

# AP<sup>®</sup> GERMAN LANGUAGE AND CULTURE

## 2013 SCORING GUIDELINES

### Interpersonal Writing: E-mail Reply

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#### 5: STRONG performance in Interpersonal Writing

- Maintains the exchange with a response that is clearly appropriate within the context of the task
- Provides required information (e.g., responses to questions, request for details) 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 situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
- Variety of simple and compound sentences, and some complex sentences

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#### 4: GOOD performance in Interpersonal Writing

- Maintains the exchange with a response that is generally appropriate within the context of the task
- Provides required information (e.g., responses to questions, request for details) 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 situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
- Simple, compound and a few complex sentences

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#### 3: FAIR performance in Interpersonal Writing

- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
- Provides required information (e.g., responses to questions, request for details)
- 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 situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing) although these may lack cultural appropriateness
- Simple and a few compound sentences

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#### 2: WEAK performance in Interpersonal Writing

- Partially maintains the exchange with a response that is minimally appropriate within the context of the task
- Provides some required information (e.g., responses to questions, request for details)
- 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
- Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
- Simple sentences and phrases

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## 2013 SCORING GUIDELINES

### Interpersonal Writing: E-mail Reply (continued)

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#### 1: POOR performance in Interpersonal Writing

- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
- Provides little required information (e.g., responses to questions, request for details)
- 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; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
- Very simple sentences or fragments

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#### 0: UNACCEPTABLE performance in Interpersonal Writing

- 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

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- (hyphen): BLANK (no response)

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Sample 1A

Guten Tag!

Ich bedanke mich für Ihre E-mail und freue mich bald ~~mit~~ mit Ihnen zu arbeiten.

~~Am besten für mich~~ Könnten wir uns einmal pro Woche treffen? ~~am besten für mich~~ Für mich wäre eine Stunde am besten. ~~Beim Lernen lese ich Bücher nicht~~ Beim Lernen lese ich Bücher nicht gern. Es wäre hilfreich für mich, wenn Sie die Aufgaben machen würden, damit ich beobachten und folgen kann.

Ich habe noch eine Frage. Soll ich einen besonderen Rechner ~~kaufen~~, oder kaufen? Jetzt benutze ich einen alten Rechner, aber er funktioniert noch. Bitte sagen Sie mir, ~~welcher~~ welcher Sort von Rechner am besten wäre.

~~Können wir uns Samstag~~ Können wir uns Samstag treffen, um weitere Details zu besprechen?

Nochmal vielen Dank. Ich freue mich auf Ihre Antwort.

Mit freundlichen Grüßen

-- student name --

Do Not Write Beyond This Border

Do Not Write Beyond This Border

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Sample 1B

Guten Tag Frau Bernhard!

Danke für <sup>das</sup> ~~meine~~ Email! Ich brauche nur eins oder zwei Stunden Hilfe. Es ist OK ob das ist zu lang für <sup>Ihnen</sup> ~~mich~~. Vielleicht, können wir ein oder zweimal in der Woche treffen? Abends ist besser für mich zu zusammensetzen. Ich habe eine große Prüfung nächste Woche, dass ich mehr Hilfe brauchen.

Kann ich Seine Telefonnummer haben? Ich werde Ihnen morgen anrufen!

Mit freundlichen Grüßen,

-- student name --

Do Not Write Beyond This Border

Do Not Write Beyond This Border

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Sample 1C

Sehr geehrte ~~Fräulein~~ Frau Bernhard,

vielen dank für ihren Email! Ich wünsche  
mit Ihnen helfen.

Ich ~~gebe~~ habe ein Tag im Woche für  
mathematik geholfen. Es ist für zwei  
Stunde, Ich kann von ein monat zu  
eine Jahre helfen. Ich kann uns  
abends von 18.00Uhr bis 21.00Uhr,  
oder am Wochenende von 8.00Uhr bis  
14.00Uhr. Ich gebe viele schwer Arbeit,  
sodass ihre kann lernen. Es macht sehr gut.  
Bitte mir schreiben, wenn ihre möchte  
helfen. Ich würde am liebsten helfen!

mit freundlichen Grüßen

-- student name --

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## 2013 SCORING COMMENTARY

### Task 1: E-mail Reply

**Note:** Students' responses are quoted verbatim and may contain grammatical errors.

#### Overview

This task assessed writing in the interpersonal communicative mode by having students write a reply to an e-mail message. Students were allotted 15 minutes to read the message and write the reply. The response received a single holistic score based on how well it accomplished the assigned task. Students needed to be able first to comprehend the e-mail and then to write a reply using a formal form of address. The reply had to address all the questions and requests raised in the message, as well as ask for more details about something mentioned in the message.

In this exam, and within the theme of Contemporary Life (*Alltag*), the student replied to an e-mail from Christine Bernhard, a math teacher, who offers her services as a tutor. Students were to indicate how much help they needed and when and how often the tutoring should occur (*Meine Frage an Sie ist, wie viel Hilfe Sie denn wohl brauchen, d.h. wie oft und wie lange*), and to describe their study strategies (*Beschreiben Sie bitte die Strategien, die Sie beim Lernen benutzen*). They also had to respond to Christine Bernhard's suggestion to meet during the weekend and confirm acceptance of the tutoring offer. The student had to open with a formal greeting and conclude with a formal closing.

#### Sample: 1A

##### Score: 5

This response maintains the exchange with a reply that is clearly appropriate. It provides the required information (candidate suggests a time: *"einmal pro Woche, eine Stunde, Für mich wäre eine Stunde am besten"*; discusses strategies: *"Es wäre hilfbar für mich, wenn Sie die Aufgaben machen würden, damit ich beobachten und folgen kann"*; and asks for details: *"Soll ich einen besonderen Rechner kaufen?"*) with language that is fully understandable and that demonstrates ease and clarity of expression. There is frequent elaboration with occasional errors. The use of register is consistent and appropriate for formal correspondence (*"Ich bedanke mich; Könnten wir; Es wäre hilfbar"*; *"Ich freue mich auf Ihre Antwort"*). This is a strong performance.

#### Sample: 1B

##### Score: 3

This response is somewhat appropriate in that it answers the question of time, but fails to address strategies and there is no elaboration. It is generally understandable, with errors that may impede comprehension (*"Es ist OK ob das ist zu lang für Ihnen"*). The vocabulary and idiomatic language are basic (*"Danke für das Email!"*). There is some control of grammar, syntax, and usage (*"Ich habe eine große Prüfung nächste Woche, dass ich mehr Hilfe brauchen; Vielleicht, können wir ein oder zweimal in der Woche treffen?"*). This is a fair response.

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**2013 SCORING COMMENTARY**

**Task 1: E-mail Reply (continued)**

**Sample: 1C**

**Score: 2**

This response partially maintains the exchange with some required information, although there is no mention of strategies and no questions regarding details. It is partially understandable, with errors that force interpretation ("*Bitte mir schreiben, wenn ihre möchte helfen*"; "*Es macht sehr gut*"). There is limited vocabulary and minimal use of idiomatic language, and only partial control of grammar, syntax, and usage ("*Ich gebe viele schwer Arbeit, sodass ihre kann lernen*"). Complex sentences were not successfully completed. This response is weak.