

AP[®] GERMAN LANGUAGE AND CULTURE

2013 SCORING GUIDELINES

Presentational Speaking: Cultural Comparison

5: STRONG performance in Presentational Speaking

- Effective treatment of the topic within the context of the task
 - Clearly compares the student's own community with the target culture, including supporting details and relevant examples
 - Demonstrates understanding of the target culture, despite a few minor inaccuracies
 - Organized presentation; 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
 - Mostly consistent use of register appropriate for the presentation
 - Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) improves comprehensibility
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4: GOOD performance in Presentational Speaking

- Generally effective treatment of the topic within the context of the task
 - Compares the student's own community with the target culture, including some supporting details and mostly relevant examples
 - Demonstrates some understanding of the target culture, despite minor inaccuracies
 - Organized presentation; 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
 - Generally consistent use of register appropriate for the presentation, 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
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3: FAIR performance in Presentational Speaking

- Suitable treatment of the topic within the context of the task
- Compares the student's own community with the target culture, including a few supporting details and examples
- Demonstrates a basic understanding of the target culture, despite inaccuracies
- 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
- Use of register may be inappropriate for the presentation 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

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Presentational Speaking: Cultural Comparison (continued)

2: WEAK performance in Presentational Speaking

- Unsuitable treatment of the topic within the context of the task
 - Presents information about the student's own community and the target culture, but may not compare them; consists mostly of statements with no development
 - Demonstrates a limited understanding of the target culture; may include several inaccuracies
 - Limited organization; ineffective use of transitional elements or cohesive devices
 - 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 presentation
 - 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
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1: POOR performance in Presentational Speaking

- Almost no treatment of the topic within the context of the task
 - Presents information only about the student's own community or only about the target culture, and may not include examples
 - Demonstrates minimal understanding of the target culture; generally inaccurate
 - 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
 - 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
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0: UNACCEPTABLE performance in Presentational Speaking

- 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
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- (hyphen): **BLANK (no response although recording equipment is functioning)**

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Task 4: Cultural Comparison

Note: Students' responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, two dots indicate that the student paused while speaking.

Overview

This task assessed speaking in the presentational communicative mode by having students make a comparative oral presentation on a cultural topic. Students were allotted 4 minutes to read the topic and prepare the presentation and then 2 minutes to deliver the presentation. The response received a single holistic score based on how well it accomplished the assigned task. The presentation needed to compare the student's own community to an area of the German-speaking world, demonstrating understanding of cultural features of the German-speaking world. Furthermore, the presentation had to be organized clearly.

In this exam, within the theme of Contemporary Life (*Alltag*), students were asked what role famous people, such as actors, athletes, or politicians, play in their community (*Welche Rolle spielen berühmte Personen, z.B. Schauspieler, Sportler, Politiker, in Ihrer Umgebung?*). In their oral presentations, students had to compare perspectives on this question in their home community with those in a German-speaking region, and were also invited to describe their own observations, experiences, or what they had learned in school.

Sample: 4A

Score: 5

Transcript of Student's Response

(WA) Heute spreche ich über berühmte Personen und zuerst spreche ich über mein persönliche Erfahrung. Ähm, ich trage, was mein Lieblingsschauspieler trägt und ich finde es toll, dass wir die gleiche Klamotten haben und ich denke, dass berühmte Person sind gute Beispiele für mich. Ähm äh wenn sie gute Dinge machen, dann möchte ich auch gute Dinge machen. Und ich trainiere viel, um stark zu sein wie je ähm berühmte Sportler und ich finde das sehr gut. Und next spreche ich über ähm .. mein Erfahrung in wo ich wohne. So in Amerika wir schauen Nachrichten fast jeden Tag und wir wissen fast alles, was berühmte Personen macht. Es gibt viele Fotos auf dem Internet und wir können sehen alle, was die berühmte Person macht. Und ich denke, dass ähm berühmte Person sp-, äh eine grosse Rolle spielt in unsere Leben, weil wir wissen alles, was sie machen und vielleicht sie spielt zu viel eine grosse Rolle, weil es ist egal, was sie tragen jeden Tag, aber wir wissen, was sie tragen jeden Tag. Und jetzt spreche ich über mein ähm Erfahrung in Deutschland. So als ich Austauschschülerin in Deutschland war, habe ich bemerkt, dass sie lieben amerikanische Sänger und Sängerins und Schauspieler und Schauspielerins und sie sprechen immer über die amerikanische berühmte Personen. Und ähm, ich finde das toll, weil .. sie können sehen, was was ist berühmt in Amerika, aber ich habe nicht so viel um die berühmte Personen in Deutschland gehört. So vielleicht es ist gut, dass sie ...

