

2021



AP[®] 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"> Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task | <ul style="list-style-type: none"> Partially maintains the exchange with a response that is minimally appropriate within the context of the task | <ul style="list-style-type: none"> Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task | <ul style="list-style-type: none"> Maintains the exchange with a response that is generally appropriate within the context of the task | <ul style="list-style-type: none"> Maintains the exchange with a response that is clearly appropriate within the context of the task |
| <ul style="list-style-type: none"> Provides little required information (responses to questions, request for details) | <ul style="list-style-type: none"> Provides some required information (responses to questions, request for details) | <ul style="list-style-type: none"> Provides most required information (responses to questions, request for details) | <ul style="list-style-type: none"> Provides most required information (responses to questions, request for details) with some elaboration | <ul style="list-style-type: none"> Provides required information (responses to questions, request for details) 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 reader | <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; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing) | <ul style="list-style-type: none"> Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors |
| <ul style="list-style-type: none"> Very simple sentences or fragments | <ul style="list-style-type: none"> Simple sentences and phrases | <ul style="list-style-type: none"> Simple and a few compound sentences | <ul style="list-style-type: none"> Simple, compound, and a few complex sentences | <ul style="list-style-type: none"> Variety of simple and compound sentences, and some complex sentences |

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): BLANK (no response)

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.

AP® German Language and Culture 2021 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 • Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies • Mostly repeats statements from sources or may not refer to any sources • Minimally suggests the student's own position on the topic; argument is undeveloped or incoherent • Little or no organization; absence of transitional elements and cohesive devices • Barely understandable, with frequent or significant errors that impede comprehensibility • Very few vocabulary resources • Little or no control of grammar, syntax, and usage • Very simple sentences or fragments | <ul style="list-style-type: none"> • Unsuitable treatment of topic within the context of the task • Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate • Summarizes content from one or two sources; may not support an argument • Presents, or at least suggests, the student's own position on the topic; develops an argument somewhat incoherently • Limited organization; ineffective use of transitional elements or cohesive devices • Partially understandable, with errors that force interpretation and cause confusion for the reader • Limited vocabulary and idiomatic language • Limited control of grammar, syntax, and usage • Uses strings of simple sentences and phrases | <ul style="list-style-type: none"> • Suitable treatment of topic within the context of the task • Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies • Summarizes content from at least two sources in support of an argument • Presents and defends the student's own position on the topic; develops an argument with some coherence • Some organization; limited use of transitional elements or cohesive devices • Generally understandable, with errors that may impede comprehensibility • Appropriate but basic vocabulary and idiomatic language • Some control of grammar, syntax, and usage • Uses strings of mostly simple sentences, with a few compound sentences | <ul style="list-style-type: none"> • Generally effective treatment of topic within the context of the task • Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies • Summarizes, with limited integration, content from all three sources in support of an argument • Presents and defends the student's own position on the topic with clarity; develops an argument with coherence • Organized essay; some effective use of transitional elements or cohesive devices • 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 • Develops mostly paragraph-length discourse with simple, compound, and a few complex sentences | <ul style="list-style-type: none"> • Effective treatment of topic within the context of the task • Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies • Integrates content from all three sources in support of an argument • Presents and defends the student's own position on the topic with a high degree of clarity; develops an argument with coherence and detail • Organized essay; effective use of transitional elements or cohesive devices • 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 • Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences |

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): BLANK (no response)

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.

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.

AP® German Language and Culture 2021 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 |

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): BLANK (no response although recording equipment is functioning)

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 2021 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 |

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): BLANK (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.
-