

2024



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.

AP® German Language and Culture 2024 Scoring Guidelines

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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, pages are blank

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.

● **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.

In diesem Jahr ist Arbeit wichtig wie immer. In unsere Gesellschaft, Man müsst arbeiten Geld zu verdienen. Wenn Man kein Geld hat, hat Man auch kein Leben. Aber, Ich denke dass, Arbeit nicht die wichtigste teil unseres Lebens ist. Sondern, ich denke Freunden und Familie sind mehr wichtig.

In dem USA, ist es typisch wenn Man 40 stunde pro Woche arbeitet. Das ist acht stunde pro Tag für fünf Tage. Das ist auch nur acht Jahre in Lebenszeit (Quelle 1). Wir haben so viel Zeit, die wir nicht ^{bei} in Arbeit bleiben. Wie könnte Arbeit der wichtigste teil unseres Lebens? Auch, sagen um 40 prozent von Menschen in Deutschland dass, ~~with~~ Familie und Partnerschaft ist am wichtigsten im Leben (Quelle 2). Wenn Man alt ist, sind unseren Erfahrungen mehr wichtig als unsere Arbeit oder Geld.

Aber, viele Menschen sind gegen diese Argumente. Sie sagen dass, unsere ganze Lebens ~~ist~~ für Arbeit sind (Quelle 3). Dies ist eine Lüge. Wie kann Man fröh sein, wenn ~~man~~ Man Ihren Arbeit nicht mag? Dass ist warum die Freunden und Familie so wichtig sind. Wir lieben sie und sie lieben uns. Das macht unsere Lebens besser.

Am Ende, ich denke dass, Arbeit nicht der wichtigste teil unseres Lebens ist, weil wir auch

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.

Freunden und Familie haben. Unsere Erfahrungen mit sie sind wichtiger als Geld und Arbeit. Auch wenn jemand sagt dass, Arbeit und Familie gleich wichtig sind, sage ich, "Nein, das geht nicht."

Page 4

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0002156



- **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.

Arbeit spielt eine ~~große~~ große Rolle in jeder Person Leben, aber ~~die~~ Arbeit ist nicht der ~~wichtigste~~ wichtigste Teil ~~von~~ in Leben, weil Soziale Leben und Freizeit mehr wichtig zu ~~ein~~ Glücklichsind ist, und Arbeit kann negativ für ein Mensch sind.

Arbeit ist nicht der wichtigste Teil in Leben, weil Soziale Leben und Freizeit ist ~~die~~ mehr ~~die~~ wichtig zu Glücklichkeit sind. In Quellenmaterial 2, es sagt, dass 66% Prozent Menschen denken Familie, Freizeit, oder Soziales Engagement ist mehr wichtig dann Arbeit. Dieses ~~die~~ zeigt, dass Arbeit ist nicht der wichtigste Teil in Leben, weil Menschen denken ~~es~~ es ist viele mehr wichtig mit Freund und Familie sind dann Arbeit sind. In Quellenmaterial 1, es ~~es~~ sagt auch, dass viele Junge Menschen macht Alltagsroutine ~~die~~ für jede Tag nicht, weil Arbeit ihr Leben ~~die~~ nicht ist. Ich denke dieses zeigt, dass Arbeit ist ~~die~~ ~~die~~ ~~die~~ ~~die~~, weil am meisten wichtig, weil junge Menschen Leben ist mehr dann ~~die~~ arbeiten sehen.

Arbeit kann auch ~~die~~ negativ für ein Mensch sind. In Quellenmaterial 3, es sagt, dass viele Arbeit kann Menschen fühlen glücklich nicht machen. Dieses bedeutet, dass Arbeit ~~die~~ nicht am meisten wichtigste Teil in Leben, weil ein Mensch mehr glücklich mit mehr Freizeit von Arbeit ist.

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.

