

2024



AP[®] German Language and Culture

Sample Student Responses and Scoring Commentary

Inside:

Task 3—Conversation

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

Question 3: Conversation

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 present in the majority of the exchanges and in alignment with most, but not necessarily all, criteria listed within a score point.

AP® German Language and Culture 2024 Scoring Guidelines

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 series of responses that is inappropriate within the context of the task 	<ul style="list-style-type: none"> Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is generally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
<ul style="list-style-type: none"> Provides little required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides some required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides most required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration 	<ul style="list-style-type: none"> Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
<ul style="list-style-type: none"> Barely understandable, with frequent or significant errors that impede comprehensibility 	<ul style="list-style-type: none"> Partially understandable, with errors that force interpretation and cause confusion for the listener 	<ul style="list-style-type: none"> Generally understandable, with errors that may impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with some errors that do not impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
<ul style="list-style-type: none"> Very few vocabulary resources 	<ul style="list-style-type: none"> Limited vocabulary and idiomatic language 	<ul style="list-style-type: none"> Appropriate but basic vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and generally appropriate vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and appropriate vocabulary and idiomatic language
<ul style="list-style-type: none"> Little or no control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Limited control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Some control of grammar, syntax, and usage 	<ul style="list-style-type: none"> General control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Accuracy and variety in grammar, syntax, and usage, with few errors
<ul style="list-style-type: none"> Minimal or no attention to register 	<ul style="list-style-type: none"> Use of register is generally inappropriate for the conversation 	<ul style="list-style-type: none"> Use of register may be inappropriate for the conversation with several shifts 	<ul style="list-style-type: none"> Generally consistent use of register appropriate for the conversation, except for occasional shifts 	<ul style="list-style-type: none"> Mostly consistent use of register appropriate for the conversation
<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
<ul style="list-style-type: none"> Clarification or self-correction (if present) does not improve comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) usually does not improve comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) sometimes improves comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) usually improves comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) improves comprehensibility
<p>Scoring note: A response that meets the majority (but not necessarily all) of these criteria for at least 4 of the exchanges may be sufficient to earn a score of 5.</p>				

Score of 0: UNACCEPTABLE

- Mere restatement of language from the prompts
- 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 prompts in English

NR: no response although recording equipment is functioning

Question 3

Note: Student samples 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 interpersonal communicative mode by having the student respond as part of a simulated oral conversation. Students were first allotted one minute to read a preview of the conversation, including an outline of each turn in the conversation. Then the conversation proceeded, including twenty seconds for students to speak at each of five turns in the conversation. The series of five 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 Sophie, who tells the student about the mountain bike she had loaned to a friend.

The student was asked to respond to the following five audio prompts:

1. Hi, I was just looking for you. Do you have a few minutes for me, or are you busy?
2. Mmmm, I see. You know, I have a great new mountain bike. A friend of mine wanted to borrow it for a bike tour. But I was afraid for my beautiful bike. How do you react when someone wants to borrow something from you?
3. You're probably right. So: it goes on. I loaned my bike to a friend, but she brought it back broken. The repair will be very expensive, and I'm supposed to pay for it!? What should I do?
4. Yes, that's true. It's all really complicated. I don't want to argue with my friend, but sometimes you really have to say something, don't you? What do you do when you have problems with your friends?
5. Well, that's life. Hopefully things will get back on track! By the way, we should go biking together sometime. You like cycling, don't you?

As is the case with all conversation tasks, students were expected to demonstrate comprehension of the audio text, determine the meaning of familiar and unfamiliar words and expressions, and establish both cultural and interdisciplinary connections. Responses were also assessed on the strength of the student's interpersonal speaking skills, specifically their ability to understand and apply appropriate oral communication strategies and use various syntactic structures.

Question 3 (continued)**Sample: 3A****Score: 5****Transcription of Student’s Response(s)**

1. *Hallo Sofie. Wie geht es dir? Ja, ich habe ein paar Minuten für dich. Äh ich äh mache nicht so viel jetzt, also ich kann dir helfen.*
2. *Äh ich sehe, Sofie. Aber es wird okay sein. Deine Fahrrad wird okay sein. Also, wenn ich dich ware, würde ich kein Ängst haben. Ich würde deine Freund vertrauen.*
3. *Nein, Sofie. Das ist sehr traurig, dass deine Fahrrad kaputt ist. Äh vielleicht könntest du äh deine Mutter für die Geld äh fragen. Aber äh ein Job äh ein Job haben. Also du kannst, äh könntest Geld verdienen.*
4. *Ja, gute Frage Sofie. Wenn ich äh Stress an meine Freunde hat, äh muss ich mit sie äh sprechen. Also wir können unsere Probleme stoppen und könnte Freunde weiter sein äh werden.*
5. *Ja, äh nein. Es ist zu gefährlich für mich. Fahrrade. Ah ich aber –, ich hab ein bisschen Angst vor Fahrrad, Sofie. Äh aber es ist sehr cool, dass du ein Fahrrad hast, und ich hoffe, dass du äh es reparieren könntest.*

