



Chief Reader Report on Student Responses: 2023 AP[®] German Language and Culture Free-Response Questions

• Number of Readers	35			
Total Group				
• Number of Students Scored	4,375			
• Score Distribution	Exam Score	N	%At	
	5	955	21.8	
	4	932	21.3	
	3	1,088	24.9	
	2	842	19.2	
	1	558	12.8	
• Global Mean	3.20			
Standard Group*				
• Number of Students Scored	2,968			
• Score Distribution	Exam Score	N	%At	
	5	230	7.7	
	4	628	21.2	
	3	897	30.2	
	2	735	24.8	
	1	478	16.1	
• Global Mean	2.80			

The following comments on the 2023 free-response questions for AP[®] German Language and Culture were written by the Chief Reader, Harald Menz, Ph.D., Bethany College (WV). They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Question 1

Task: Email Reply

Topic: Internship at Computer Game Company

Max Score: 5

Total Group Mean Score: 3.97

Standard Group Mean Score: 3.84

What were the responses to this question expected to demonstrate?

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 Science and Technology (*Naturwissenschaft und Technologie*). The task required the student to reply to an email from Julia Mielke, the Director of Internship Services at Zapp-Gaming Ltd., a software firm specializing in game and app design. In the scenario, the student had already initiated an exchange by expressing interest in an internship at Zapp-Gaming. Ms. Mielke takes up this interest and explains to the student that Zapp is looking for creative and motivated interns to help develop and test games, particularly interns who can clearly state their opinions and are interested in the virtual worlds created in computer games. Mielke poses two questions to better understand the candidates' backgrounds and the ways they think: 1) Why is game-playing (computer games, board games, but also sports, music, etc.) generally important for people? and 2) What kinds of technology do you use in your everyday life? In closing, Ms. Mielke offers to answer any questions the student might have and states that she looks forward to hearing back from the candidate.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

In their responses, most students were able to fulfill the task requirements and maintain the interpersonal exchange in an appropriate manner by answering the two questions with some degree of elaboration and also by posing an additional question. The topic of new media is part of the Science and Technology unit in the AP German course framework, and classroom work would regularly include discussions of gaming. The phenomenon of young people doing internships, moreover, would typically be examined in the Contemporary Life unit, and would figure prominently in discussions of the professions and educational pathways for young people. Despite that exposure, some students struggled with the email's scenario, and it became obvious in their responses that they had no experience in formally applying for an internship. This led to many random follow-up questions that were inappropriate for the context of the email. The majority of respondents, however, seemed well prepared and were able to answer the questions appropriately and often quite elaborately. Strong responses also featured culturally appropriate writing conventions and register, varied and appropriate vocabulary, and a range of simple, compound, and complex sentences.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
<ul style="list-style-type: none"> Some students responded to the first question in the email (“<i>Warum ist das Spielen . . . generell wichtig für Menschen?</i>”) with information about games and play they do personally and reasons why they enjoy them. Sometimes, this just looked like them writing about their hobbies and why they enjoy them, which is not what the question is asking. 	<ul style="list-style-type: none"> Good and strong responses showed evidence of abstraction and generalization that went beyond personal experience. For example, “<i>Ich finde, dass das Spielen . . . generell sehr wichtig für die allgemeine Population ist, da es den Spielern eine Chance gibt etwas zu machen was ihre komplette Konzentration fordert. In Spielen kann man sich ‘verlieren’ und so alltags probleme für nur auch eine Stunde vergessen.</i>”
<ul style="list-style-type: none"> Students continue to struggle expressing their interests with the phrase “<i>Ich interessiere mich für.</i>” 	<ul style="list-style-type: none"> Students at the linguistic level appropriate for score points 4 and 5 are more likely to use this reflexive phrase correctly.
<ul style="list-style-type: none"> Frequently, students’ elaboration focused on the context of the email (i.e., “<i>Bewerbung für einen Praktikumsplatz</i>”) instead of on Ms. Mielke’s questions. These emails would typically have a lengthy introduction explaining why they are great candidates for the internship but rather brief answers to the actual questions. 	<ul style="list-style-type: none"> In good and strong responses, students were able to explain and elaborate on their answers to Ms. Mielke’s questions. Occasionally, these students even elaborated on their own follow-up questions (explaining why they asked the question, etc.). For example, “<i>Wie lange ist der Arbeitstag? Ich muss nach meine kleine Schwester kümmern.</i>”
<ul style="list-style-type: none"> Just as in previous years, some students completed all task requirements by providing answers to the questions and posing an additional question, but only in a minimal, unelaborated manner. 	<ul style="list-style-type: none"> Strong responses offered clearly appropriate responses with frequent elaboration, which demonstrated ease and clarity of expression in the student’s use of German.
<ul style="list-style-type: none"> Although most students opened and closed their email replies in an appropriately formal manner, some students struggled to maintain a formal register throughout the email reply, addressing the recipient by her first name or shifting to informal pronouns in the body of the email. 	<ul style="list-style-type: none"> In strong responses, students were able to maintain a formal register throughout their email replies, not only by providing an appropriately formal greeting and closing but also through consistent formal pronoun usage (<i>Sie/Ihr/Ihnen</i> vs. <i>du/dein/dir</i>) and word choice appropriate to the situation.

