
AP[®] German Language and Culture

Sample Student Responses and Scoring Commentary

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Question 4: Cultural Comparison

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.

AP® German Language and Culture 2021 Scoring Guidelines

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> • Almost no treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Unsuitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Suitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Generally effective treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Effective treatment of topic within the context of the task
<ul style="list-style-type: none"> • Presents information only about the target culture or only about the student’s own or another community, and may not include examples 	<ul style="list-style-type: none"> • Presents information about the target culture and the student’s own or another community, but may not compare them; consists mostly of statements with no development 	<ul style="list-style-type: none"> • Compares the target culture with the student’s own or another community, including a few supporting details and examples 	<ul style="list-style-type: none"> • Compares the target culture with the student’s own or another community, including some supporting details and mostly relevant examples 	<ul style="list-style-type: none"> • Clearly compares the target culture with the student’s own or another community, including supporting details and relevant examples
<ul style="list-style-type: none"> • Demonstrates minimal understanding of the target culture; generally inaccurate 	<ul style="list-style-type: none"> • Demonstrates a limited understanding of the target culture; may include several inaccuracies 	<ul style="list-style-type: none"> • Demonstrates a basic understanding of the target culture, despite inaccuracies 	<ul style="list-style-type: none"> • Demonstrates some understanding of the target culture, despite minor inaccuracies 	<ul style="list-style-type: none"> • Demonstrates understanding of the target culture, despite a few minor inaccuracies
<ul style="list-style-type: none"> • Little or no organization; absence of transitional elements and cohesive devices 	<ul style="list-style-type: none"> • Limited organization; ineffective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Some organization; limited use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Organized presentation; some effective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Organized presentation; effective use of transitional elements or cohesive devices
<ul style="list-style-type: none"> • Barely understandable, with frequent or significant errors that impede comprehensibility 	<ul style="list-style-type: none"> • Partially understandable, with errors that force interpretation and cause confusion for the listener 	<ul style="list-style-type: none"> • Generally understandable, with errors that may impede comprehensibility 	<ul style="list-style-type: none"> • Fully understandable, with some errors that do not impede comprehensibility 	<ul style="list-style-type: none"> • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
<ul style="list-style-type: none"> • Very few vocabulary resources 	<ul style="list-style-type: none"> • Limited vocabulary and idiomatic language 	<ul style="list-style-type: none"> • Appropriate but basic vocabulary and idiomatic language 	<ul style="list-style-type: none"> • Varied and generally appropriate vocabulary and idiomatic language 	<ul style="list-style-type: none"> • Varied and appropriate vocabulary and idiomatic language
<ul style="list-style-type: none"> • Little or no control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • Limited control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • Some control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • General control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • Accuracy and variety in grammar, syntax, and usage, with few errors
<ul style="list-style-type: none"> • Minimal or no attention to register 	<ul style="list-style-type: none"> • Use of register is generally inappropriate for the presentation 	<ul style="list-style-type: none"> • Use of register may be inappropriate for the presentation with several shifts 	<ul style="list-style-type: none"> • Generally consistent use of register appropriate for the presentation, except for occasional shifts 	<ul style="list-style-type: none"> • Mostly consistent use of register appropriate for the presentation
<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility 	<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility 	<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility 	<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility 	<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
<ul style="list-style-type: none"> • Clarification or self-correction (if present) does not improve comprehensibility 	<ul style="list-style-type: none"> • Clarification or self-correction (if present) usually does not improve comprehensibility 	<ul style="list-style-type: none"> • Clarification or self-correction (if present) sometimes improves comprehensibility 	<ul style="list-style-type: none"> • Clarification or self-correction (if present) usually improves comprehensibility 	<ul style="list-style-type: none"> • Clarification or self-correction (if present) improves comprehensibility

Score of 0: UNACCEPTABLE

- 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
- Clearly responds to the prompt in English

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

Clarification Notes:

- The term “community” can refer to something as large as a continent or as small as a family unit.
 - The phrase “target culture” can refer to any community, large or small, associated with the target language.
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Question 4

Note: Students' responses are quoted verbatim and may contain spelling and 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 presentational communicative mode by having the student make a comparative oral presentation on a cultural topic. Students were allotted 4 minutes to read the topic and prepare the presentation and then 2 minutes to deliver the presentation. The response received a single holistic score based on how well it accomplished the assigned task. The presentation had to compare an area of the German-speaking world to the student's own or another community, demonstrating understanding of cultural features of the German-speaking world. Furthermore, the presentation had to be organized clearly.

The course theme for the cultural comparison task was Beauty and Aesthetics. Students were asked about the role cultural institutions (e.g., theaters, museums, radio stations, or orchestras) play in the everyday life of a community. In their oral presentations, students had to compare perspectives on this question in a German-speaking community with those in their home community or another community. Students could reference their own observations, experiences, or what they had learned in school as support for their claims.

