
AP[®] German Language and Culture

Sample Student Responses and Scoring Commentary

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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"> Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task 	<ul style="list-style-type: none"> Partially maintains the exchange with a response that is minimally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a response that is generally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a response that is clearly appropriate within the context of the task
<ul style="list-style-type: none"> Provides little required information (responses to questions, request for details) 	<ul style="list-style-type: none"> Provides some required information (responses to questions, request for details) 	<ul style="list-style-type: none"> Provides most required information (responses to questions, request for details) 	<ul style="list-style-type: none"> Provides most required information (responses to questions, request for details) with some elaboration 	<ul style="list-style-type: none"> Provides required information (responses to questions, request for details) with frequent elaboration
<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 reader 	<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; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing) 	<ul style="list-style-type: none"> Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
<ul style="list-style-type: none"> Very simple sentences or fragments 	<ul style="list-style-type: none"> Simple sentences and phrases 	<ul style="list-style-type: none"> Simple and a few compound sentences 	<ul style="list-style-type: none"> Simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> Variety of simple and compound sentences, and some complex sentences

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)

Important: Completely fill in the circle that corresponds to the task you are responding to on this page.

Task 1:
Email Reply

Task 2:
Argumentative Essay

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

Sehr geehrte Herr Traxler,
vielen Dank für Ihre E-Mail! Ich ~~interessiere~~ ^{interessiere} mich sehr ~~mit~~ mit der Kamera zu arbeiten. Seit ich 12-Jahre alt bin, habe ich immer eine Kamera ^{dabei.} ~~mit mir~~ ^{genommen} ~~Ich~~ ^{Ich} nehme jetzt oft Fotos für Privatfirmen und ~~träte~~ ^{träte} auch viele Werbungs ~~videos~~ ^{Filmen} für lokale Firmen. Ich finde, dass der Film der ^{Stadt's} Freizeit's Park zeigen soll. Das würde ~~sehr~~ viele junge Menschen interessieren, das Film sollte auch die verschiedene Lauf-Wege zeigen. Jüngere Menschen machen gern ~~die~~ Sport und werden die Wege toll finden. Jeder mag was Essen, also soll ~~die~~ Ihr Film auch noch lokale Restaurants zeigen. Wie kamm Sie auf den Idee einen Film zu ~~traten~~ ^{traten}? Ich finde Ihren Projekt ~~sehr~~ sehr interessant und freue mich auf unsere zukünftige Zusammenarbeit!

Mit freundlichen Grüßen
Nikole Newkirk

Page 2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Important: Completely fill in the circle that corresponds to the task you are responding to on this page.

Task 1:
Email Reply

Task 2:
Argumentative Essay

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

Sehr geehrte Hr. Traxler,

danke für ihr E-mail. Ich freue mich mit ihr über die filmprojekt sprechen. Zuerst ich glaube, dass sie sollten die Brandenburgtör in ihr film zeigen. Ich glaube dass die Brandenburgtör ist die schönsten kulturellen Attraktionen in Deutschland. Ich habe viel Erfahrung mit film. Ich ~~war~~ war ein hintergrund aktor in die film "Spiderman". ~~Ich~~ Jetzt suche ich für ein grosser rolle in eine film. ~~Auch~~ ~~bede~~ ~~ich~~

Auch habe ich 2 fragen für sie, Welche art von film ist ihr kiblings? Wie viel andere junge menschen wurden mit ihr helfen?

Ich freue mich mit ihr zu treffen.

Mit freundlichen grüssen

-Rex

Important: Completely fill in the circle that corresponds to the task you are responding to on this page.

Task 1:
Email Reply

Task 2:
Argumentative Essay

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

Sehr geehrte Weir-Traxler,
Ich danke für deine email. Ich finde die
filme super, insgesamt. Ich bin hat super
time gesamte ein Projekt.
Was ist dein liebste part auf die filme?
Danke für dein email. Hat ein gute tag
mit freundlich grüssen
Kayle Drogosch

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Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

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. 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 response received a single holistic score based on how well it accomplished the assigned task.

