

---

# AP<sup>®</sup> German Language and Culture

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Task 1—Email Reply**

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

### 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"> <li>Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task</li> <li>Provides little required information (responses to questions, request for details)</li> <li>Barely understandable, with frequent or significant errors that impede comprehensibility</li> <li>Very few vocabulary resources</li> <li>Little or no control of grammar, syntax, and usage</li> <li>Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)</li> <li>Very simple sentences or fragments</li> </ul>	<ul style="list-style-type: none"> <li>Partially maintains the exchange with a response that is minimally appropriate within the context of the task</li> <li>Provides some required information (responses to questions, request for details)</li> <li>Partially understandable with errors that force interpretation and cause confusion for the reader</li> <li>Limited vocabulary and idiomatic language</li> <li>Limited control of grammar, syntax, and usage</li> <li>Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies</li> <li>Simple sentences and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task</li> <li>Provides most required information (responses to questions, request for details)</li> <li>Generally understandable, with errors that may impede comprehensibility</li> <li>Appropriate but basic vocabulary and idiomatic language</li> <li>Some control of grammar, syntax, and usage</li> <li>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</li> <li>Simple and a few compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a response that is generally appropriate within the context of the task</li> <li>Provides most required information (responses to questions, request for details) with some elaboration</li> <li>Fully understandable, with some errors that do not impede comprehensibility</li> <li>Varied and generally appropriate vocabulary and idiomatic language</li> <li>General control of grammar, syntax, and usage</li> <li>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)</li> <li>Simple, compound, and a few complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a response that is clearly appropriate within the context of the task</li> <li>Provides required information (responses to questions, request for details) with frequent elaboration</li> <li>Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</li> <li>Varied and appropriate vocabulary and idiomatic language</li> <li>Accuracy and variety in grammar, syntax, and usage, with few errors</li> <li>Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors</li> <li>Variety of simple and compound sentences, and some complex sentences</li> </ul>

**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 Fleischmann,

vielen Dank für Ihre Email. Ich freue mich sehr über diese Gelegenheit, weil meine Schule sehr toll ist ~~und ich~~ <sup>so</sup> Soziale Medien spielt eine große <sup>rolle</sup> in meinem Alltag. Ich benutze YouTube, um mehr über die Welt zu lernen und ich benutze Discord viel um meine Freunde mitzusprechen. Ich will die Kunstprojekte meinen ~~Arten~~ Mitschülerinnen in Social-Media-Posting teilen, weil viele meine Freunden sehr schön malen können und die Wände meiner Schule sind sehr bunt und schön wegen die Kunst <sup>Freunde</sup> meiner. Ich habe ein Paar Fragen an Sie. Zuerst, wann kann ich mein Posting teilen? Zweitens, ~~ge~~ welche Soziale Medien Plattform soll ich benutzen (z. B: Tiktok, Youtube, Instagram)?

vielen Dank nochmal für diese Gelegenheit.  
Mit freundlichen Grüßen,  
Eine ~~rote~~ Schülerin

**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 Emilia ~~Fleischmann~~ Fleischmann, Ich heiße [REDACTED]  
~~Soziale Medien in meinem alltäglichen Leben~~  
 Soziale Medien spielt einen Rolle in meinem alltäglichen leben, als ich arbeite mit Soziale Medien oft. Soziale Medien in meinem Schule ist eine grosset ding im meine Schule. Wir hat gutes ~~andres~~ clubs das wir ~~wirbelte~~ club wir arbeitet mit ist Film und wir machen videos und ~~ad~~ auch sehr gutes bilde so wir kannst das auf Instagram Machen. Meine ~~Schule~~ Schule hat auch drones so wir kann photos von Sports auch machen. Hast deine Social-Media-Wettbewerb auch drones haben für bilde order photos? Mitfreundlichen Grüßen  
 [REDACTED] von [REDACTED] High  
 [REDACTED]

**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 geehrter Frau Fleischmann.

Danke für ihren Email, diese Social-Media-Wettbewerb gefällt mir gut! Ich habbe ~~WIE~~ viele positiven Aspekten für meine Schule, deshalb diese Wettbewerb sind perfekt. Aber Ich haben einen fragen für die pointen. Aber diese Social-Media-Wettbewerb hören gut und I wurde spieler im der Wettbewerb  
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.

## Question 1

**Note:** Student samples are quoted verbatim and may contain spelling and grammatical errors.

### Overview

The question overviews can be found in the “Chief Reader Report on Student Responses” on [AP Central](#).

