
AP[®] German Language and Culture

Sample Student Responses and Scoring Commentary

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Question 4: Cultural Comparison

5 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

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 	<ul style="list-style-type: none"> • Unsuitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Suitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Generally effective treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Effective treatment of topic within the context of the task
<ul style="list-style-type: none"> • Presents information only about the target culture or only about the student’s own or another community, and may not include examples 	<ul style="list-style-type: none"> • Presents information about the target culture and the student’s own or another community, but may not compare them; consists mostly of statements with no development 	<ul style="list-style-type: none"> • Compares the target culture with the student’s own or another community, including a few supporting details and examples 	<ul style="list-style-type: none"> • Compares the target culture with the student’s own or another community, including some supporting details and mostly relevant examples 	<ul style="list-style-type: none"> • Clearly compares the target culture with the student’s own or another community, including supporting details and relevant examples
<ul style="list-style-type: none"> • Demonstrates minimal understanding of the target culture; generally inaccurate 	<ul style="list-style-type: none"> • Demonstrates a limited understanding of the target culture; may include several inaccuracies 	<ul style="list-style-type: none"> • Demonstrates a basic understanding of the target culture, despite inaccuracies 	<ul style="list-style-type: none"> • Demonstrates some understanding of the target culture, despite minor inaccuracies 	<ul style="list-style-type: none"> • Demonstrates understanding of the target culture, despite a few minor inaccuracies
<ul style="list-style-type: none"> • Little or no organization; absence of transitional elements and cohesive devices 	<ul style="list-style-type: none"> • Limited organization; ineffective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Some organization; limited use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Organized presentation; some effective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Organized presentation; effective use of transitional elements or cohesive devices
<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 presentation 	<ul style="list-style-type: none"> • Use of register may be inappropriate for the presentation with several shifts 	<ul style="list-style-type: none"> • Generally consistent use of register appropriate for the presentation, except for occasional shifts 	<ul style="list-style-type: none"> • Mostly consistent use of register appropriate for the presentation
<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 does not explicitly compare may earn a score of 3 if it provides a suitable treatment of the topic, including a basic understanding of the target culture and the student’s own or another community.</p>	<p>Scoring note: A response that does not explicitly compare may earn a score of 4 if it provides a generally effective treatment of the topic, including some understanding of the target culture and the student’s own or another community.</p>	<p>Scoring note: A response that does not explicitly compare cannot earn a score of 5.</p>

Score of 0: UNACCEPTABLE

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- “*I don’t know,*” “*I don’t understand,*” or equivalent in any language
- Clearly responds to the prompt in English

NR: no response although recording equipment is functioning

Clarification Notes:

- The term “community” can refer to something as large as a continent or as small as a family unit.
 - The phrase “target culture” can refer to any community, large or small, associated with the target language.
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Question 4

Note: 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 presentational communicative mode by having the student give an oral presentation on a comparative cultural topic. Students were given four minutes to read the topic and prepare the presentation and then another two 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 Beauty and Aesthetics (*Schönheit und Ästhetik*). Students were asked about the role of the arts (including visual media, film, music, etc.) in a German-speaking community with which they are familiar. In their oral presentations, students had to compare perspectives on this role in a German-speaking community with those in their home community or another community with which they are familiar. To support their argument, students were free to cite their own observations and experiences as evidence as well anything they had learned in the AP classroom and elsewhere.

While their main charge was to make both cultural and interdisciplinary connections, students were, of course, also expected to make meanings by using words and expressions appropriate for the task. In addition, responses were assessed on the strength of the student's presentational speaking skills.

Sample: 4A

Score: 5

Transcription of Student's Response

Ja, hallo. Ähm ich denke, dass Filmen in Amerika sind ganz andern von Filmen in Deutschland. Ähm ich finde, dass amerikanische Filme lustiger sind, ähm und vielleicht wir haben nur andere Filmen wie hier in Amerika haben wir Westernfilme und soweis. ähm Alle Kunst hat sehr viel zu tun mit die Geschichte von die von die Land, und so wir in Amerika haben eine sehr andere Geschichte als Deutschland. ähm Und so, das ist warum amerikanische Kunst ist auch viel anders von europäischer Kunst und auch deutsche Kunst. ähm Nach der zweiten Weltkrieg Amerika und Deutschland hatten sehr viel anderen Aspekten von Leben. Amerika war sehr glücklicher als Deutschland – ähm vielleicht denn sie haben das Krieg gewonnen, und Deutschland war ruiniert. uh Die deutsche Volk, ähm sie allen ha sie alle hatten eine sehr sch-, ähm nicht eine guten As-, ah uh – wie Sie sehen, die Leben war sehr schlecht. ähm Und so, das ist warum alle ar-, oder meistens die deutsche Kunst nach die zweiten Weltkrieg und die in unmittelbare Nachkriegszeit ähm es war alle sehr dunkel, und das ist auch mit die Literatur: uh mit die Trümeliteratur, es war auch sehr dunkel, es hat nicht eine positive ähm Leben, und ich denke, noch etwas ist, dass Europa hat nur mehr Künstlerinnen und Künstler aus Amerika, es ist mehr in die Kultur da und wann es

Question 4 (continued)

Commentary

This response is a strong performance in Presentational Speaking. It constitutes an effective treatment of the topic within the context of the task because it carries out the assigned comparison in a clear and detailed manner. It clearly compares art in Germany with art in the US by contrasting movie themes across the two countries, and it indicates how Germany’s history influences movies made there. Supporting detail is added (“*Kunst hat sehr viel zu tun mit die Geschichte von ... die Land*”; “*meistens die deutsche Kunst nach die zweiten Weltkrieg ... war alle sehr dunkel*”). The response demonstrates understanding of the target culture, as evidenced by the elaborations and vocabulary choices, such as “*unmittelbare Nachkriegszeit*” or “*Träumeliteratur*.” The response is organized, focusing on movie themes. The response addresses the role of art implicitly by explaining how the overall social mood of the countries is expressed through movies.