The course theme for the email reply was Families and Communities. The task required the student to reply to an email from Leon Traxler, a project leader of the tourism department at unserestadt@tourism.com. Mr. Traxler is himself writing in response to an email from the student expressing interest in working on a new film titled “Come visit us!” (“*Kommt uns besuchen!*”). The stated purpose of the film is to attract more young people to visit the region. Young talents are invited to participate in all aspects of the making of the film: acting, camera work, costuming, make-up, visual effects, etc. Mr. Traxler poses two questions to the interlocutor: 1) Which interests or experiences do you have that could be useful for your work on the film?; and 2) Which regional sights, cultural attractions, or ways to spend your free time should the film include and why? In closing, Mr. Traxler offers to answer any questions the student might have and looks forward to meeting the student personally in the near future.

Sample: 1A

Score: 5

This response demonstrates a strong performance in Interpersonal Writing by maintaining an exchange that is clearly appropriate within the context of the task. The response frequently elaborates on the topics requested in the original email by first describing enthusiasm for camera work, then providing a plethora of examples that could be subjects for the *Werbefilm* (“*Jeder mag was Essen, also soll Ihr Film auch noch locale Restaurants zeigen*”). The response fulfills the requirement of asking a follow-up question with a high-level, abstract query (“*Wie kamm Sie auf den Idee einen Film zu trehen?*”). The few errors in the previously cited sentence or occasional spelling and capitalization mistakes, such as “*der Stadt’s Freizeits Park,*” never impede comprehensibility. Advanced idiomatic language (“*Seid ich 12 Jahre alt bin, habe ich immer eine Kamera dabei*”) and vocabulary (“*Ich ... freue mich auf unsere zukunftige zusammenarbeit*”) contribute to the strong characterization of the response, as does the accuracy and variety of grammar, syntax, and usage exemplified in the citations here. Sentence structure is varied and often complex, and the formal greeting and closing match the consistent formal register within the response. This response, therefore, received a score of 5.

Sample: 1B

Score: 3

This response illustrates a fair performance in Interpersonal Writing with a basic response that is somewhat appropriate. It provides contextually relevant responses to the two questions in the email prompt and asks two follow-up questions, but there is only minimal elaboration (“*Ich glaube dass die Brandenburg tür ist die schonesten Kulturellen Attraktionen in Deutschland*”). Some errors (“*die*”) are present.

Question 1 (continued)

Brandenburgtür”; “*Ich war ein hintergrund aktor*”) may impede comprehension. The vocabulary and idiomatic language remain largely basic (repetition of “*ich freue mich mit ihr*”), and there is only some control of grammar (“*Jetze suche ich fur ein grosser rolle*”), syntax, and usage, particularly in the use of pronouns (“*danke für ihr E-mail*”; “*mit Ihr*”). The lack of control in pronoun usage, as well as the abbreviation of “*Hr.*” in the opening of the response, show an inappropriate use of register. Most sentences are simple or compound sentences. This response, therefore, received a score of 3.

Sample: 1C**Score: 1**

This response illustrates a poor performance in Interpersonal Writing as it provides a response to the task that is inappropriate. Other than the acknowledgement that the response has to do with a film, it never demonstrates an understanding of the full context, a *Werbefilm* to attract young people to the region. Rather, it only relates that the film is “*suPer itresesamt.*” The vocabulary of the response is limited (repetition of “*super*”) and relies on English throughout (“*suPer time*”; “*leiblingst Part*”; and the anglicism “*Hat ein gute tag*”). To that point, the language of the response contains significant errors (“*Ich bin hat*”; “*Ich finden*”; “*auft die Filme*”) as well as frequent misspellings throughout (“*Heir Traxler*”; “*freunlich Grüssen*”). These significant errors also impede comprehensibility, such as the sentence “*Ich bin hat suPer time gesamte ein Projekt.*” Furthermore, while the response does show some signs of a formal greeting and closing (“*Sehr geehrte Heir Traxler*”; “*mit freunlich Grüssen*”), the body of the email is entirely in the wrong register (“*deine email*”; “*dein leiblingst Part*”; “*dein email*”). This response, therefore, received a score of 1.