Corporations muss arbeiten Spaß machen. Generation Z ist nicht ~~zwei~~ Kinder nur, und Generation Z Leute sind Jobs findend. Ich weiß das die ~~Text~~ Text spricht auf Generation Y, aber Ich will auf Generation Z sprechen. Menschen zwischen 18 zu 60 Jahren alt denkt das Familiezeit und ander Dinge sind mehr wichtig dann Arbeit. Diese Leute willen Spaß im ihr Leben, nicht ein Alltagsroutine im eine Fabrik. Volker Kitz sagt, „Man liest und hört nur von guten Jobs, Bei uns arbeiten nur netze Teams“. Er ist richtig. Ich will mit freundlich Menschen arbeiten, aber nicht Alltag. Ich möchte zu Sportspielen gehen mehr, oder Reisen mehr dann Arbeit gehen. In die Frauen von die Audio meinung, Arbeit kommt zweist. Spaß zeit kommt einst. Ich denke das die Arbeit wuche muss vier tag bekommt, weil die Leute möchten eins mal tag für Spaß Dinge und Freizeit. Generation Z möchten Spaß Jobs, nicht normaler Jobs, und Corporations und Fabrikas muss adapt für die junge Menschen.

Page 4

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0006222



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. Afterward, they had 40 minutes to compose their 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 were also instructed to present their own position and defend it robustly, using information from all three sources to support the essay. As they referred to the sources, students were expected to identify them clearly and appropriately. Furthermore, the essay had to be organized in clearly discernible paragraphs.

The course theme for the argumentative essay task was Personal and Public Identities (*Persönliche und Öffentliche Identität*). Students had to write an essay on the question whether work was the most important part of our lives. As the title of the article, “Why Work Need Not Be Fun,” suggests, the expert who is being interviewed is critical of the notion that a job must be exciting and play a central role in one’s life. Volker Kitz observes that many young people today view a regular job as not being good enough and blames the media for idealizing the workplace. Society, he concludes, would suffer if many of its less glamorous but nonetheless essential routine activities were no longer being performed. The chart shows the results of a poll among Germans who were asked about the role of work in their lives. While family and partner took top spot with 39%, work was a close second, as 34% of those polled felt that work was most important to them. Of those individuals, work security ranked as the most desirable aspect of an ideal workplace, followed by flexible hours, high income, and other considerations. Finally, the audio source presents work as a positive, fulfilling aspect of our lives. First broadcast in 2021 by Austrian Public Radio (ORF) under the title “Live to work—or work to live?,” the audio text poses the fundamental question whether the ideal state of human beings is a kind of land of milk and honey where no one has to work, or on the contrary, whether our happiness in fact lies in work. While the invited theologian acknowledges that both are always true, she is nevertheless convinced that work can have an impact and can give our lives meaning like no other activity can. We should therefore always endeavor to do things that hold and create meaning, for us and others.

As is the case with all argumentative essay tasks, students were expected to demonstrate comprehension of various text types (written, visual, and audio), 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 presentational writing skills, specifically their ability to use appropriate writing strategies and express a perspective with details and examples to substantiate their opinion.

Question 2 (continued)**Sample: 2A****Score: 4**

This response constitutes a good performance in Presentational Writing. The response is a generally effective treatment of the topic within the context of the directions for the essay task. The student presents their position on the prompt with clarity by framing the issue of work as a money-making necessity (“*Man muss arbeiten Geld zu verdienen*”). This concession serves as a foil and lead-in to the student’s own thesis (“*Aber, Ich denke dass, Arbeit nicht die wichtigste teil unseres Lebens ist. Sondern, ich denke Freunden und Familie sind mehr wichtig.*”)