### Sample: 1A

**Score: 5**

This response exemplifies a strong performance in Interpersonal Writing. It maintains the exchange in a way that is clearly appropriate within the context of the task, as it provides all required information with frequent elaboration throughout the response (*“Ich benutze YouTube, um mehr über die Welt zu lernen”; “weil viele meine Freunden sehr schön malen können und die Wände meiner Schule sind sehr bunt und schön wegen die Kunst meiner Freunden”*). The response is fully understandable and demonstrates ease and clarity of expression. It uses varied and appropriate vocabulary as well as idiomatic language (*“Ich freue mich sehr über diese Gelegenheit”; “in meinem Alltag”*). The use of grammar and syntax is varied and accurate (*“Fragen an Sie”*). Occasional errors do not impede comprehensibility (*“Ich will die Kunstprojekte meinen Mitschülerinnen in Social-Media-Posting teilen”; “um meine Freunde mitzusprechen”*). The appropriate formal register is used consistently (*“Vielen Dank nochmal für diese Gelegenheit”*) and combines with effective opening and closing conventions to leave an overall polished impression. There is a good variety of simple, compound, and complex sentences in the response. This response received a score of 5.

### Sample: 1B

**Score: 3**

This response exemplifies a fair performance in Interpersonal Writing. It somewhat maintains the exchange within the context of the email task, providing most of the required information in a relatively basic form. This is especially clear in the answer to Emilia Fleischmann’s first question, about the role of social media in the life of the writer. One would expect that part of the answer would be an adjective of some sort: it plays a large role, perhaps, or a small role, or an important role. From this response, we learn only that social media plays “a role” (*“Soziale Medien spielt einen Rolle”*), which is somewhat limited in clarity given the next statement (*“ich arbeite mit Soziale Medien oft”*). It is unclear whether the response addresses the second question explicitly. There is a lengthy aside in which Ms. Fleischmann is told about “other good clubs” (*“gutes andres clubs”*), which seem to include a film club, and the school apparently has drones that are used at sports events. But it is not stated that these would be the subject of the submission. A question is asked, which fulfills one of the task requirements, albeit in somewhat unclear phrasing (*“Hast deine Social-Media-Wettbewerb auch drones haben für bilde order photos?”*) It is not immediately obvious what is being asked: if the competition has a category for drone work? Whether drone footage is allowed as part of a submission?

The difficulty in determining exactly what was intended indicates that there are some significant problems with the language in this response. The vocabulary is mostly basic, with a reliance on high-frequency verbs like *sein* and *haben*, and these can make it hard to express specific ideas. But it

### Question 1 (continued)

is the errors in grammar and syntax that interfere with smooth reading the most. The word “so” is misused twice as a conjunction (“so wir kannst”, “so wir kann”); the repetition of “in meinem Schule” and “im meine Schule” in the same sentence is awkward; and the frequent lack of subject-verb agreement can be distracting for the reader. The employed register is generally consistent with a few inaccuracies (“Hallo Emilia Fleishmann”; “deine Social-Media-Wettbewerb”). This response fit neatly with all the descriptors for the score point of 3 and accordingly received a score of 3.

#### Sample: 1C

#### Score: 2

This response exemplifies a weak performance in Interpersonal Writing. On the whole, it maintains the exchange in a manner that is only minimally appropriate within the context of the task. The response does not answer Ms. Fleischmann’s first question; meanwhile, the second question is merely acknowledged, and not answered in any substantial way (“Ich habbe viele positiven Aspekten für meine Schule”). The required question is not posed at all. The response is extremely brief, with a couple of sentences whose meaning is clear (“diese Social-Media-Wettbewerb gefällt mir gut!”), and others that are only partially understandable, along with errors that force interpretation (“Ich haben einen fragen für die pointen”). It is difficult to make a reliable assessment of the vocabulary, since the very short sample includes many words from the prompt. There is some control of grammar, syntax and usage. The register, meanwhile, is inconsistent. A masculine adjective is used for Ms. Fleischmann (“Sehr geehrter Frau Fleischmann”), and in the first line an uncapitalized “ihren” fails to maintain formality. On the other hand, the opening and closing conventions are maintained and are enough to mark this as formal correspondence. Given a clearly minimal fulfillment of task requirements and language skills at a relatively low level, this response was rated weak, and it accordingly received a score of 2.