

2024



AP[®] German Language and Culture

Sample Student Responses and Scoring Commentary

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- Scoring Guidelines**
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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 Provides little required information (responses to questions, request for details) Barely understandable, with frequent or significant errors that impede comprehensibility Very few vocabulary resources Little or no control of grammar, syntax, and usage Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing) Very simple sentences or fragments 	<ul style="list-style-type: none"> Partially maintains the exchange with a response that is minimally appropriate within the context of the task Provides some required information (responses to questions, request for details) 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 Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies Simple sentences and phrases 	<ul style="list-style-type: none"> Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task Provides most required information (responses to questions, request for details) Generally understandable, with errors that may impede comprehensibility Appropriate but basic vocabulary and idiomatic language Some control of grammar, syntax, and usage 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 Simple and a few compound sentences 	<ul style="list-style-type: none"> Maintains the exchange with a response that is generally appropriate within the context of the task Provides most required information (responses to questions, request for details) with some elaboration 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 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) Simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> Maintains the exchange with a response that is clearly appropriate within the context of the task Provides required information (responses to questions, request for details) with frequent elaboration 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 Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors 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, pages are blank

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 Frau Baum,
~~vielen~~ vielen dank für Ihren E-mail! Ich glaube, dass der Panel-Diskussion ein sehr gutes Idee ist. Heutzutage benutzen viele junge Leute soziale Medien, deshalb es ein fantastisch Thema ist. Ich würde über Online-Freundschaften sprechen, weil ich viele Erfahrung mit Online-Freunden habe. Ich spiele Videospiele mit Online-Freunden sehr oft. Meiner Meinung nach sollten Ihr Werbung online machen für zum Beispiel Instagram oder Snapchat. Kann ich Hilfe mit die Werbung? Ich habe viele gute Ideen. Ich denke, dass viele junge Leute Werbung an soziale Medien sehen. Sie könnten auch schöne Farben benutzen, um die Werbung zu machen. Es wäre sehr nett, wenn viele Menschen nach der Panel-Diskussion ~~kommen~~ kommen. Ich habe ein mehr Frage für Ihr. Was sollte ich tragen für der Diskussion? Ich warte auf Ihre Antwort!
Mit freundlichen Grüßen,

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 Frau. Baum,

Viele Dank für Ihre Email und ich habe viele Interessiere für soziale Medien Diskussion! Sozialen Medien viele positiven und negativen Erfahrungen haben. Sie sollten über Online-Freundschaften und positiven/negativen Erfahrungen weil es ~~haben~~ viele Informationen haben und kann Menschen helfen. Sie können viele Poster und eine Spiele zu dem Diskussion. Wie viele Menschen zu dem soziale Medien Diskussion gehen? Ich denke diesem Diskussion sind sehr gut!

Mit freundlichen Grüßen,

- Schülerinnen.

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.

Hallo Birgitt Baum,

Danke für die ~~Message~~ E-mail! ~~Diese~~ Diese Diskussions-
themen war sehr gut und die ~~to~~ bereiten bist sehr
gut und intelligent. Soziale Medien mit Kindern ~~oder~~
oder Junge Menschen ist eine Diskussion das ist sehr
gut und interessant!

- Wann ist die Panel-Diskussion?

Schülerinnen

Page 2

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. 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 had to 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 asked the student to reply to an email message from Birgitt Baum, the head of Jugend-Netzwerk, or “Youth Network.” The student received the message because they had previously expressed interest in a panel discussion sponsored by Frau Baum’s organization, entitled “Social media and its influence on young people.” In her email she explains that her group is looking for young people who can talk about their experiences, positive or negative, with social media. In preparation for the panel discussion, she asks two questions. First, what discussion topics might the student suggest and why? Secondly, how could the panel discussion be best promoted to encourage young people to attend? In closing, Frau Baum offers to answer any questions the student might have and states that she looks forward to hearing back from the candidate.

As is the case with all email tasks, students were expected to demonstrate comprehension of the email, make cultural connections as well as connections in and across disciplines, and make meanings from words and expressions. Responses were also assessed on the strength of the student’s interpersonal writing skills, specifically their ability to use appropriate communication strategies and varied syntactical structures.