This thesis is defended and the argument is given coherence by drawing on information from all three sources. Source 1, the article, is cited to make the point that, on average, people spend 8 years of their lives at work, whereas they spend 24 years sleeping. This information is paraphrased and used to pose a rhetorical question that provides effective support for the argument: “*Wir haben so viel Zeit, die wir nicht bei Arbeit bleiben. Wie könnte Arbeit der wichtigste teil unseres Lebens?*” Further support for this point is derived from Source 2, the chart, which is summarized as saying that family and partner are the most important things in life by a plurality of 40% of respondents in a survey. This characterization of the source misrepresents the data in a minor way (the actual figure was 39%), but the discrepancy raises doubt in the reader’s mind. The information is also not integrated as well and as solidly as the information from Source 1. The information about family and partner could have been cited as explicit support for the thesis that work is not the most important thing in life for most people. Instead, the student makes a new, implicit argument (“*Wenn Man alt ist, sind unsere Erfahrungen mehr wichtig als unsere Arbeit oder Geld*”) that is plausible on its face, but which is not directly supported by Source 2. Source 3, the audio, proved to be the least well integrated and least well understood source. In an atmospheric sense, the student understood that Source 3 was taking a more pro-work position, but the paraphrased rendering of the source (“*Sie sagen dass, unsere ganze Lebens für Arbeit sind*”) constitutes an exaggeration and misinterpretation. The rhetorical question posed here also falls flat (“*Wie kann Man fröh seid, wenn Man Ihren Arbeit nicht magt?*”). The assumption that people don’t like their work comes out of nowhere, so what was intended as a rhetorical question directed against the centrality of work actually turns into a live question for readers, who may find themselves asking, as Source 3 did, “What can we do to make sure that our work is more interesting and meaningful?”

The essay contains some effective use of transitional elements (*aber, am Ende*), and the response as a whole remains fully understandable, with errors that do not impede comprehensibility (“*mehr wichtig*”; “*Wie kann Man fröh seid, wenn Man Ihren Arbeit nicht magt?*”) Such errors indicate general control of grammar, syntax, and usage. Vocabulary in the response can be characterized as generally appropriate. Relatively high-frequency words such as “*wichtig*” and “*Erfahrungen*” are used heavily, and some weakness is evident in more challenging phrases like “*Wir haben so viel Zeit, die wir nicht bei der Arbeit bleiben.*” This response fulfilled the criteria for a good performance, and received a score of 4.

Question 2 (continued)**Sample: 2B****Score: 3**

This response is a fair performance in Presentational Writing. The response constitutes a suitable treatment of the topic within the context of the task because it completes the assigned essay according to the directions, but does so at a basic level. The essay opens strongly with a clear statement of the respondent’s position, conceding that work is important but challenging the notion, implicit in the prompt, that work is all-important: *“Arbeit spielt eine große Rolle in jeder Person Leben, aber Arbeit ist nicht der wichtigste Teil in Leben.”* Instead, it is argued, *“Soziale Leben und Freizeit [ist] mehr wichtig zu Glücklichsind.”*

However, the argument that follows contains merely some coherence, and the sources are not fully utilized in support of that argument. In the second paragraph, the statement that social life and free time are more important is repeated almost word for word, but this time supported by an analysis of Source 2, the chart. The student summarizes that chart as saying that 66% of people believe that something other than work (*“Familie, Freizeit, oder Soziales Engagement”*) is the most important thing in life. This is an effective reformulation of the data, and it is used to prove the thesis: *“Dieses zeigt, dass Arbeit ist nicht der wichtigste Teil in Leben.”* Unfortunately, the data is paraphrased yet again (*“weil Menschen denken es ist viele mehr wichtig mit Freund und Famie sind dann Arbeit sind”*) in a way that is harder to understand and that also makes the data seem less compelling (since a 39% vs. 34% split does not support the idea that the category *“Freund und Famie”* is “much more” important than the category of *“Arbeit”*). Source 1, the article, is paraphrased next as saying that young people don’t like to work, that work is not their life (*“es sagt auch, dass viele Junge Menschen macht Alltagsroutine für jede Tag nicht, weil Arbeit ihr Leben nicht ist.”*) This captures a small part of what the expert Volker Kitz implies in the article, but it overstates what Kitz says about young people and work and misses his larger message—which would have provided excellent support for the student’s thesis—that life is a “mosaic” in which work is just one of many tiles. The paraphrase of Source 3, meanwhile, constitutes a significant misinterpretation of the audio. Although there are concessions in the audio to the effect that life and work are sometimes onerous, it is not accurate to summarize the source as saying *“viele Arbeit kann Menschen fühlen nicht glücklich machen.”* This misses all of the very positive things said about work as fulfillment and as a realm in which people can and should do their best to spread joy and kindness. As a result, this response demonstrates, at best, a moderate degree of comprehension of the sources’ viewpoints.

