
AP[®] German Language and Culture

Sample Student Responses and Scoring Commentary

Inside:

Task 2—Argumentative Essay

- ☒ **Scoring Guidelines**
- ☒ **Student Samples**
- ☒ **Scoring Commentary**

Question 2: Argumentative Essay

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
• Almost no treatment of topic within the context of the task • Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies • Mostly repeats statements from sources or may not refer to any sources • Minimally suggests the student's own position on the topic; argument is undeveloped or incoherent • Little or no organization; absence of transitional elements and cohesive devices • Barely understandable, with frequent or significant errors that impede comprehensibility • Very few vocabulary resources • Little or no control of grammar, syntax, and usage • Very simple sentences or fragments	• Unsuitable treatment of topic within the context of the task • Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate • Summarizes content from one or two sources; may not support an argument • Presents, or at least suggests, the student's own position on the topic; develops an argument somewhat incoherently • Limited organization; ineffective use of transitional elements or cohesive devices • 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 • Uses strings of simple sentences and phrases	• Suitable treatment of topic within the context of the task • Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies • Summarizes content from at least two sources in support of an argument • Presents and defends the student's own position on the topic; develops an argument with some coherence • Some organization; limited use of transitional elements or cohesive devices • Generally understandable, with errors that may impede comprehensibility • Appropriate but basic vocabulary and idiomatic language • Some control of grammar, syntax, and usage • Uses strings of mostly simple sentences, with a few compound sentences	• Generally effective treatment of topic within the context of the task • Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies • Summarizes, with limited integration, content from all three sources in support of an argument • Presents and defends the student's own position on the topic with clarity; develops an argument with coherence • Organized essay; some effective use of transitional elements or cohesive devices • 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 • Develops mostly paragraph-length discourse with simple, compound, and a few complex sentences	• Effective treatment of topic within the context of the task • Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies • Integrates content from all three sources in support of an argument • Presents and defends the student's own position on the topic with a high degree of clarity; develops an argument with coherence and detail • Organized essay; effective use of transitional elements or cohesive devices • 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 • Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

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
- Not in the language of the exam

NR (No Response): BLANK (no response)

Clarification Note:

There is no single expected format or style for referring to and identifying sources appropriately. For example, test takers may opt to: directly cite content in quotation marks; paraphrase content and indicate that it is “according to Source 1” or “according to the audio file”; refer to the content and indicate the source in parentheses “(Source 2)”; refer to the content and indicate the source using the author’s name “(Smith)”; etc.

Task 2 - Sample 2A, Page 1 of 2

● 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.

Klimaschutz ist ein großes Problem in der Welt. Leute in viele Orte möchten eine Zukunft. Es gibt viele Typen von ~~Protesten~~ Proteste. In Deutschland protestieren manche Jugendliche während des Schultages. Manche Leute, wie Eltern, denken dass ~~es~~ Kinder nicht ^{während des Schultages} protestieren sollen. Jugendliche möchten eine Zukunft. Die Frage ist: „Sollen Kinder während des Schultages demonstrieren?“ Ich denke, dass Jugendliche ~~soll~~ während des Schultags demonstrieren sollen denn Leute sehen es, Kinder ~~kann~~ engagieren in ^{Politik} ~~Politik~~, und es ist eine gutes Ding zu protestieren.

Greta Thunberg ist eine große Person jetzt. Sie protestiert für Klimaschutz und sie ist JUNG! Leute sehen sie denn sie ist sehr jung. Laut Quellenmaterial 1 inspiriert Thunberg Proteste wie „Fridays for Future“. Das Artikel hat gesagt, dass die Jugendliche, die protestieren, ~~haben~~ eine website haben. Die Jugendliche können demonstrieren und viele Leute sehen. Das ist gut weil ~~es~~ andere Leute zu hören brauchen. Wir brauchen eine Zukunft und Jugendliche protestieren während des Schultages ist hilfreich.

Zweitens sollen Kinder während des Schultags demonstrieren denn Kinder können über Politik lernen während Proteste. Laut Quellenmaterial 1 und 3 haben Leute gesagt, dass diese Proteste sind sehr gut für Kinder zu engagieren in Politik. Einen Berliner Schulleiter hat gesagt, dass ~~die~~ Lehrern ~~die~~ „finden ... das super“. Kinder können über der Welt lernen und das ist sehr wichtig. Sie müssen ~~die~~ die Welt ^{mit} ~~kennen~~ kennen denn sie sind die Zukunft für der Welt, wie

Page 3

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.

die Welt ist die Zukunft für sie.

