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

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Task 4—Cultural Comparison**

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

**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.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> <li>• Almost no treatment of topic within the context of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Unsuitable treatment of topic within the context of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Suitable treatment of topic within the context of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Generally effective treatment of topic within the context of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Effective treatment of topic within the context of the task</li> </ul>
<ul style="list-style-type: none"> <li>• Presents information only about the target culture or only about the student’s own or another community, and may not include examples</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Compares the target culture with the student’s own or another community, including a few supporting details and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Compares the target culture with the student’s own or another community, including some supporting details and mostly relevant examples</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly compares the target culture with the student’s own or another community, including supporting details and relevant examples</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrates minimal understanding of the target culture; generally inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the target culture; may include several inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a basic understanding of the target culture, despite inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the target culture, despite minor inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the target culture, despite a few minor inaccuracies</li> </ul>
<ul style="list-style-type: none"> <li>• Little or no organization; absence of transitional elements and cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>• Limited organization; ineffective use of transitional elements or cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>• Some organization; limited use of transitional elements or cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>• Organized presentation; some effective use of transitional elements or cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>• Organized presentation; effective use of transitional elements or cohesive devices</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 listener</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</li> </ul>	<ul style="list-style-type: none"> <li>• Use of register is generally inappropriate for the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Use of register may be inappropriate for the presentation with several shifts</li> </ul>	<ul style="list-style-type: none"> <li>• Generally consistent use of register appropriate for the presentation, except for occasional shifts</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly consistent use of register appropriate for the presentation</li> </ul>
<ul style="list-style-type: none"> <li>• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility</li> </ul>
<ul style="list-style-type: none"> <li>• Clarification or self-correction (if present) does not improve comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>• Clarification or self-correction (if present) usually does not improve comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>• Clarification or self-correction (if present) sometimes improves comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>• Clarification or self-correction (if present) usually improves comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>• Clarification or self-correction (if present) improves comprehensibility</li> </ul>

**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)**

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**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 presentation had to compare an area of the German-speaking world to the students’ own or another community of their choice, demonstrating understanding of cultural features of the German-speaking world. Furthermore, the presentation had to be organized clearly. The response received a single holistic score based on how well it accomplished the assigned task.

The course theme for the cultural comparison task was Contemporary Life. Students were asked about the role vacation trips (e.g., to other countries, to the beach, to a campground, etc.) 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)

*Ah hallo, ich spreche heute zu dem Thema von die Rolle von die Urlaubsreisen in beide deutschsprachigen Regionen, ah, die ich kenne, und die Urlaubsreisen in mein eigene ah Umfeld und Erfahrungen. Also, ah, ich komme jetzt zum ersten Teil, was in Amerika passiert in Bezug auf die Urlaubsreisen. Viele Leute, die ich kenne, ah, sind nach Florida geflogen, ahm, um bessere Wetter zu erfahrungen, als ah was wir hier in Boston haben. It’s oft sehr ah, kalt . . ah. Darüber hinaus, ah, als ich im neunten Klasse war, bin ich nach Florida ahm mit mein Familie geflogen, und der Wetter war sehr schön. Ah Urlaubsreisen ist sehr wichtig auch in Amerika, weil es gibt viele Arbeit, viele Ges- Stress, mehr Hausaufgabe und so weiter. Ah . . im Gegensatz dazu in Deutschland, ah viele Deutsch ah werden zum Frankreich und Italien ah gehen ah. In der Schweiz mögen sie . . Zum Beispiel in der Schweiz . . weiter- . . Weiterhin in der Schweiz mögen sie zum Strand sehr viel gehen, weil der Schweiz ist ein typisch kalt Land, ah . . ah . . Auch haben Deutschland weniger Arbeit, ah, wenig Stress im Schule. Zusammenfassend möchte ich sagen, dass beide Kulturen und Regionen, ahm . . die Ferien, Urlaubsreisen ahm mögen, ah . . um . . Spaß zu machen oder um gute Erlebnisse zu haben. Das ist ah wichtig, ah, weil es könnte die Perspektiven von Menschen verändern. Ahm . . und wenn man deutsch ist, dann könnte man zum Amerika fliegen und*

#### Commentary

This response is a strong performance in Presentational Speaking that constitutes an effective treatment of the topic within the context of the task. The response clearly compares the target culture and their own community with supporting details and relevant examples, such as the role of weather in vacation choices (“*in der Schweiz mögen sie zum Strand . . . , weil der Schweiz ist ein typisch kalt*