The response uses almost no transitional elements, resulting in what can be described as a fair attempt at organizing the essay (in three paragraphs). Vocabulary is appropriate but basic, and the language breaks down when there are attempts at more complex structures, e.g., *“weil Soziale Leben und Freizeit mehr wichtig zu Glücklichkeit sind”* and *“weil Junge Menschen Leben ist mehr dann arbeiten sehen.”* This example underscores that the essay does not evidence more than some control of grammar, syntax, and usage. Errors in the closing statement reinforce this (*“Dieses bedeudet, dass Arbeit soll nicht am meisten wichtigste Teil in Leben, weil ...”*). Overall, the response is generally understandable, but it does not rise to the level of fully understandable, and the errors impede comprehensibility. The essay accordingly received a 3 for its fair performance.

Question 2 (continued)**Sample: 2C****Score: 2**

This response exemplifies a weak performance in Presentational Writing and constitutes an unsuitable treatment of the topic in relation to the directions laid out for the task. Firstly, the essay does not squarely and clearly take a position on the assigned question of whether work is the most important part of our lives. After several initial sentences that revolve around Generation Z, a statement is made that “*Menschen zwischen 18 zu 60 Jahren alt denkt das Familiezeit und ander Dinge sind mehr wichtig dann Arbeit,*” which could be suggestive of a stance, but the specificity of the age range 18 to 60 indicates that this is more a summary of information from Source 2, the chart. We glean more from the interpretive sentence that follows: “*Diese Leute willen Spaß im ihr Leben, nicht ein Alltagroutine im eine Fabrik.*” Later the student expresses a personal preference along these lines (“*Ich möchte zu Sportspielen gehen mehr, oder Reisen mehr dann Arbeit gehen*”), but this is still not a clear thesis statement; we are left with suggestions of a position, but not the position itself.

Without a clear position on the topic, it is perhaps unsurprising that the argument is a meandering and ultimately somewhat incoherent one. The very first sentence of the essay suggests that employers can fix the situation, that they must make work better: “*Corporations muss arbeiten spaß machen.*” The student’s suggested position, however, is that work is basically undesirable; sports and travel are far better than a boring routine in a factory. Source 1, the article, is then cited, but without a realization that the citation represents a distorted view of reality promulgated by job ads (“*Bei uns arbeiten nur nette Teams*”). This is taken at face value (“*Er ist richtig. Ich wille mit Freundlich Menschen arbeiten*”) and therefore the argument swings back in the direction of the first sentence—work is actually OK as long as you have nice colleagues. Or maybe not: the point of view seems to flip in the very next clause (“*aber nicht Alltag*”). In the end, the argument seems to land on the view that the quantity of work needs to be reduced (“*die Arbeit Woche muss vier tag bekommt*”) and employers need to make jobs fun for their younger hires (“*Generation Z möchten Spaß Jobs, nicht normaler Jobs, und Corporations und Fabriks muss adapt für die junge Menschen*”).

The fact that this conclusion does not match the student’s thesis is a measure of the limited organization in the response. A low degree of comprehension of the sources’ viewpoints is seen in the use of Source 1 and is confirmed in the treatment of Source 3, the audio, where the writer gravely misinterprets the gist of the text (“*In die Frauen von die Audio meinung, Arbeit kommt zweist. Spaß zeit kommt einst*”). The use of English words such as “*corporations*” and “*adapt*” indicates limited vocabulary. Such vocabulary weaknesses combine with a limited control of grammar, syntax, and usage to produce errors that force interpretation (“*Generation Z ist nicht Kinder nur, und Generation Z Leute sind Jobs gefinden*”). This weak response received a score of 2.