

2025



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

## Scoring Guidelines

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### 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**

## 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.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> <li>Almost no treatment of topic within the context of the task</li> <li>Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies</li> <li>Mostly repeats statements from sources or may not refer to any sources</li> <li>Minimally suggests the student's own position on the topic; argument is undeveloped or incoherent</li> <li>Little or no organization; absence of transitional elements and cohesive devices</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>Very simple sentences or fragments</li> </ul>	<ul style="list-style-type: none"> <li>Unsuitable treatment of topic within the context of the task</li> <li>Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate</li> <li>Summarizes content from one or two sources; may not support an argument</li> <li>Presents, or at least suggests, the student's own position on the topic; develops an argument somewhat incoherently</li> <li>Limited organization; ineffective use of transitional elements or cohesive devices</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>Uses strings of simple sentences and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Suitable treatment of topic within the context of the task</li> <li>Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies</li> <li>Summarizes content from at least two sources in support of an argument</li> <li>Presents and defends the student's own position on the topic; develops an argument with some coherence</li> <li>Some organization; limited use of transitional elements or cohesive devices</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>Uses strings of mostly simple sentences, with a few compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Generally effective treatment of topic within the context of the task</li> <li>Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies</li> <li>Summarizes, with limited integration, content from all three sources in support of an argument</li> <li>Presents and defends the student's own position on the topic with clarity; develops an argument with coherence</li> <li>Organized essay; some effective use of transitional elements or cohesive devices</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>Develops mostly paragraph-length discourse with simple, compound, and a few complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Effective treatment of topic within the context of the task</li> <li>Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies</li> <li>Integrates content from all three sources in support of an argument</li> <li>Presents and defends the student's own position on the topic with a high degree of clarity; develops an argument with coherence and detail</li> <li>Organized essay; effective use of transitional elements or cohesive devices</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>Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences</li> </ul>

**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**

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**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.

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### 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
<ul style="list-style-type: none"> <li>Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task</li> <li>Provides little required information (e.g., responses to questions, statement and support of opinion)</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</li> <li>Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility</li> <li>Clarification or self-correction (if present) does not improve comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task</li> <li>Provides some required information (e.g., responses to questions, statement and support of opinion)</li> <li>Partially understandable, with errors that force interpretation and cause confusion for the listener</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 conversation</li> <li>Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility</li> <li>Clarification or self-correction (if present) usually does not improve comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task</li> <li>Provides most required information (e.g., responses to questions, statement and support of opinion)</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 conversation with several shifts</li> <li>Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility</li> <li>Clarification or self-correction (if present) sometimes improves comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a series of responses that is generally appropriate within the context of the task</li> <li>Provides most required information (e.g., responses to questions, statement and support of opinion) 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 conversation, except for occasional shifts</li> <li>Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility</li> <li>Clarification or self-correction (if present) usually improves comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a series of responses that is clearly appropriate within the context of the task</li> <li>Provides required information (e.g., responses to questions, statement and support of opinion) 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 conversation</li> <li>Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility</li> <li>Clarification or self-correction (if present) improves comprehensibility</li> </ul> <p><b>Scoring note:</b> 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.</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**

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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 2025 Scoring Guidelines

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> <li>Almost no treatment of topic within the context of the task</li> <li>Presents information only about the target culture or only about the student's own or another community, and may not include examples</li> <li>Demonstrates minimal understanding of the target culture; generally inaccurate</li> <li>Little or no organization; absence of transitional elements and cohesive devices</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</li> <li>Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility</li> <li>Clarification or self-correction (if present) does not improve comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Unsuitable treatment of topic within the context of the task</li> <li>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</li> <li>Demonstrates a limited understanding of the target culture; may include several inaccuracies</li> <li>Limited organization; ineffective use of transitional elements or cohesive devices</li> <li>Partially understandable, with errors that force interpretation and cause confusion for the listener</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 presentation</li> <li>Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility</li> <li>Clarification or self-correction (if present) usually does not improve comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Suitable treatment of topic within the context of the task</li> <li>Compares the target culture with the student's own or another community, including a few supporting details and examples</li> <li>Demonstrates a basic understanding of the target culture, despite inaccuracies</li> <li>Some organization; limited use of transitional elements or cohesive devices</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 presentation with several shifts</li> <li>Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility</li> <li>Clarification or self-correction (if present) sometimes improves comprehensibility</li> </ul> <p><b>Scoring note:</b> 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>	<ul style="list-style-type: none"> <li>Generally effective treatment of topic within the context of the task</li> <li>Compares the target culture with the student's own or another community, including some supporting details and mostly relevant examples</li> <li>Demonstrates some understanding of the target culture, despite minor inaccuracies</li> <li>Organized presentation; some effective use of transitional elements or cohesive devices</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 presentation, except for occasional shifts</li> <li>Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility</li> <li>Clarification or self-correction (if present) usually improves comprehensibility</li> </ul> <p><b>Scoring note:</b> 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>	<ul style="list-style-type: none"> <li>Effective treatment of topic within the context of the task</li> <li>Clearly compares the target culture with the student's own or another community, including supporting details and relevant examples</li> <li>Demonstrates understanding of the target culture, despite a few minor inaccuracies</li> <li>Organized presentation; effective use of transitional elements or cohesive devices</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 presentation</li> <li>Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility</li> <li>Clarification or self-correction (if present) improves comprehensibility</li> </ul> <p><b>Scoring note:</b> 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**

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**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.
-