Sample: 1A

Score: 4

This response exemplifies a good performance in Interpersonal Writing. It maintains the exchange in a way that is generally appropriate within the context of the task. Both explicit questions are addressed, there is a request for more information, and some elaboration is present, particularly in connection with the second question about how to attract an audience for the panel discussion (via “*Instagram oder Snapchat*”; “*Sie könnten auch schöne Farben benutzen*”). The answer to the first question takes a slightly unsatisfying turn, however. In her email, Birgitt Baum asks what discussion topics the student would recommend for the forum, and why. The student responds with an assumption that they will be speaking (“*Ich würde über Online-Freundschaften sprechen*”), and that the “why” amounts to an inquiry into their personal credentials or motivation (“*weil ich viele Erfahrung mit Online-Freunden habe*”). This personalization makes the answer a little less on-target than one in which there is an explanation “why” the topic would be a good one, e.g., because the topic would be interesting to large numbers of potential attendees.

Question 1 (continued)

The response is fully understandable. The errors (*“Ich habe ein mehr Frage für Ihr”*) do not affect the overall comprehensibility of what the student wants to say, although in some cases it is only the larger context that prevents misunderstanding (*ihr “solltet ... Werbung Online machen für zum Beispiel Instagram oder Snapchat”* would have an unintended meaning without subsequent sentences, where it becomes clear that advertising *auf* Instagram or Snapchat is being recommended). The response uses varied and generally appropriate vocabulary and idiomatic language (*“Heutzutage”; “deshalb”; “um die Werbung zu machen”*). It also demonstrates general control of grammar and syntax (*“wenn viele Menschen nach der Panel-Diskussion kommen”*), with a good mix of simple, compound, and complex sentences. The employed register is generally consistent with a few inaccuracies (*“solltet Ihr”; “Ich habe ein mehr Frage für Ihr”*). This response received a score of 4.

Sample: 1B**Score: 3**

This response exemplifies a fair performance in Interpersonal Writing. Within the context of the task, it somewhat maintains the exchange, providing the required information in very basic form. In answer to the first question posed in the email, the student responds that the discussion topic should be *“Online-Freundschaften und Positiven / negativen Erfahrungen”* because this will help people (*“kann menschen helfen”*). There is an answer to the second question as well, about how to advertise the forum: *“Sie können viele Poster und eine Spiele zu dem Diskussion.”* However, both here and in the required request for additional information (*“Wie viele Menschen zu dem Soziale Medien discussion gehen?”*), there are significant problems with word order that demonstrate only “some” control of grammar and syntax. Consonant with this, the response can be characterized as generally understandable, with errors that may impede comprehensibility (*“Ich denke diesem discussion sind sehr gut”*). It uses appropriate but basic vocabulary (*“positiven und negativen”; “viele interessiere”*) and features a mix of simple, compound, and complex sentences (*“weil es viele information haben”*). Along with the generally consistent register, this feature of the response suggests some language skills poised to go beyond the level of score point 3. Scored holistically, though, the preponderance of the evidence clearly indicated a score of 3.

Sample: 1C**Score: 2**

This response exemplifies a weak performance in Interpersonal Writing. Firstly, it maintains the exchange only partially within the context of the requirements that are laid out in the directions for the task. Of the two bulleted questions posed in Birgitt Baum’s email, the response only addresses the first one (*“Soziale Medien mit kinderen oder Junge Menschen ist eine diskussion dass ist sehr gut und interessant!”*). There is a short request for information (*“Wann ist die Panel-Diskussion?”*) that helps maintain a minimally appropriate exchange. The response is partially understandable with errors that force a reader’s interpretation (*“und die bereiten bist sehr gut”*). Both the vocabulary and the control of grammar are limited (*“diskussion-themen war”*). The response uses simple and compound sentences and pays little attention to register or the conventions for formal written correspondence (*“Hallo Birgitt Baum”*). It accordingly received a score of 2.