Sample: 4A

Score: 5

Transcript of Student's Response(s)

Hallo, ich heiße [Name] und heute bespreche ich die Rolle die Kulturinstituti - institutionen ah in Bayern und in Wisconsin spielen. Ah sie spielen eine wichtige Rolle in beiden Städten, aber ich bin der Meinung, dass die Rolle, die Kulturinstitutionen in Bayern spielen, wichtiger ist und geprägter ist als sie in Wisconsin spielen. Ein großes Unterschied zwischen Bayern und Wisconsin ist wie viele Menschen sich mit Kultur durch Vereine engagieren. In Wisconsin ah gibt es kar keine Vereine außer Schulclubs. In Milwaukee haben wir nur professionelle Theater. Ich habe mit First Stage studiert und es ist kein Verein. Es ist ähnlicher zu einen GmbH, aber in Bayern kann man mit Freunde ein Orchester oder ein Theaterverein gründen, egal ob sie professionell sind. Ah Ra- Radio zeigt auch ein Unterschied zwischen Bayern und Wisconsin. In Deutschland hat jeder Stadt seine eigene Radio, die ah kontrolliert welche Programme, die man hort. Dieses System ist sehr alt und weltberühmt, aber in Wisconsin hört man nicht so oft staatliche Radioprogramme. Ah ich höre gern mit meiner Mutter ah WUWM, aber dieses Radioprogramm gehört zu einer Universität. Oft hören wir privat ah privat privat Ra Radio, die nicht so populär in Bayern ist. Ah in Amerika ahm in Amerika hört man oft ah Podcasts beim Radio, aber wir wissen nicht genau, ob sie Kulturinstitutionen sind. Alles in Amerika ah beim Kulturinstitutionen ist sehr professionell, ich meine.

Commentary

This response constitutes a strong performance and an effective treatment of the topic within the context of the task. It clearly compares the student's own community with the target culture by measuring the engagement of adults in cultural activities. The response demonstrates an understanding of the target culture with the observation that Germany has many local radio stations with diverse programming and that a community may well cultivate involvement through a small-scale institution such as *ein Orchester oder ein Theaterverein*. The organized presentation demonstrates strong linguistic skills throughout in complex observations (...*dass die Rolle, die Kulturinstitutionen in Bayern spielen, wichtiger ist und geprägter ist als sie in Wisconsin*). The same sentence is a good example of the varied and appropriate vocabulary in the response. Expressions such as *Es ist ähnlicher*; *zeigt auch ein Unterschied* and *sie spielen eine wichtige Rolle* contribute to the organization of the presentation. The use of *egal* and *gehört zu* demonstrates knowledge of idiomatic language. There is accuracy and variety in the

Question 4 (continued)

grammatical structures such as relative clauses, despite a few minor inaccuracies in a sentence (*In Deutschland hat jeder Stadt seine eigene Radio, die ah kontrolliert welche Programme, die man hort*). This strong response earned a score of 5.

Sample: 4B

Score: 3

Transcript of Student's Response(s)

Hallo, heute ich machen ein Gegensatz ah err Eingezzeit ah von Deutschland und USA und Kulturen Institution. Im Deutschland es ist alles sind privat und man muss gehen draußen der Schule zu finden Orchester oder Theater oder der Radio ah und in USA wir haben es in Schule und das ist sehr anders als Deutschland. Wir haben orchestra und es ist eine normal Unterricht und man ah rent kauft eine Instrument für ah . . eine Zeit und dann sie gebe es ah back. Im Deutschland es ist mehr teuer als ah USA, weil wir haben die Instrument für eine kleine Zeit. Und in Deutschland sie haben vielen Museums, weil ah Geschichtesind sehr wichtig in sie sein ah Kultur, weil ah weil es ist sehr wichtig für sie zu wissen, was hat passiert in der past und ah wie sie kann machen es besser, aber in der USA wir haben nicht so viel Museums und Geschicht ist nicht eine riesiger ah . . Ding. Wir es ist so egal mit uns ah es . .

Commentary

This response constitutes a fair performance and a suitable treatment of the topic within the context of the task. The response compares the student's own community with the target culture and provides a few supporting details (*Im Deutschland es ist alles sind privat und man muss gehen draußen der Schule zu finden Orchester oder Theater...*). This demonstrates a basic understanding of the target culture. The response is generally understandable with errors that may impede comprehensibility (*Hallo, heute ich machen ein Gegensatz ah err Eingezzeit ah von Deutschland und USA und Kulturen Institution*). The vocabulary is basic (*man ah rent kauft eine Instrument für ah . . eine Zeit und dann sie gebe es ah back*). Pronunciation and pacing make the response generally comprehensible. This response earned a score of 3.

Sample: 4C

Score: 2

Transcript of Student's Response(s)

Auf Amerika wir haben vielen großen Orchester. Sie performen in groß Buildings von unsere Stadt wir sagt zum concert halls. Vielen von unsere Orchester spielen music von Deutsch composers. One simil einen Simalatiert ist die Instrumentieren. Auf Amerika und Deutschland wir spielen Piati, Gong, Tamborino, und mehr. Wir also haben mehr Idee von Musik machen zum Beethoven und Bach. Das ich denke ist zwei große Composiers auf Deutschland. Sie haben groß voll ah großen Pits für alles die Orchester. Auf Deutschland sie also perform mit diesem . .Musik von dein Orchester. Das ist viele von die Similitiert und Differences between Deutsch und Amerika Orchester. Von das du kannst sehen alles was sie machen. Auf Amerika wir spielen zu große viele Person, bitte, und auf Deutschland das sein Idee kommst zu. Das ist alles was von das sagen . . von die Musik.

Commentary

This response constitutes an unsuitable treatment of the topic within the context of the task. Although it attempts to compare the cultures (*Auf Deutschland sie also perform mit diesem Musik von dein Orchester...*), the comparison consists of undeveloped statements that are themselves less than clear. A limited understanding of the target culture is demonstrated. The vocabulary and idiomatic language are limited (*Sie performen in groß Buildings von unsere Stadt wir sagt zum concert halls*) as is the control of syntax and usage (*...und auf Deutschland das sein Idee kommst zu*). This response earned a score of 2.