenn ich es nicht hätte*”).

There are very few errors in grammar and multiple instances of successful self-correction (“*Wir können entscheiden . . . wir können uns entscheiden*”). This response earned a score of 5.

#### Sample: 3B

#### Score: 3

#### Transcript of Student Response

1. Oh, ah Entschuldigung, ah ich habe ah es ah nicht gesehen. Ah, ich bin gut! Ah ja, der Schultage hat geendet und ich bin, ich habe gedacht, dass vielleicht sollen wir ah etwas machen. Ah, was sagst
2. Es ist ah ein Job. Ah, ich ah vielleicht ich manchmal ah in eine Job ah gearbeitet und ich habe ein bisschen Geld und meinen Eltern haben ah auch ah mir bezahlen und
3. Ah, ich denke, dass if es ah wenn sie ah gute Freunde und gute Leute ah um sie ahm sollen sollen sollst du gehen ah wo sie wohnt wo du wohnst, und ich habe das
4. Ah, well, es gi- es gibt's ah ein paar Ideen. Ah . . . ich habe ein Girl, das hat nach Berlin ah gegangen ah ich kann sie mit ihm ah sprechen und hoffentlich koen- kannst du ah
5. Ah, ahm nicht jetzt aber in ein paar Minuten. Ah, ich muss ah mein Schwester from von ihre Schule mit gehen nach Hause ah ich, ich werde ah dir ah bald ah getroffen um Julias, ja

#### Commentary

The student maintains the exchange by replying to each of the interlocutor's utterances with answers that are only somewhat appropriate. Occasionally it is unclear if the student actually understood what the interlocutor was asking. In the third turn, the interlocutor says that his parents are against him going off unchaperoned to a big city and asks for an opinion. In the student's reply (“*Ah, ich denke, dass if es ah wenn sie ah gute Freunde und gute Leute ah um sie ahm sollen sollen sollst du gehen ah wo sie wohnt wo du wohnst*”), there is the formal marker of an opinion (“*ich denke*”), but what follows is a series of fragmentary thoughts centered on a “*sie*” whose meaning is impossible to pin down. In the fourth turn the student is prompted to give an idea about what to do in Berlin and starts to give an appropriate reply with “*Ah, well, es gi- es gibt's ah ein paar Ideen*”; unfortunately, though, no concrete ideas are given, and the student takes another tack, appearing to suggest that they could get information from a girl who has been to Berlin. The student produces basic vocabulary and has general control of grammar. Although the third turn in particular contains errors that cause confusion, the response as a whole can still be considered generally understandable. The student's use of register has several shifts, and the level of pronunciation and pacing is consistent with a response that is only generally comprehensible. This fair performance earned a score of 3.

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**Task 3: Conversation (continued)**

**Sample: 3C**

**Score: 1**

**Transcript of Student Response**

1. Gut ähm ist . . ist ist das gut. . . Ahm, how . . how's bist du?
2. Ah, ja ich hast ah . . eine gut Geld für in eine Klause also ist . . ich hat da ein . . ein gut ahm und du ahm was hast für du . . in, in deine Klasse?
3. Ahm, nein. Mei . . Meine Eltern hast ah geh . . geh me gabst meine . . mein Geld . . au auch ist ah . . ist ah . . es ist gut für, für dich du hab . . habt für my Geld. Also, ich habs ah
4. Du habe . . du habe ich arbeiten . . ahm ah me . . ahm ah meine . . meine Eltern sagten für mich du g- . . du habt eine eine Arbeiten für, für Geld . . und für, für mich.
5. Ich hast äh . . ich hast ein Ohr for the . . for die ah . . für mein für my Arbeiten also . . also für für Au- Hausaufgaben ist uh . . ist ein ein little . . ist ein

**Commentary**

The student provides a series of responses that are largely inappropriate within the context of the task. In each of the student's replies, there is little to no connection to the question posed by the interlocutor. The student has very few vocabulary resources, inserting English words ("how's bist du?"; "little") and relying instead on words from the prompt, as well as repetition of words like "du" and various forms of "haben"; "ist"; and "für." There is little information provided aside from mentions of "Geld"; "Arbeiten"; "Klasse"; and "Hausaufgaben." With little to no control of grammar, there are significant errors that impede comprehensibility ("Meine Eltern hast ah geh . . geh me gabst meine . . mein Geld . . au auch ist ah . . ist ah . . es ist gut für, für dich du hab . . habt für my Geld"). Pronunciation, intonation, and pacing make the response very difficult to comprehend. This poor performance earned a score of 1.