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Students at all skill levels (incl. heritage speakers or native speakers) should understand the directions and task requirements.
- Legible handwriting is a must. Readers cannot score samples that are impossible to read. Students should practice writing their responses by hand and should receive teacher feedback regarding legibility. Simultaneously, students can practice writing their responses within the given time frame.
- Formal forms of address should be practiced in various contexts (male vs. female addressee, addressing groups, etc.).
- Students should practice asking additional questions that pertain to the context of the email.
- Students should practice elaborating on the answers by giving reasons (e.g., proper formation of *weil* and *denn* clauses.)

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The AP German Language and Culture Course and Exam Description (CED) contains suggestions in the Unit Guides for building students' skills in writing successful email replies. The Email Reply task model is presented and practiced in Units 1, 3, and 5. The CED can be accessed here: <https://apcentral.collegeboard.org/pdf/ap-german-language-and-culture-course-and-exam-description.pdf?course=ap-german-language-and-culture>
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP German Language and Culture within AP Classroom: <https://myap.collegeboard.org/login> Units 1, 3 and 5 provide teachers and students with a series of videos that explain the Email Reply task model and the tasks requirements in detail.
- Through AP Classroom, teachers can access the AP Question Bank. This is a searchable collection of past AP Exam questions where teachers can find and access email replies from previous exams.
- Teachers can also access three Practice Exams in the AP Question Bank, which provide practice in the email reply and can be scored using the provided scoring guidelines.
- Teachers should view the AP World Language and Culture Online Module on interpersonal writing, Interpersonal Communication: Developing Writing Abilities by Nyan-Ping Bi, to learn some strategies that focus on developing students' interpersonal writing skills. Teachers can access this online module here: https://secure-media.collegeboard.org/ap/modules/world-languages-cultures/developing-interpersonal-writing-abilities/story_html5.html
- Teachers should meet with colleagues who teach AP French, Italian, and Spanish Language and Culture to determine what issues are common across the languages for this task and to share strategies that will improve student performance.
- Teachers should download the scoring guidelines for this task available on the AP German Language and Culture Exam page and use them to review expectations for student performance: <https://apcentral.collegeboard.org/media/pdf/ap23-sg-german-language.pdf>
- Teachers should choose a sample Email Reply prompt from the posted free-response questions (from 2012–2023) and access the corresponding student sample responses of high, mid, and low performances to share with students so they can examine student work vis-à-vis the scoring guidelines. This will inform them further of expectations for performance on this task, as well as the evaluative criteria for each score point: <https://apcentral.collegeboard.org/courses/ap-german-language-and-culture/exam?course=ap-german-language-andculture>

- Teachers should assign Email Reply prompts for students to complete under the same conditions and time constraints as on the exam and then score them using the scoring guidelines. Feedback to students should focus on what students should do to move their performance to the next higher level.