The response is fully understandable and shows clarity of expression. Varied, appropriate vocabulary is present (“*Ich finde, dass amerikanische Filme lustiger sind*”; “*Wir in Amerika haben eine sehr andere Geschichte als Deutschland*”; “*ruiniert*”). There is variety in grammar and syntax with a few errors (“*das ist warum amerikanische Kunst ist auch viel anders von europäischer Kunst*”), and there are occasional mispronounced words (“*soweis*” instead of “*sowas*”; “*Träumeliteratur*” instead of “*Trümmerliteratur*”), but relatively minor errors such as these do not impede comprehensibility. This was an overall strong response, and therefore earned a score of 5.

Sample: 4B

Score: 3

Transcription of Student’s Response

Die Rolle von Kunst in deutsch Sprachen Region ist sehr wichtig. In Deutschland es gibt viele Schloss mit nett mit ness Farben and Kunst. Ähm Viele viele Leute blieben zu Schweiz for die Kunst in die Schloss, weil die Schloss haben sehr Asthetik. Ähh in Deutschland viele Jungen mach Graffiti Kunst in der Straß, und jede Person in Österreich mag classical Musik. And es ist ein groß Vorteil für Kunst in Deutsch Sprachen Region. Ähm In der USA die Rolle von Kunst ist wichtig auch. In der USA wir haben Museums und wir sehen und lernen über alle die Geschisch- Geschichte in die in der der alle. Es gibt viele alt Ört mit Kunst in der USA and in Deutschland auch. Beide hat –, beide Land , beide Deutschland and . . der USA hat wichtig Rolle von Kunst. Und Deutschen mag Cathedrals und groß Schloss und

Commentary

This response is a fair performance in Presentational Speaking. It constitutes a suitable treatment of the topic within the context of the task because it makes basic comparisons between Germany and the United States with regard to how art is created and how art is consumed. A few supporting details about art in Germany are included, which demonstrate a basic understanding of the target culture (“*Schloss haben sehr Asthetik*”; “*Graffiti Kunst in der Straß*”). This basic understanding goes hand in hand with some clear over-generalizations (“*jede Person in Österreich mag classical Musik*”; “*Deutschen mag Cathedrals*”). The response states that the role of art in Germany and the US is important, and it draws comparisons between different usages of art: in Europe, visitors of castles and cathedrals see and enjoy art, while museums in the US often contain a pedagogical subtext. These basic details about how people experience art constitute suitable task completion.

Question 4 (continued)

The language of this response is generally understandable, with a few errors that impede comprehensibility (“*es ist ein groß Vorteil*”; “*lernen über Geschichte in der alle*”). The response contains appropriate but basic vocabulary and idiomatic language (“*wichtig*”; “*Schloss*”; “*nett*”; “*Geschichte*”); pronunciation and word choice show some interference from English (“*Region*”; “*die Schloss haben sehr Asthetik*”; “*Deutschen mag Cathedrals*”). The response shows some control of grammar and syntax (“*beide Deutschland und der USA hat wichtig Rolle von Kunst*”), and self-correction sometimes improves comprehensibility (“*Geschisch- Geschichte*”). The features of this response closely match almost all bullet points for a fair performance, and it accordingly received a score of 3.

Sample: 4C**Score: 2****Transcription of Student’s Response**

Kunst spielt ein interessant Roll in . . deutsche Kultur und die USA die USA. In Deutschland es gibt es gibt viele Malers von die die 19 und 20 Hundert Jahr. Er machen gut . . gut Ma-, machen gut Kunst. Und in die USA, . . der es gibt äh Hollywood und Action Film . . und . . und ähm . . die . . ähm . . Deutschland hat ein . . ähh . . hat ähh viele Geschichte m-, mit Kunst dann die USA, aber die USA

Commentary

This response constitutes a weak performance in Presentational Speaking that represents an unsuitable treatment of the topic within the context of the task. This response presents limited information about the target culture (“*In Deutschland gibt es ... viele Malers*”). Beyond a formulaic introduction that mentions the two communities (“*Kunst spielt ein interessant Roll in . . deutsche Kultur und die USA*”) there is perhaps one attempt to draw an explicit comparison (“*Deutschland hat ... viele Geschichte m-, mit Kunst dann die USA, aber die USA*”), but the listener is required to do so much interpretation that the point is effectively lost. The response’s limited organization is evident in the fact that one statement about painters in Germany is followed by one statement about Hollywood films, with no development or connection between the two. The halting pace results in a response that is difficult to understand, with errors in syntax (“*Er machen ... gut Kunst*”) and grammatical structure (e.g., the failed comparative “*viele Geschichte ... mit Kunst dann die USA*”) that cause additional confusion. Vocabulary is limited, as can be seen from an overreliance on basic expressions such as *es gibt* and the verbs *haben* and *machen*. This was a weak performance overall, and therefore earned a score of 2.