
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.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
- Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task - Provides little required information (e.g., responses to questions, statement and support of opinion) - 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 - Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility - Clarification or self-correction (if present) does not improve comprehensibility	- Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task - Provides some required information (e.g., responses to questions, statement and support of opinion) - Partially understandable, with errors that force interpretation and cause confusion for the listener - Limited vocabulary and idiomatic language - Limited control of grammar, syntax, and usage - Use of register is generally inappropriate for the conversation - Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility - Clarification or self-correction (if present) usually does not improve comprehensibility	- Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task - Provides most required information (e.g., responses to questions, statement and support of opinion) - 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 conversation with several shifts - Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility - Clarification or self-correction (if present) sometimes improves comprehensibility	- Maintains the exchange with a series of responses that is generally appropriate within the context of the task - Provides most required information (e.g., responses to questions, statement and support of opinion) 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 conversation, except for occasional shifts - Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility - Clarification or self-correction (if present) usually improves comprehensibility	- Maintains the exchange with a series of responses that is clearly appropriate within the context of the task - Provides required information (e.g., responses to questions, statement and support of opinion) 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 conversation - Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility - Clarification or self-correction (if present) improves comprehensibility Scoring note: A response that meets the majority of these criteria for at least 4 of the exchanges may be sufficient to earn a score of 5.

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: Students’ responses 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

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

Sample: 3A

Score: 5

Transcript of Student’s Response

1. *Hallo Tobias, äh, ich habe viele Pläne. Äh, dieses Sommer werde ich Fußball spielen. Ähm. Ich werde auch in Spanien reisen und meine Großeltern besuchen. Also ich habe viele Pläne und, ja, ich werde auch relaxen und, und mich entspannen und alles wie das. Ähm ja. Ein bisschen*
2. *Hmm. Meiner Meinung nach ähm finde ich Familientreffen – sie, also sie können Spaß machen, aber meistens sind äh ein bisschen langweilig, weil die ähm Erwachsene sprechen immer über Politik und die Gesellschaft und alles wie das, und ich verstehe nicht alles. Ähm aber*
3. *Also an deiner Stelle würde ich ähm wandern, weil du in die Bergen sind, und es muss sein, dass es gute Wandern ähm in der Nähe von du . . werden. Ähm also ja, ich – an deiner Stelle würde ich wandern. Ich finde es Spaß, und Sie können auch wandern mit*
4. *Also, du soll–, Also es ist ein, bestimmt schade, aber du solltest deine Freunde fragen, ob er oder sie das ähm später machen kann, das Reise nach Frankreich. Oder du kannst auch deinen Vater fragen, ob du deinen Geburtstag, ob du nicht an den Geburtstag gehen kann und stattdessen mit*
5. *Es wird gut, wenn du etwas selber machst, wie eine Karte oder äh ein Bild ähm . . äh ein Bild machst äh etwas, das du selber gemachst äh habe und das, ähm das sehr schön ist vielleicht. Es, es muss nicht viel Geld*

Commentary

This response represents a strong performance in Interpersonal Speaking. The exchange is maintained with a clearly appropriate series of replies to the interlocutor that fulfils all the directions for the task as set out in the conversation outline. The respondent directly answers each question and provides the required information, but also goes well beyond that with frequent and detailed elaboration. In turn 2, for example, the response deploys varied and appropriate vocabulary and idiomatic usage to express a nuanced opinion about family reunions (saying that they can be fun, but mostly are a bit boring); this opinion is then backed up with a detailed explanation (“*weil die ähm Erwachsene sprechen immer über Politik und die Gesellschaft und alles wie das, und ich verstehe nicht alles*”). In turn 4, meanwhile, the respondent expresses empathy with the interlocutor (“*es ist ein, bestimmt schade*”) before going on to suggest two entirely different courses of action in response to the dilemma that Tobias is facing (“*du solltest deine Freunde fragen, ob er oder sie das ähm später machen kann, das Reise nach Frankreich. Oder du kannst auch deinen Vater fragen, . . . ob du nicht an den Geburtstag gehen kann*”). The language of the response is fully understandable, and it demonstrates ease and clarity of expression as well as accuracy and variety in grammar, syntax, and usage. Occasional errors, while present, do not impede comprehensibility (“*weil du in die Bergen*

Question 3 (continued)

sind”; “etwas, das du selber gemachtst äh habe”). Good pronunciation and pacing add to the overall ease and clarity of expression. This response was rated a strong performance, and it accordingly received a score of 5.