Question 2

Task: Argumentative Essay

Topic: Free Public Transportation in Cities

Max Score: 5

Total Group Mean Score: 3.42

Standard Group Mean Score: 3.22

What were the responses to this question expected to demonstrate?

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 one audio source. Afterward, they had 40 minutes to write the essay. 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 three sources and then to present the sources' different viewpoints. They also had to present their own position and defend it thoroughly, using information from all of the sources to support the essay. As they referred to the sources, they had to identify them appropriately. Furthermore, the essay had to be organized into clear paragraphs.

The course theme for the argumentative essay task was Global Challenges (*Globalisierung*). Students had to write an argumentative essay on whether public transportation in cities (e.g., buses, subways, or street cars) should be free. The article, titled "Should public transportation be free?", cites a failed experiment with free public transportation from the northern German city of Hamburg. Comfort, speed, and reliability of public transportation turned out to be just as important as price. The second section of the article focuses on the tremendous costs to the taxpayer that supposedly "cost-free" transportation would have. It argues that those without access to, or willingness to use, public transportation would be disadvantaged. The second print source is a two-part infographic. The top section of the graphic, titled "Doing without a car to fight climate change?", shows the environmental impact of four different kinds of transportation via their respective CO₂ emissions. The bottom section gives the results of a survey of 3,100 Germans who were asked why they rarely or never use public transport. The answers, reported as percentages, range from high ticket prices to security and reliability concerns. The three-minute audio source, published by two student bloggers as "Should public transportation be free?", presents facts supporting the argument for free public transportation. The points are organized into three categories: economic (high up-front cost, but substantial savings later environmental (reduced CO₂ production), and social (increased quality of life).

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

In their responses students were, for the most part, able to offer an effective or suitable treatment of the topic of whether public transportation should be free. Within the topic area of Global Challenges, discussions of environmental issues are common in the German AP classroom, thus preparing the majority of students for the challenges of the topic.

Most students were familiar with the topic and were readily able to relate their own personal experiences and opinions about public transportation. The three sources offered an abundance of arguments for both sides of the issue. In the strongest essays, students were able to compare and contrast information from the sources and use it to support their own viewpoints. Strong essays were further marked by a clear organization, often adopting the three-part structure of the audio source, which analyzed economic, environmental, and social

aspects of free public transportation. Clarity of organization was facilitated by effective use of transitional words and cohesive devices, as well as varied and appropriate vocabulary, and a variety of simple, compound, and complex sentences.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Some students oversimplified the nature of the argument they were supposed to construct and concentrated on the pros & cons of public transportation in general but not on whether it should be offered free of cost in cities. 	<ul style="list-style-type: none"> Strong essays made the connection between stances on offering free public transportation in cities.
<ul style="list-style-type: none"> Some students neglected to state their own viewpoint on the question (of whether public transportation should be free in cities) clearly from the outset of the essay, thus hampering their ability to build an effective argument. 	<ul style="list-style-type: none"> Strong essays opened with a clear statement on the question, not just of the benefits/drawbacks of public transportation, but also on whether it should be free. Some students were even able to construct more complicated (Yes, but...) arguments successfully.
<ul style="list-style-type: none"> Some students misunderstood the source material, as shown by inaccurate paraphrases or by a failure to address one or more of the sources in their essays. For source 1, students were confused by the counterarguments presented in the opening paragraph because they stood in contrast to the overall viewpoint of the article. For source 2, students struggled with the downward arrow and triangle shape of the top graph (thinking this meant fewer people used the transportation at the top). For source 3, students misunderstood the idea of the “social aspect” of public transportation, thinking this meant people could socialize on trains and buses. 	<ul style="list-style-type: none"> Strong essays integrated key information and relevant details from the source material to support the student’s own viewpoint, thereby demonstrating a high degree of comprehension of the sources. Strong essays had a better understanding of the nuances presented by the first and third sources. They were better able to address information that supported the student’s viewpoint while also providing counterarguments to information from each source.
<ul style="list-style-type: none"> Students summarized source material instead of integrating it into their own arguments. 	<ul style="list-style-type: none"> Strong essays were characterized by an integration of source material into the students’ arguments; in doing so, students tended to draw on information from the sources that supported their own point of view. In some strong essays, students were able to refute information from the sources by presenting a counterargument drawn either from their own experiences or from the source material.