Zuletzt ~~ist~~ sollen Jugendliche während des Schultages demonstrieren, denn es ist eine gute Sache zu protestieren. Klimaschutz ist sehr wichtig. Es ist auch hässlich jetzt. Laut Quellenmaterial zu denken, manche ~~bei~~ Eltern, dass Kinder sollten während des Schultages → 46-56 Prozent! Eltern und Lehrern ~~stark~~ denken es ist gut ~~und~~ zu tun. Klimaschutz muss wichtig sein! Kindern sollen helfen. Warum nicht?

Im Großen und Ganzen, denke ich, dass ~~Klimaschutz~~ ~~sollen~~ wir über Klimaschutz sagen sollen. ~~und~~ Die Zukunft ist ein Ort, dass ich ~~zu~~ zu haben möchte. Die Proteste können nur helfen. Sagen "Ja"!

Page 4

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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.

Klima ist ein große ~~Wissen~~ Dinge jetzt. Viele Leute spricht über dass. Mehr Junge Leute wollt etwas für dass machen. ~~W~~ Wenn mehr Junge Leute kennt über Klimaschutz denn die Welt und alles Bundesländer kann mehr machen. ~~Ich~~ Ich denke dass ~~Jene Jugendliche~~ Jugendliche während des Schultages für den Klimaschutz demonstrieren.

In die erste Quellematerial steht dass ~~Wetter~~ ~~weil~~ dass sie selber in die Hand nehmen "Wir werden die Leidtragenden des Klimawandels sein." Diese Junge Leute ~~hat~~ hat ein große aktivisten sehen. Greta Thunberg ~~ist~~ ist ein große Figur in Europa. ~~W~~ Sie will mehr machen. Sie hat mehr machen. Mehr Schüler*innen will mehr machen und lernen. Dass ist sehr gut. Wenn wir mehr lernen und machen wir können die Welt besser machen.

In Quellematerial 2 steht dass viele Eltern mögen dass nicht. Ihr wollt ihren Kinder ein Schulstreik machen. Ihr wollt in Schule mehr lernen. Aber Warum lernen wir? Wir ^{lernen für} ~~sollen~~ ~~war~~ diese Gründe. Wir wollen etwas in die Welt machen. Die Schulstreik ist ein gute ~~demo~~ demonstration wenn macht es etwas.

In Quellematerial 3 sagt ~~der~~ ~~der~~ der Mann "es ist gut wenn Junge Leute ein Demo hat aber sollt ihr warum protestiert kennen. Auch für uns mehr Informationen bekommen.

Junge Leute sollt mehr ins ~~schule~~ die Schultage ~~kennen~~ über Klimaschutz demonstrieren und lernen. Wenn wir etwas machen, können wir ~~etwas~~ ~~gut~~ eine besser Welt machen.

Page 3

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● **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.

~~Ich~~ In diese Argumentativ Essen ~~das~~ Ich bin sprachlos
in der subjekt of Schulstreik für den klima schutz. Meine meinung
nach ist ~~der~~ Schulstreik ist nicht gut dem people lossen Geld und lossen
lernen.

Page 3

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

Question 2

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

Overview

This task assessed writing in the presentational communicative mode by having the student write an argumentative essay on a given topic while referencing three sources of information about the topic. Students were first allotted 6 minutes to read the essay topic and the two printed sources. Then they listened to the audio source twice. Afterward, they had 40 minutes to write the essay. Students were asked to clearly present and thoroughly defend their own position on the topic. They were instructed to integrate viewpoints and information they found in all three sources to support their argument. As students referred to the sources, they were supposed to identify them appropriately and organize their essay into clear paragraphs. The response received a single holistic score based on how well it accomplished the assigned task.