Commentary

This response constitutes a strong performance in presentational speaking. The response is an effective treatment of the topic within the context of the task in that it clearly compares the role of celebrities in the student's own community ("Amerika") and Germany. The student includes supporting details, such as celebrities serving as role models ("dass berühmte Person sind gute Beispiele für mich") and also gives relevant examples ("ich trage, was mein Lieblingsschauspieler trägt; ich trainiere viel, um stark zu sein wie je ähm berühmte Sportler"). The student demonstrates understanding of the target culture by mentioning that American celebrities are more famous in Germany ("sie lieben amerikanische Sänger; sie sprechen immer über die amerikanische berühmte Personen") than German celebrities ("ich habe nicht so viel um die berühmte Personen in Deutschland gehört"). The response is organized with a clear opening statement

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Task 4: Cultural Comparison (continued)

about the student's experience in America, a description of the student's experience in Germany, and effective use of transitional elements (*"Und ich denke, dass; Und jetzt spreche ich über mein ähm Erfahrung in Deutschland; aber"*). The response is fully understandable, despite occasional errors that do not impede comprehensibility, such as plural endings (*"Persone"*) and the occasional lack of agreement between subject and verb (*"was berühmte Personen macht"*), mainly because of the natural ease and clarity of expression. There is accuracy and variety in grammar, syntax, and usage with few errors (*"ich trage, was mein Lieblingsschauspieler trägt und ich finde es toll, dass wir die gleiche Klamotten haben"*). The register is appropriate for the response. Pronunciation, intonation, and especially pacing make the response comprehensible. Errors do not impede comprehensibility.

Sample: 4B

Score: 3

Transcript of Student's Response

(MA) Hallo, ah ich wohne in Milwaukee und das ist ein ah ein grosses amerikanisch Stadt ah und es ist sehr sportlich. Ahm ich denke, dass in die Kultur Sport is ei ist sehr gross ahm. Jetzt in der Welt ah ist Fussball, Fussball ah der grösste s Sport ahm, aber Fussball in Europa ah ist nichts Fussball in Amerika. Ahm .. Die Grösse ist ah ein, ein ah von die grosse Spieler ah in Europa Fussball ist Oliver Kahn. Er ist der, er ist ein Fussballtor und ah es er ist sehr gut. Ahm .. Und in amerikanische Fussball ist B.J. Raji ah ein sehr gross grosses ah Fussballspieler. Ahm .. ahm beide beides spiel ah fur ihre Mannschaft, aber dort sinds ah da sinds, viel ist, ist nicht dieselme. Ahm fur, für Oliver Kahn ahm, d die Sport ja ist, ist nicht, like amerikanisch Fussball und ah .. und die Fussball in ah, in Amerika, ah ist sehr wichtig ...

Commentary

This is a fair response in presentational speaking. The response shows a suitable treatment of the topic within the context of this task by comparing two famous athletes: the German soccer player Oliver Kahn (*"grosse Spieler ah in Europa Fussball ist Oliver Kahn"*) and the American football player B.J. Raji (*"Und in amerikanische Fussball ist B. J. Raji ah ein sehr gross grosses ah Fussballspieler"*). The student then contrasts the importance of the sports for the two countries (*"die Sport ja ist, ist nicht, like amerikanisch Fussball"*). The response is limited to this simple comparison, which demonstrates some organization of the topic. The response demonstrates a basic understanding of the target culture, in spite of an inaccuracy (*"er ist ein Fussballtor"*). The performance is generally understandable, despite frequent false starts (*"Ahm fur, für Oliver Kahn ahm, d die Sport ja ist, ist nicht"*), and shows only some control of grammar and merely appropriate vocabulary (*"beides spiel ah fur ihre Mannschaft"*). Vocabulary is appropriate but basic vocabulary (*"Fussballspieler"; "Mannschaft"*), and is frequently repetitive. The response shows some control of syntax (*"ein ah von die grosse Spieler ah in Europa Fussball ist Oliver Kahn"*). The pacing frequently impedes comprehension (*"ahm, d die Sport ja ist, ist nicht, like amerikanisch Fussball und ah .. und die Fussball in ah, in Amerika, ah ist sehr wichtig"*).

Sample: 4C

Score: 2

Transcript of Student's Response

(MA) Berühmte Leute sind wichtig, weil sie sind berühmt. Berühmt ist berühmt. In Deutschland und in Amerika es ist gleich. Man sollten, man sollte berühmte Leute respektieren, weil sie viele tun. ... Die Leute sollten, berühmte Leu-, ah, berühmte Leute .. Giften geben, weil sie, sie sind berühmt. Uh Berühmte Leute hat Geld und sie sollten es sehen. Die Leute sollten berühmte Leute erkennen, weil .. sie sind fleissig und sie hat viel Geld. Die Leuten .. Die Leuten sollten nett zu berühmte Leute, weil berühmte Leute sind berühmt. Es ist nicht someone, dass man .. ka .. dass man .. respek .. tieren nicht .. dass man nicht respektieren kann. ... Berühmte Leute sind wichtig. ... Berühmte Leute kennt andere berühmte Leute .. und

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Task 4: Cultural Comparison (continued)

sie .. und sie sollten sor, ah, sorgen für, man sollten sorgen für eine berühmte Mensch, weil eine berühmte Mensch ...

Commentary

This is a weak performance in presentational speaking. The response shows an unsuitable treatment of the topic within the context of this task. The response does address famous people in America and Germany, but only in very general terms. It is not clear if the student compares the two cultures or not, because the response mostly consists of statements with no development. Implicitly, the student seems to assume that the cultures view famous people identically (*“Berühmt ist berühmt”*), which demonstrates an undifferentiated understanding of the target culture. The response exhibits a limited organization with only one cohesive device (*“weil”*). The response is only partially understandable because of repetitive and unspecific vocabulary (*“berühmt”*), English words, and pacing with false starts. This response shows very limited vocabulary (*“berühmt”*; *“Giften”*; *“someone”*), few idiomatic expressions, and limited control of grammar, syntax, and usage, at times leading to sentence fragments. The pacing makes the response difficult to comprehend.