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Teach students to state their opinion early and clearly (a skill that is unlike what is required for writing in some other tests and subjects; in particular, this is not the typical format used in written assignments in schools in German-speaking regions).
- Explain task requirements in detail (especially to heritage speakers or native speakers) and teach students to read the summary (*Übersicht*) for each source. It often includes useful information and explanation of terminology.
- Practice reading and listening to authentic sources and interpreting data/graphs.
- Teach students how to organize essays (using paragraphs), and to make clear references to source materials (Q1, Q2, Q3, or equivalents).
- Explain the difference between integrating and summarizing sources. Teach paraphrasing vs. direct quoting, a skill that helps integration of sources.
- Legible handwriting is a must. Readers cannot score samples that are impossible to read. Students should practice handwriting their responses in a legible fashion and should receive teacher feedback regarding the legibility of their responses.
- Teach vocabulary that is frequently confused. Examples from this specific task included verbs related to money (*ausgeben, verdienen, kostenlos, etc.*), *zeigen* vs. *schauen*, and the difference between *bekommen* and *werden*.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The AP German Course and Exam Description (CED) contains suggestions in the Unit Guides for building students' skills in writing successful argumentative essays. The Argumentative Essay task model is presented and practiced in Units 2, 4, and 6. This task is scaffolded to build students' skills and confidence. The first time it appears in Unit 2, students write an argumentative essay responding to a prompt using only two sources, and subsequently, in Units 4 and 6, they write essays using three sources. The CED can be accessed here: <https://apcentral.collegeboard.org/pdf/ap-german-language-and-culture-course-and-exam-description.pdf?course=ap-german-language-and-culture>
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP German Language and Culture within AP Classroom: <https://myap.collegeboard.org/login> Units 2, 4 and 6 provide teachers and students with a series of videos that explain the task model Argumentative Essay in detail and explain the tasks requirements thoroughly.
- Teachers can access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers can access argumentative essay tasks from previous exams.
- Teachers can access three Practice Exams in the AP Question Bank, which provide practice with the essay task and can be scored using the scoring guidelines provided.
- Teachers should view the two AP World Language and Culture Online Module on Presentational Writing; the first: Presentational Communication, A Focus on Writing, by Federica Santini. Teachers can access the online module here: https://secure-media.collegeboard.org/ap/modules/world-languages-cultures/presentational-communications-writing/story_html5.html
- Teachers should meet with colleagues who teach AP French, Italian, and Spanish Language and Culture to determine what issues are common across the languages for this task and to share strategies that will improve student performance.

- Teachers should download the scoring guidelines for this task available on the AP German Language and Culture Exam page and use them to review expectations for student performance as well as the evaluative criteria for each score point:
<https://apcentral.collegeboard.org/media/pdf/ap23-sg-german-language.pdf>
- Teachers should choose a sample essay prompt and its sources from the posted free-response questions from 2012–2023 from AP Central: <https://apcentral.collegeboard.org/courses/ap-german-language-and-culture/exam> and access the corresponding student sample responses of high, mid, and low performances to share with students, so that they can examine student work vis-à-vis the scoring guidelines. This will further inform them of expectations for performance on this task.
- Teachers should assign other argumentative essay prompts for students to complete under the same conditions and time constraints as on the exam and then score them using the scoring guidelines. Feedback to students should focus on what students should do to move their performance to the next higher level.

Question 3

Task: Conversation

Topic: Passion for Cooking

Max Score: 5

Total Group Mean Score: 3.84

Standard Group Mean Score: 3.58

What were the responses to this question expected to demonstrate?