The course theme for the argumentative essay task was Global Challenges. Students had to write an argumentative essay on whether young people should be allowed to miss school in order to protest for climate protection. The article “Someone Just Has to Do It. Young People Protest for Climate Protection” begins with a quote from 11-year-old Elise’s sign: “Why go to school today, if I have no world left tomorrow?” and continues with an indictment of adults for their inaction to prevent climate change. Elise is identified as one of tens of thousands of students worldwide that follow Greta Thunberg’s “Fridays for Future” movement. The article points out some opposition to the students’ activism but emphasizes the broad support for their actions. The second print source, a chart entitled “School Strike for Climate Protection,” presents the results of a survey asking the question, “Do parents think it is okay to miss school for climate protection?” The answer is that 50 percent do and 31 percent don’t, with the rest remaining undecided. The audio source “Skipping School for Climate Protection” presents an interview with a politician and a youth researcher. It questions whether the school strikes are defensible and whether students really understand what their protest is about.

Sample: 2A

Score: 5

This response constitutes an effective treatment of the topic because it successfully completes the assigned task with a strong essay. The student displays a high degree of comprehension of the three sources and successfully integrates each into coherent and detailed arguments (“*Laut Quellenmaterial 1 inspiriert Thunberg Proteste wie ‘Fridays for Future’*”; “*Laut Quellenmaterial 1 und 3 haben Leute gesagt, dass diese Proteste sind sehr gut für Kinder zu engagieren in Politik*”). In reference to the graphic, the student concedes that “*Manche Leute, wie Eltern, denken dass Kinder nicht während des Schultages protestieren sollen,*” but then counters later in the response that “*Laut Quellenmaterial 2 denken manche Eltern, dass Kinder sollen während des Schultages – 46-56 Prozent!*” The essay presents and defends the student’s own position with a high degree of clarity (“*Ich denke, dass Jugendliche während des Schultages demonstrieren sollen denn Leute sehen es, Kinder engagieren in Politik, und es ist ein gutes Ding zu protestieren*”). The response displays an ease and clarity of expression that makes it fully understandable; occasional errors do not impede comprehensibility, for example, the repeated use of “*sollen*.” The response follows an organized and logical sequence due to the use of effective transitional elements as well as varied and appropriate vocabulary (“*In Deutschland protestieren manche Jugendliche während des Schultages*”; “*Zweitens sollen Kinder*”).

Question 2(continued)

während des Schultags demonstrieren denn Kinder können über Politike lernen während Proteste"; and *"im Größen und Ganzen, denke ich"*). Finally, the language is accurate and varied in grammar, syntax, and usage with some complex sentences (*"Das Artikel hat gesagt, dass die Jugendliche, die protestieren, eine Website haben"*). This strong performance in presentational writing received a score of 5.

Sample: 2B**Score: 3**

This response constitutes a suitable treatment of the topic within the context of the task because it completes the assigned essay but does so at a basic level. The response demonstrates a moderate degree of comprehension of the sources' viewpoints and summarizes the content (*"In Quellenmaterial 2 steht dass viele Eltern mögen dass nicht"* and *"In Quellenmaterial 3 sagt der Mann 'es ist gut wenn Junge Leute ein Demo hat'"*). The student presents and defends a position and develops an argument with some coherence (*"Ich denke dass Jugendliche während des Schultages für den Klimaschutz demonstrieren"*). However, the response does not include the level of nuance or detail required to move it past fair performance on the task. For example, in referencing the graphic, the response does not clearly make the connection between parents' opinions on missing school for student protests (*"Ihr wollt ihre Kinder ein Schulstreik machen. Ihr wollt in Schule mehr lernen"*). The sample includes some organization and is generally understandable, though some errors impede comprehensibility (*"aber sollt ihr warum protestiert kennen"*). The vocabulary is appropriate but basic, as seen in statements like *"Sie will mehr machen. Sie hat mehr machen. Mehr Schüler*innen will mehr machen und lernen. Dass ist sehr gut."* There is some control of grammar, syntax, and usage in strings of mostly simple sentences (*"Aber warum lernen wir? Wir lernen für diese Gründe"*). This fair performance in presentational writing received a score of 3.

Sample: 2C**Score: 1**

This response contains almost no treatment of the topic within the context of the task. While the response minimally suggests the student's own position on the topic (*"Meine meinung nach ist Schulstreik ist nicht gut"*), it does not refer to any of the sources, and the argument is undeveloped and incoherent (*"denn People losen Geld und losen lehren"*). The abbreviated response is barely understandable, with very few vocabulary resources that rely often on anglicisms and little to no control of grammar, syntax, and usage (*"Ich bin sPrachen in der subjekt of Schulstrek für den kilma Schutz"*). This poor performance in presentational writing received a score of 1.