Sample: 3B

Score: 3

Transcript of Student’s Response

1. *Hallo Tobias. Ich gehe zu den Bergen ähm für Sommerfeiren.*
2. *Ähm. Ich finde Familietreffen, -s, viel Spaß. Und ähm meine Eltern haben Geburtstag im Sommer auch.*
3. *Du kannst eine . . ähm du kannst eine Pool-Partei gemacht. Und das macht Spaß und . . alle Familien*
4. *Du sollst geh–, äh. Du sollst geht zu Frankreich mit deinen Vater und deinen Freund.*
5. *Du kannst nähen einen Jacke oder Höse für dein Vater und Fabrik ist sehr billige.*

Commentary

This response represents a fair performance in Interpersonal Speaking. The respondent maintains the exchange with brief replies to each of the interlocutor’s questions. These replies “get the job done” in terms of engaging with the interlocutor, but they do not satisfy all the task directions; within the context of the task, the responses are thus only somewhat appropriate. The overall task directions state that students should participate in the conversation “as fully and appropriately as possible,” for instance. Short, one- or two-sentence replies that consistently do not fill the allotted response time are an indication that this requirement has not been met. Specific directions for each turn that are contained in the conversation outline must also be followed. In turn 2, for instance, the conversation outline requires that students must both express an opinion and give a reason for that opinion. The reply in turn 2 does give an opinion (“*Ich finde Familietreffen, -s, viel Spaß*”), but the uncoordinated statement that follows is difficult to see as logical support (“*Und ähm meine Eltern haben Geburtstag im Sommer auch*”). In general, these brief replies lack the elaboration that is typical of good and strong performances. The vocabulary of the response is appropriate but basic throughout (“*ich gehe*”; “*ich finde*”; “*du kannst*”, “*du sollst*”), while the incorrect usage of some words (“*Pool-Partei*”; “*Fabrik*”) may impede comprehensibility. Some control of grammar, syntax, and usage is evident (“*Ich finde Familietreffen, -s, viel Spaß*”; “*Du kannst nähen einen Jacke*”), but command of the relatively basic modal verb structure is inconsistent (“*Du kannst eine . . ähm du kannst eine Pool-Partei gemacht*”; “*Du sollst geht zu Frankreich*”), and more complex structures are not attempted. This response was rated a fair performance, and it accordingly received a score of 3.

Sample: 3C

Score: 2

Transcript of Student’s Response

1. *Ichs, ich habe eine Sommerferien for ähm . . ah mit meine Schwester, so . . du kannst auch oh auch*

Question 3 (continued)

2. *Weil, weil man, meine Familie, ob auch ähm Ferien mit meinem Großmutter und Großvater ach so ähm in, im Span–*
3. *Du kannst ähm eine . . eine nächstes Zeit um ähm mit meiner Groß-, mit dein Großmut–*
4. *Es ist leider. Du kannst eine Lösung mit ein, dein Vater gemachtst. So, äh: Du fragst ihr ein Frage mit*
5. *Du kannst eine . . Flugzeug von eine ähm eine . . Stihl äh Tra–, Bahnhof, -s. Du kan–*

Commentary

This response represents a weak performance in Interpersonal Speaking. The exchange is only partially maintained with a minimally appropriate series of replies to the interlocutor. In the first turn, the response (*“ich habe eine Sommerferien for ähm . . ah mit meine Schwester, so . . du kannst auch oh auch”*) is minimally appropriate: it mentions summer vacation but does not indicate any activities. In turns 2 and 3, it is difficult to say if these are replies to the questions being asked by the interlocutor or not. Since the interlocutor asks for an opinion on *Familientreffen* in turn 2, it is suggestive that the reply focuses on *“meine Familie,”* but much of what follows is only partially understandable, with no verb and errors that cause confusion for the listener. The grammatical form of the reply in turn 3 (*“Du kannst”*) likewise suggests that it could be an answer to the interlocutor’s request for advice on things to do, but it is hard to decipher what the recommended activity is, particularly since the response does not include the infinitive that might have rounded out the clause (*“eine nächstes Zeit . . . mit dein Großmut–”*). Turn 4 does connect back to the exchange a bit more clearly: there is, for example, an expression of sympathy for Tobias, albeit with incorrect phrasing (*“Es ist leider”*). Mention is made of a solution (*“Lösung”*) to the problem of whether Tobias should celebrate his father’s birthday or go to France, but what that solution might be is not clearly expressed within the allotted response time. The momentum of the conversation slows again in turn 5. Asked by Tobias for a specific gift suggestion, the respondent appears to talk about transportation, although it is just possible that these are ideas about small model vehicles (*“Du kannst eine . . Flugzeug von eine ähm eine . . Stihl äh Tra–, Bahnhof, -s”*). Without an infinitive or any other detail to complete the thought, though, the intended meaning remains murky. The vocabulary in this response is limited, as is the control of grammar, syntax, and usage. The lack of verbs is especially detrimental to communication: there are only about three complete thoughts expressed over the course of the five turns (*“ich habe eine Sommerferien for ähm . . ah mit meine Schwester”*; *“Es ist leider”*; *“Du kannst eine Lösung mit ein, dein Vater gemachtst”*). Together with shortcomings in pronunciation, intonation, and pacing, these basic structural weaknesses make much of the response difficult to comprehend. This response was rated a weak performance, and it accordingly received a score of 2.