This task assessed speaking in the interpersonal communicative mode by having the student respond as part of a simulated oral conversation. Students were first allotted 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Then the conversation proceeded, including 20 seconds for students to speak at each of 5 turns in the conversation. The series of 5 responses received a single holistic score based on how well it accomplished the assigned task. The responses had to appropriately address each turn in the conversation according to the outline as well as the simulated interlocutor's utterance.

The course theme for the conversation task was Contemporary Life (*Alltag*). In the task, the student had a simulated conversation with their friend Florian, another student, who wants to talk about his passion for cooking.

The student needed to respond to the following five audio prompts:

1. Florian comments on not having seen the student for a long time and asks how they are and what's new.
2. Florian continues with news about himself, namely that he is currently participating in a cooking course, and that he now often cooks for his entire family, preferably Italian food. He asks if the student's family often cooks at home.
3. Florian finds the answer interesting and then explains that he would like to make his hobby into a profession. He tells the student that he will be doing an internship at a restaurant this summer. He then asks the student about their plans for the summer.
4. Florian likes the student's plans and explains that he really wants to become a chef, but that his parents are opposed to the idea. They want him to go to medical school so that he can earn lots of money later. Florian says, however, that is not interested in that, and states that money is not the most important thing in life. He asks whether the student agrees.
5. Florian says that he'll think about it. Then he asks the student if they would like to join him on the weekend to do some cooking, unless they have some other plans already.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

In general, responses to the task showed that students understood the situation and related to the topic of cooking and making future educational plans. The fourth turn of the conversation, which asks about the importance of money—a somewhat philosophical question—presented the greatest difficulty for some students. Responses to that question occasionally tended to be somewhat vague. In strong and good responses, students were able to clearly state their ideas about the importance of money and successfully maintained the conversation across all five turns in a clearly appropriate and fully comprehensible manner, drawing on varied vocabulary and demonstrating accuracy in grammar, syntax, and usage.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
<ul style="list-style-type: none"> Some students had problems with the opening question, “<i>Wie geht’s denn so?</i>” Many students responded inappropriately: “<i>Ich bin gut</i>” and “<i>Wie bist du?</i>” 	<ul style="list-style-type: none"> Students demonstrated strength by answering correctly with “<i>Mir geht’s gut</i>” and “<i>Wie geht’s dir?</i>” and by using the opportunity to elaborate on their answers.
<ul style="list-style-type: none"> Students often responded to the “<i>Kocht ihr oft zu Hause?</i>” question in turn two with a first-person response, such as “<i>Ich koche Pizza und Nudeln</i>”, missing the chance to say something more general and more appropriate about the family’s cooking habits. 	<ul style="list-style-type: none"> Students demonstrated proficiency by discussing the different roles taken on by family members, e.g., “<i>Wir kochen</i>”, “<i>Mein Vater kocht</i>”, “<i>Meine Mutter kocht</i>”.
<ul style="list-style-type: none"> Upon hearing the word “<i>Hobby</i>” mentioned in turn 3, some students proceeded to talk about their hobbies (e.g., “<i>Meine Hobbys sind Tennisspielen und Schwimmen.</i>”) instead of answering the question about their summer activities: “<i>Weisst du, was du diesen Sommer machst?</i>” 	<ul style="list-style-type: none"> Students demonstrated understanding by providing elaborate answers about their summer plans, e.g., “<i>Diesen Sommer reise ich mit meiner Familie nach Europa. Ich werde auch arbeiten und . . .</i>”.

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Train students to use context-appropriate elaborations. Practice giving reasons and elaboration, even for the seemingly easy opening and closing prompts.
- Teach students to be ready to use present and past tense, depending on the context.
- Teach students the word *wichtig* and its usage, as well as a few equivalent words (*bedeutsam, relevant, von Belang*, etc.). Ask them to avoid using the English equivalent “*important*” (sic) in all its forms.
- For better recording results during test administration, use individual headsets. If possible, avoid large testing rooms with poor acoustics and train proctors prior to testing.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The AP German Language and Culture Course and Exam Description (CED) contains suggestions in the Unit Guides for building students’ skills for engaging in the conversation task model. This task model is specifically presented and practiced in Units 1, 3, and 5. The CED can be accessed here: <https://apcentral.collegeboard.org/pdf/ap-german-language-and-culture-course-and-exam-description.pdf?course=ap-german-language-and-culture>