**Question 4 (continued)**

*Land*”). The response demonstrates understanding of the target culture and the role of vacation in the German-speaking countries: fun, good experiences, culture, and changing perspectives. The response is fully understandable with ease and clarity of expression. Occasional errors do not impede comprehensibility, such as “*um bessere Wetter zu erfahrungen.*” There is a variety of appropriate vocabulary and idiomatic language (“*Erlebnisse*”; “*verändern*”; “*zum Beispiel*”). There is accuracy and variety in grammar and usage with few errors (“*Leute, die ich kenne*”; “*um gute Erlebnisse zu haben*”; “*wenn ..., dann könnte*”). The pronunciation, intonation, and pacing make the response comprehensible with only minimal errors that do not impede comprehensibility. This response received a score of 5.

**Sample: 1B****Score: 3****Transcript of Student’s Response(s)**

*Heute spreche ich ah über ah Urlaub mit Deutschland und ah meine Umgebung Vergleichung. So erste, es ist gleich ah . . hauptsächlich. Ah e- es hat ah viele Mensch hat es, aber ah . . Deutsche . . Deutschen hat mehr Tags vor ah Urlaubreisen, weil sie haben better bessere Arbeits- ah pause und auch ah es ist nicht so gut in Amerika. Ah zweite ah es ist mehr wichtig in Amerika, dass ah wir gehen zu Strand, weil ah sie haben mehr mit . . aber mit Deutschland sie haben es in die Nord Platz und es ist nicht so heiß, und ja. So ah dreite ah drittens, ah in Deutschland es ist ah mehr wichtig, dass sie gehen zu andere Lander. Ah Deutschland sie leben Italien sie leben in ah die nord ah La- norden Landern, wie ah . . ah Frant- Frankreich ah oder ah . . Großbritannien. Aber Amerika es ist olle in Amerika, sie muss zu andere ah Lander gehen, weil es ist so großartig. Und ah so es geht zum Schluss es ist es ist gleich aber nicht ähnlich, und Deutschland lieben ah andere Lander, aber Amerika liebt ah deine Lander, weil sie könn . . so viel Land ah Platz oder Ort gehen, wie ah . . zum die Florida oder Kalifornia.*

**Commentary**

This response is a fair performance in Presentational Speaking that constitutes a suitable treatment of the topic within the context of the task. This response compares the target culture with the student’s own community with a few supporting details (“*mehr Tags*”; “*bessere Arbeits- ah pause*”). It demonstrates a basic understanding of the target culture with observations, such as the fact that people in Germany have more vacation days and the relative distances to other countries. The presentation is generally understandable with some errors that may impede comprehensibility (“*die Nord Platz*”; “*es ist gleich aber nicht ähnlich*”; “*leben*”). This response displays appropriate but basic vocabulary and idiomatic language (“*Und ah so es geht zum Schluss*”; “*sie muss zu andere ah Lander gehen, weil es ist so großartig*”). This response shows some control of grammar, syntax, and usage. The pronunciation and intonation make the response generally comprehensible with some errors that may impede comprehensibility (“*es ist olle in Amerika*”). This response received a score of 3.

**Sample: 1C****Score: 2****Transcript of Student’s Response(s)**

*Die Ur- . . laubreisen haben eine große Rolle in Deutschland und Amerika. Deutschland habe viele Natur und ah Baume und Totz. Ahm wir es hat viel ahm . . es hat viele Platz vor Ca- Camping und Wandern. In Kalifornia wir haben viele Natur auch. Wi- Wir haben . . ah Campingplatz und kann . . und*

### Question 4 (continued)

*. . und in die . . in die Norden Deutschland habe Totz und in die Suden es hat viel Baumen und . . ah Wandern. Und wir kann . . und ins Ausland in die Deutschland hat viele große ahm Platze. Und das kann . . ah mache viel . . viel Spaß in die . . die ah Regionien. Und . . in Kaliforn- in Kalifornia wir haben . . ahm ah . . ah anderes ahm Platze vor die Activition mit . . die die Lande und in*

#### Commentary

This response is a weak performance in Presentational Speaking that constitutes an unsuitable treatment of the topic within the context of the task. The response presents information about the target culture and the student’s own culture, but it consists mostly of statements. This response also demonstrates a limited understanding of the target language culture (“*viele Natur*”; “*in die Suden es hat viel Baumen und ... Wandern*”). The specific role of vacation travel is not evident in this response. There is limited vocabulary (“*Baumen*”; “*Platze*”) and idiomatic language in this response. The pronunciation and pacing make the response difficult to comprehend at times (“*Totz*”). This response received a score of 2.