Commentary

This response constitutes a strong performance in Interpersonal Speaking. The respondent maintains a clearly appropriate exchange within the context of the task, engaging with each of the interlocutor’s questions and providing information with frequent elaboration (“*Aber es ist sehr cool, dass du ein Fahrrad hast, und ich hoffe, dass du äh es reparieren könntest*”; “*Äh ich äh mache nicht so viel jetzt, also ich kann dir helfen*”). The response is fully understandable and demonstrates ease and clarity of expression (“*Also, wenn ich dich ware, würde ich kein Ängst haben*”; “*Es ist zu gefährlich für mich. Fahrrade ... ich hab ein bisschen Angst vor Fahrrad, Sofie*”). The vocabulary is varied and appropriate (“*Ich würde deine Freund vertrauen*”; “*Aber es ist sehr cool, dass du ein Fahrrad hast, und ich hoffe, dass du äh es reparieren könntest*”). The response is characterized by linguistic accuracy and grammatical complexity (*würde, könnte*, correct word order in multiple subordinate clauses with *dass*). It contains few errors, none of which impede comprehensibility. Overall, this response exemplifies a strong performance and accordingly received a score of 5.

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

1. *Oh ja, ich habe ein paar Min-, Min-, Minuten. Wie geht’s es heute? Ähm ja, ich habe alle Zeit für dich. Ich finde . . sprechen mit dich sehr schon. Und ja: Was passiert?*
2. *Wann ich habe Angst äh, ich äh mache . . i . . ich . . ja, das ist sehr schön. Ich soll nur gehen, wann ich habe Angst.*
3. *Oh ja. Das ist sehr teuer. Ich finde ähm Gelb nicht gern. Ähm . . Die neue Fahrraden, sie sind sehr teuer und ich habe eine neues one letzte Woche kaufen und es war sehr teuer aber*
4. *Wann ich Stress mit meiner Freundin hat, ich äh spreche mit ihr, weil sie hat mir nicht verstehen. Und wann ich habe mit ihr gesprochen, sie habe me besser verstehen und ich kann alle die Probleme ähm wegmachen.*
5. *Oh ja, ich liebe fahrraden. Äh ich gehe sehr oft, ähm weil es ist einen von meinen Hobbys und ich mochte mit dir gehen, weil du sollst es nicht Angst haben.*

Question 3 (continued)**Commentary**

This response is a good example of a fair performance in Interpersonal Speaking. It maintains a somewhat appropriate exchange in which almost all of the required information is provided. The response to turn 1 is basic but provides the required information (“*Ja, ich habe alle Zeit für dich*”). Although the interlocutor uses the word *Angst* in turn 2, the question was about loaning a bike. This response attempts an answer based on a misunderstanding of this turn (“*Wann ich habe Angst, äh ich mache ...*”). Although there is mention of money in turn 3 (“*Die neue Fahrraden, sie sind sehr teuer und ich habe eine neues one letzte Woche kaufen*”), there is no response to the question about how or who should pay for repairs. The response is generally understandable but includes errors that impede comprehensibility (“*Ich finde ähm Gelb nicht gern*”). The vocabulary is appropriate for the task but remains basic (“*letzte Woche*”; “*ja, das ist sehr schön*”; “*besser verstehen*”). The response shows some control of grammar, syntax, and usage (“*ich habe ... Zeit für dich*”; “*ich mochte mit dir gehen*”), but more complex structures reveal the limits of that control (“*Und wann ich habe mit ihr gesprochen, sie habe me besser verstehen*”). Pronunciation is generally clear, but at times the pacing can impede comprehensibility. Overall, the response is a fair performance and received a score of 3.

Sample: 3C**Score: 2****Transcription of Student’s Response(s)**

1. *Hallo. ähm. Wie geht’s? Ja, ich habe eine Minute für . . ja, ich habe meine eine Minute für das.*
2. *Ja, ähm ich mag . .*
3. *Ja, das ist nicht gut. Äh du sollst du sollst äh koffen ein Fahrrad oder . . ähm gibt ein Ride von*
4. *Ähm wenn ich Stress mit mein Freunde, ich ähm . . sagt to mein Freunden ähm und . . ähm ja ich sagt zu mein Freunden.*
5. *Ja, ähm das stimmt, stimmt so. Ähm ich habe kein, ich habe kein Fahrrad, aber ich bin ähm ins Auto*

Commentary

This response is a weak performance in Interpersonal Speaking. It only partially maintains the exchange by providing just some of the required information. In turn 2, the response shows very few vocabulary resources (“*Ja, ähm ich mag*”) and is unable to go any further. Other utterances are only minimally appropriate within the context of the task. (“*Ja, ich habe meine eine Minute für das*”). The response is only partially understandable, as it contains errors that force interpretation (“*du sollst äh koffen ein äh Fahrrad oder . . ähm gibt ein Ride von*”), especially if the listener doesn’t speak English. This response demonstrates limited control of grammar and limited vocabulary resources (“*Ähm wenn ich Stress mit mein Freunde, ich ähm . . sagt to mein Freunden*”). Overall, the response is a weak performance in Interpersonal Speaking and received a score of 2.