- Teachers should become familiar with all the online resources available to support instruction and assessment for AP German Language and Culture within AP Classroom: <https://myap.collegeboard.org/login> Units 1, 3, and 5 provide teachers and students with a series of videos that explain the task model Conversation in detail and explain the tasks requirements thoroughly.
- Teachers can access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers can find and access conversation tasks from previous exams.
- Teachers can also access three Practice Exams in the AP Question Bank, which provide practice with the conversation task and can be scored using the scoring guidelines provided.
- Teachers should go to AP Central and view the AP World Language and Culture Online Module by Clarissa Adams-Fletcher in order to learn about strategies, resources and activities that focus on developing interpersonal speaking skills. Teachers can access this online module here: https://secure-media.collegeboard.org/ap/modules/world-languages-cultures/interpersonal-communications/story_html5.html
- Teachers should meet with colleagues who teach AP French, Italian, and Spanish Language and Culture to determine what issues are common across the languages for this task and to share strategies that will improve student performance.
- Work with students so they can learn to respond with elaboration and detail in the 20 seconds they have for each of their five responses in this task.
- Teach students how to use the conversation outline to their advantage. Look at commonalities from year to year so students can anticipate possible types of responses.
- Teachers should download a copy of the scoring guidelines for the conversation task available on the AP German Language and Culture Exam page and use them to review expectations for student performance. <https://apcentral.collegeboard.org/media/pdf/ap23-sg-german-language.pdf>
- Teachers should have students listen to the sample student responses and use the scoring guidelines to understand how performance is assessed on the exam: <https://apcentral.collegeboard.org/courses/ap-german-language-and-culture/exam>

Question 4

Task: Cultural Comparison

Topic: The Role of Sports Activities

Max Score: 5

Total Group Mean Score: 3.87

Standard Group Mean Score: 3.68

What were the responses to this question expected to demonstrate?

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 Families and Communities (*Familie und Gemeinschaft*). Students were asked about the role sports activities (e.g., physical activity in sports clubs, everyday fitness routines, hiking and biking in the outdoors, etc.) play in a German-speaking community with which they are familiar. In their oral presentations, students had to compare perspectives on this topic 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.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

In general, students found the prompt accessible, as the topic of sports activities is discussed under both the Families and Communities and the Contemporary Life themes. The prompt was formulated so that even students who do not regularly participate in sports could find an angle on the topic. Strong responses were marked by an in-depth discussion of the role of sports activities. When that was missing, and the response became more of a listing of different activities, the quality of the response often dropped into the fair or poor range.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">Students neglected to address the role of athletic/physical activities in German-speaking communities and their own community. Instead, they listed particular professional leagues (Bundesliga, NFL) or major players (Brady, Messi, Ronaldo).	<ul style="list-style-type: none">Strong responses not only provided information about the range of sports activities but also found a purpose or benefit of these activities and explained why they are more or less prominent in a German-speaking community than in another community.

<ul style="list-style-type: none"> Students offered a list of athletic disciplines or professional teams and their respective local status but did not address the physical activity that takes place. 	<ul style="list-style-type: none"> Strong responses frequently integrated specific physical activities within a geographic setting of the target culture.
<ul style="list-style-type: none"> Students began the presentation with references to their own culture but ran out of time before they were able to demonstrate a detailed understanding of the target culture. 	<ul style="list-style-type: none"> Strong responses typically addressed the topic in the first sentence and then developed the presentation with an emphasis on the target culture.
<ul style="list-style-type: none"> Students addressed the role or value of family and community in general (the course theme) instead of athletic/physical activities (the actual, specific topic). 	<ul style="list-style-type: none"> Strong responses addressed the role and value of athletic/physical activities in both cultures and completed the task in a clear and articulate manner.

