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

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Task 1—Email Reply**

- Scoring Guideline**
- Student Samples**
- Scoring Commentary**

**Question 1: Email Reply**

**5 points**

**General Scoring Note**

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> <li>Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task</li> </ul>	<ul style="list-style-type: none"> <li>Partially maintains the exchange with a response that is minimally appropriate within the context of the task</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a response that is generally appropriate within the context of the task</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a response that is clearly appropriate within the context of the task</li> </ul>
<ul style="list-style-type: none"> <li>Provides little required information (responses to questions, request for details)</li> </ul>	<ul style="list-style-type: none"> <li>Provides some required information (responses to questions, request for details)</li> </ul>	<ul style="list-style-type: none"> <li>Provides most required information (responses to questions, request for details)</li> </ul>	<ul style="list-style-type: none"> <li>Provides most required information (responses to questions, request for details) with some elaboration</li> </ul>	<ul style="list-style-type: none"> <li>Provides required information (responses to questions, request for details) with frequent elaboration</li> </ul>
<ul style="list-style-type: none"> <li>Barely understandable, with frequent or significant errors that impede comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Partially understandable with errors that force interpretation and cause confusion for the reader</li> </ul>	<ul style="list-style-type: none"> <li>Generally understandable, with errors that may impede comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Fully understandable, with some errors that do not impede comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</li> </ul>
<ul style="list-style-type: none"> <li>Very few vocabulary resources</li> </ul>	<ul style="list-style-type: none"> <li>Limited vocabulary and idiomatic language</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate but basic vocabulary and idiomatic language</li> </ul>	<ul style="list-style-type: none"> <li>Varied and generally appropriate vocabulary and idiomatic language</li> </ul>	<ul style="list-style-type: none"> <li>Varied and appropriate vocabulary and idiomatic language</li> </ul>
<ul style="list-style-type: none"> <li>Little or no control of grammar, syntax, and usage</li> </ul>	<ul style="list-style-type: none"> <li>Limited control of grammar, syntax, and usage</li> </ul>	<ul style="list-style-type: none"> <li>Some control of grammar, syntax, and usage</li> </ul>	<ul style="list-style-type: none"> <li>General control of grammar, syntax, and usage</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and variety in grammar, syntax, and usage, with few errors</li> </ul>
<ul style="list-style-type: none"> <li>Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)</li> </ul>	<ul style="list-style-type: none"> <li>Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors</li> </ul>
<ul style="list-style-type: none"> <li>Very simple sentences or fragments</li> </ul>	<ul style="list-style-type: none"> <li>Simple sentences and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Simple and a few compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Simple, compound, and a few complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Variety of simple and compound sentences, and some complex sentences</li> </ul>

**Score of 0: UNACCEPTABLE**

- 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

**NR (No Response): BLANK (no response)**

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Begin your response to each task at the top of a new page. Do not skip lines.

Sehr geehrte ~~Fr~~ Frau Loranzi,

danke für Ihrer Email. Ich finde Ihrer Service cool. Ich liebe Hunde und habe auch einen Hund zu Hause. Ich interessiere mich für alle Sachen aber spanzieren gehen am meisten. Ich will mehr wandern gehen, und wenn ich es mit einem Hund machen, dann bin ich glücklich.\* Ich kann auch bei der Büroarbeit aushelfen. Ich bekomme gute Noten in die Schule und kenne Computers gut. Ich habe Training dreimal pro Woche: Montag, Dienstag und Donnerstag, aber außerdem bin ich frei. Ich will so viel helfen wie ich kann.

Ich will wissen, ~~wie~~ wie lang die meisten Kunden Ihrer Service benutzt. Gibt es Kunden mit mehr als einen Hund? Kann ich <sup>mit</sup> die Kunden reden, bevor ich ihre Hunden kümmerge? Was für Büroarbeit meinen Sie?

Ich freue mich, mit Ihr zu reden und vielleicht arbeiten.

Mit Freundlichen Grüßen

**[Student Name]**

\* Ich habe auch einem Auto und Fahrerschein.



Begin your response to each task at the top of a new page. Do not skip lines.

Sehr geehrte Frau Lorenzi,  
Ich kann arbeiten von Montags zu Freitags, aber Sonntag  
ist auch frei. Ich möchte jeden Tag arbeiten und  
habe keine Lieblingsarbeit.  
Danke für Ihre Zeit,

~~Ich bin sehr dankbar für Ihre  
Antwort und hoffe, dass Sie  
meine Anfrage in Betracht ziehen  
können.~~

## Question 1

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

### Overview

This task assessed writing in the interpersonal communicative mode by having the student write a reply to an email 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 email and then to write a reply using a formal form of address. The reply must 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 email reply was Family and Community (*Familie und Gemeinschaft*). The task required the student to reply to an email from Brigitte Loranzi, owner of “Hunde-Gitti,” a small at-home dog-sitting business. Ms. Loranzi summarizes the service the company provides and describes a job opening for dog lovers who like to be outdoors and have their own means of transportation. She then identifies the specific tasks the dog sitter would fulfill. She also presents an alternative job opening with the company: administrative assistant. The email asks two questions: 1) In which of the two positions would you be more interested and why? and 2) When and how often could you work? In closing, Ms. Loranzi offers to answer any questions the student might have.

### Sample: 1A

#### Score: 5

This response constitutes a strong performance in Interpersonal Writing as it fully maintains the exchange in a manner that is clearly appropriate within the context of the task. Firstly, the response comprehensively addresses the sender’s requests for information. In answering both questions, the student demonstrates understanding of the stimulus, responds with frequent elaboration, and states four questions at the end of the response. The email is fully understandable throughout. Occasional errors (*mit die Kunden; bevor ich ihre Hunden kümmern*) do not impede comprehensibility. The logical progression of ideas gives the response fluidity, resulting in an overall ease and clarity of expression. Accuracy and variety in grammar are seen in complex sentence constructions such as indirect questions and subject–verb inversion (*außerdem bin ich frei; ich will wissen, wie lang die meisten Kunden ihrer Service benutzt*). The vocabulary used is varied and idiomatic (*ich kann auch bei der Büroarbeit aushelfen; ich interessiere mich für alle Sachen; dreimal pro Woche; so viel helfen wie ich kann*). The register is consistently formal, as can be seen in the greeting and closing phrases as well as in the tone of the email and the capitalized forms of *Sie* and *Ihr*-. This email response earned a score of 5.

### Sample: 1B

#### Score: 3

This response presents a fair performance in Interpersonal Writing as it maintains the exchange with the email prompt in a somewhat appropriate and basic manner. The response has an inappropriate greeting and closing, and changes register. Both questions from the original email are answered, and the response contains questions to the addressee as well. Although the required information is included, the response is only generally understandable and hence only basic and somewhat appropriate within the context of the task. A sentence like *Also, ich kann führen zu mehr Statt und laufen die Hunde*, demonstrates basic vocabulary and idiomatic language as well as some control of grammar and syntax. Accordingly, the response earned a score of 3.

## Question 1 (continued)

**Sample: 1C**

**Score: 2**

This response constitutes a weak performance in Interpersonal Writing as it's only able to maintain the exchange with the email prompt at a minimally appropriate level. The greeting is appropriate, but the closing is inappropriate (*Danke für deine Zeit*). Each of the two sentences of the response addresses one of the two questions posed in the original email, but there is no follow-up question posed. The response as a whole is so brief that it remains only minimally appropriate within the task. Its limited vocabulary and control of grammar force interpretation, as with the sentence *Ich möchte jeden Tätigkeiten und hat keine Lieblingsarbeit*. The response, therefore, earned a score of 2.