

AP[®] GERMAN LANGUAGE AND CULTURE EXAM

2015 SCORING GUIDELINES

Identical to Scoring Guidelines used for French, Italian, and Spanish Language and Culture Exams

Presentational Speaking: Cultural Comparison

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.
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5: STRONG performance in Presentational Speaking

- Effective treatment of 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 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 which 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 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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2: WEAK performance in Presentational Speaking

- Unsuitable treatment of 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 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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2015 SCORING COMMENTARY

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, a three-dot ellipsis indicates that the samples have been excerpted. 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 Families and Communities (*Familie und Gemeinschaft*), students were asked about the meaning of festivals and holidays in their communities (*Welche Bedeutung haben Feste und Feiertage für die Menschen in Ihrer Umgebung?*). In their oral presentations, students compared perspectives on this question in their home communities with those in a German-speaking region, and they 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) Hier im Amerika feiern wir viele Feiertage und Feste, es gibt katholisch Feiertage, Sankt Patricks Tag, Sankt Katharins Tag, es gab auch Laufen-Tage, keine Kleidung Radfahrtag, das ist ein bisschen .. komisch aber es macht viel Spaß, weil alle die Leute tragen keine Kleidung und fahren Rad für ungefähr zehn Kilometer, es macht sehr Spasch, sehr Spaß. Es gibt auch die vierte Juli, das ist ein größter Feiertag im Amerika, weil es gab Feuerwerken und viele Leute feiern am diese Tage mit die Familie. Wir feiern auch Mardi Gras und eine falsche Oktoberfest, nicht so groß wie Deutschland, aber es gibt auch viel Bier, Pferde, Spielen, das macht auch Spaß. Aber wenn ich war in Deutschland, es gab nicht so viel Feiertage und Feste, aber es .. die Leute feiern die größte Feiertage da, wie Fasching und Oktoberfest. Die Oktoberfest in Deutschland – es war sehr groß, alle die Leute kommen mit die Familie, viele tragen Lederhose und Hute. Es gibt viele Spiele da, die eh .. tanzen und trinken und singen; es macht viel Spaß und die ganze Familie war da und nicht so wie im Amerika, weil die Oktoberfest bei Amerika, die Leute sind blau und sie sind nicht sehr nett. Sie posten auch viele Fotos, beide posten viele Fotos ahm Deutschland es gab auch Halloween, viele tragen Kostüme. Es gibt das auch in Amerika, aber es ist mehr ein Partytag, nicht so, nicht so wie eine Festetage. Beide haben viele Feiertage.

Commentary

This presentation is a strong performance in presentational speaking and constitutes an effective treatment of the topic within the context of the task. A clear comparison is made between the student's own community and the target culture and includes personal experiences. The student provides many supporting details, for example that the entire family attends the German *Oktoberfest*, in contrast to the "*falsche Oktoberfest*" in the U.S. This organized presentation includes transitional elements ("*es gibt*"; "*aber wenn*"; "*aber*"; "*auch*"). It is fully understandable, and occasional errors do not impede comprehensibility. The student uses appropriate and varied vocabulary and idiomatic language ("*macht Spaß*"; "*blau*"; "*nicht nett*"; "*beide posten Fotos*"). Accuracy and variety in grammar, syntax, and usage, as well as pronunciation, intonation, and pacing help make the response easily comprehensible. This presentation received a score of 5.

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2015 SCORING COMMENTARY

Task 4: Cultural Comparison (continued)

Sample: 4B

Score: 3

Transcript of Student's Response

(MA) Für mick Feste und Feiertage haben eine große Bedeutung für die Menschen in meiner Umgebung. Meine Familie und ick habe viele Feiertage feiern zusammen. In die USA meine Familie und ick haben Weihnachten feiern mit meine Vaters Familie. Wir haben viel Spaß zusammen. In Deutschland viele Familien feiern Oktoberfest. Beide beide Feste und Feiertage sind sehr eh sehr .. haben eine große Bedeutung. Ah beide, Amerikaner and Deutsche haben Feste und Feiertage mit seiner families gefeiert. Sie haben eine große Bedeutung für alle die Menschen in die Welt .. für für beide beide Oktoberfest und Weihnachten in Amerika viele Leute haben ein Spaß-Zeit zuzammen und sie lebe liebe bo-, beide, Oktoberfest und Weihnachten.

Commentary

This presentation is a fair performance in presentational speaking and constitutes a suitable treatment of the topic within the context of the task. A comparison is made between the student's own community and the target culture, but few details are provided. The statement "*beide Feste und Feiertage sind sehr eh sehr .. haben eine große Bedeutung*" exemplifies the basic understanding of the target culture that informs this response. The vocabulary is basic and repetitive, but the appropriate language is present ("*Wir haben viel Spaß zusammen*"). There is some control of grammar and some organization. Pronunciation and intonation make the presentation generally understandable, despite the variation in the pronunciation of the verb "*feieren*" and the overall pacing. This presentation received a score of 3.

Sample: 4C

Score: 2

Transcript of Student's Response

(MA) So in den USA und Deutschland .. Feiertag sind similar und nicht similar. Ah den USA hat vor Viertel den Juli .. v .. ah .. was das ist in Deutschland ist deutsche Einheit, so deutsche reunification, und dann .. ah .. In den US Weihnachten und auf den, auf Englisch 'Christmas', ah das hat ah nicht so similar ah things. Mit Weihnachten es ist am dem sechste Dezember und .. ah in dem Tag, weil ah nicht wahr .. ah aber Christmas ist am dem fünfundzwanzigste Dezember und in dem Nacht. Also ah in den US den US ah es ist So ah Sozioumfeld für ah für ah Sport. In den US viele High School Sporten aber in Deutschland es hat nicht. Das ist eine große Problem für mich. Ah ah lustig ah. Also ah Fußball in Deutschland ist viel größer dann in den US denn in den USA ah. Aber amerikanische Fußball ah ist ah sehr popular.

Commentary

This presentation constitutes a weak performance in presentational speaking and represents an unsuitable treatment of the topic within the context of the task. The student demonstrates limited understanding of the target culture with major inaccuracies ("*Weihnachten es ist am dem sechste Dezember*"). The limited vocabulary ("*similar und nicht similar*"), limited control of grammar ("*Viertel den Juli*"; "*großer dann*"), and limited organization make the presentation only partially understandable and can cause confusion for the listener. The pacing makes the presentation difficult to comprehend at times and limited vocabulary resources lead the student to shift from the topic of holidays to sports in the end ("*In den US viele High School Sporten aber in Deutschland es hat nicht*"). This presentation received a score of 2.