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- When preparing for the cultural comparison, teachers should remind students that they must both address the topic **and** compare the two cultures. The prompt for the cultural comparison always takes the form of a question, and students must make an effort to answer that question in their presentations. The question foregrounds the **role** that the activity or phenomenon plays in German-speaking societies and in the student’s own area. It is therefore important that students not only describe cultural phenomena but also explain their importance or impact or reason for existing by detailing why (or why not) Germans and others engage in the activity, what they like about it, and/or how it fits in with their attitudes on other, wider issues. Students should know they may focus on a single cultural phenomenon in their presentations, as long as they address both cultures and answer the question with depth and detail. Teachers should take care to discuss the role, meaning, and influence of cultural phenomena, rather than simply presenting them.
- Students should practice beginning their presentations by addressing the German-speaking culture in order to maximize their opportunities to demonstrate knowledge of the target culture. Since they will naturally have more to say about their own communities, discussing their own culture later in the presentation may help them avoid running out of time before they are able to make an effective comparison. Alternatively, students may want to alternate between the two cultures in making points related to the topic of the presentation.
- In their presentations, students should avoid vague generalities by giving concrete examples from a specific region or city in the German-speaking world with which they are familiar. Mentioning the source of their information (a literary text or news article, an exchange student, or their teacher) makes their statements more convincing and adds to the overall effectiveness of the presentation.
- Use of phrases such as “the Germans” or “in Switzerland” can lead to overly broad generalizations, and teachers should encourage students to use qualifiers such as “some Germans” (*manche Deutsche*) or “many Germans” (*viele Deutsche*) instead, or to focus on specific regions within the countries they discuss. Practice expressing nuanced cultural differences (*es kommt darauf an, manchmal, etc.*) instead of creating stereotypes (e.g., *Deutsche ...*).
- Teach students how to label and talk about people from different countries, e.g., *Deutsche, Schweizer*innen, US-Amerikaner*innen, etc.*
- Students can develop strategies for organizing their presentations by learning appropriate phrases for opening and closing the presentation and for transitioning between topics. At the same time, it is

important that students keep their organizational statements brief—or better yet, avoid them completely, in order to maximize the amount of time they have to communicate information and to elaborate.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The AP German Language and Culture Course and Exam Description (CED) contains suggestions in the Unit Guides for building students' skills in the Cultural Comparison task model. This task model is specifically presented and practiced in all six units and is scaffolded to build students' skills and confidence over time. For example, in Unit 1, students give a 1-minute cultural presentation about an aspect of culture learned in that unit; in Unit 2, they do a 1-minute cultural comparison; in Unit 3, a full 2-minute cultural comparison, and subsequent full comparisons on topics of increasing difficulty in Units 4, 5, and 6. The CED can be accessed here: <https://apcentral.collegeboard.org/pdf/ap-german-language-and-culture-course-and-exam-description.pdf?course=ap-german-language-and-culture>
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP German Language and Culture within AP Classroom: <https://myap.collegeboard.org/login> All Units provide teachers and students with a series of videos that explain the task model Cultural Comparison in detail and explain the tasks requirements thoroughly.
- Teachers can access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers can find and access cultural comparison tasks from previous exams.
- Teachers can access three Practice Exams in the AP Question Bank, which provide practice with the cultural comparison task and can be scored using the scoring guidelines provided.
- Teachers should go to AP Central and view the AP World Language and Culture Online Module on presentational speaking by Angelika Becker to learn about strategies, resources, and activities that focus on developing presentational speaking skills. Teachers can access this online module here: https://secure-media.collegeboard.org/ap/modules/world-languages-cultures/presentational-communications-speaking/story_html5.html
- Teachers should meet with colleagues who teach AP French, Italian, and Spanish Language and Culture to determine what issues are common across the languages for this task and to share strategies that will improve student performance.
- Teachers should download a copy of the scoring guidelines for this task available on the AP German Language and Culture Exam page and use them to review expectations for student performance: <https://apcentral.collegeboard.org/media/pdf/ap23-sg-german-language.pdf>
- Teachers should have students apply the scoring guidelines to student samples of cultural comparisons posted on AP Central on the exam page to help them understand how the scoring guidelines are applied to student work.