

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

## 2016 SCORING GUIDELINES

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

#### Presentational Speaking: Cultural Comparison

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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.
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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 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 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

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

- 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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## 2016 SCORING COMMENTARY

### Task 4: Cultural Comparison

Note: Student samples are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in commentaries, a three dot ellipsis indicates that the sample has 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 Science and Technology (*Naturwissenschaft und Technologie*), students were asked about the role of driving cars and public transportation in their communities (*Welche Rolle spielen Autofahren und öffentliche Verkehrsmittel in Ihrer Umgebung?*). In their oral presentations, students compared 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 school lessons.

#### Sample: 4A

Score: 5

#### Transcript of Student Response

(MA) Also, in Deutschland und den USA sind Menschen sehr beschäftigt. Und wir müssen viel reisen, um Arbeit zu machen, Familie zu sehen, und so. Die Reise ist uh sehr wichtig. Und wir benutzen uhm Autofahren und öffentliche Verkehrsmittel sehr viel. Uh Autofahren und öffentliche Verkehrsmittel sind besonders uh für die Jugendliche Freiheit. In Deutschland uhm gibt uh gibt es mehr und besser öffentliche Verkehrsmittel. Uhm die Deutsche benutzen das U-Bahn und das Bus viel. Sie können auch gleich zu anderen Länder uhm mit öffentlicher Verkehrsmittel reisen. In den USA uh wir benutzen mehr Autos, weil ah es uhm weil es gibt nicht so, err weil es nicht so viel öffentliche Verkehrsmittel gibt. Es ist auch hier leichter, ah den Führerschein zu bekommen. Und die Jugendliche uh will es viel, um Freizeit zu haben. Uh es gibt beide Ähnlichkeiten und Unterschiede, aber in beide Länder uhm sind die Autofahren und die öffentliche Verkehrsmittel sehr wichtig für die Kultur und die Identität. Jeden Tag uhm werden Autofahren und öffentliche Verkehrsmittel mehr wichtig. Uh Leute muss mehr mehr reisen. Uhm und in Deutschland besonders uhm benutzen die Jugendliche diese Oppertunät uh oft, um neue Lander zu ah besuchen wie Frankreich oder Spanien ah und so. [tone]

#### Commentary

This presentation is a strong performance in presentational speaking and exemplifies an effective treatment of the topic within the context of the task. The response offers a clear comparison between the student's own community and the target culture, emphasizing a shared need for *viel Reisen* but also some significant differences. Detailed support is provided for these observations, as when Americans' greater use of the automobile is explained: *weil es nicht so viel öffentliche Verkehrsmittel gibt. Es ist auch hier leichter, ah den Führerschein zu bekommen*. This organized presentation utilizes transitional elements (*auch; aber*) and is fully understandable; the student's ease and clarity of expression is also supported by a command of a varied and appropriate vocabulary that includes idiomatic language (*beschäftigt; um Freizeit zu haben*). Accuracy and variety in grammar, syntax, and usage all mean that the very few missteps (*es gibt beide Ähnlichkeiten und Unterschiede*) do not impede comprehensibility. Good pronunciation, intonation, and pacing all combine to yield a presentation that is comprehensible and easy to listen to. This response therefore received a score of 5.

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### Task 4: Cultural Comparison (continued)

#### Sample: 4B

Score: 3

#### Transcript of Student Response

*(WA) Nach meiner Meinung es gibt mehr publik Transportationen in Deutschland dann, als in Amerika. In Amerika gibt es viele .. viele Personalautos, und jedermann oder fast jedermann hat ein Auto. Im Deutschland gibt, in Deutschland ist uh viele .. mehr uh .. in Deutschland sind Bahnhofs, viele Taxis, Übuhns sowweiter sowweiter .. und in Amerika gibt es keine .. in Amerika gibt ein, in Amerika sind ein paar Bus, aber nicht so viel, mehr Autos als anderen. In Deutschland viele Menschen, t-, fahren mit dem Bus oder Bahnhofs und Übuhns, aber sie haben Autos auch. Das Verkehrsmittel ist nicht so gut hier, aber sehr gut um Deutschland. Öffentliche Verkehrsmittel ist sehr populär in Europa, besonders Deutschland, so es ist sehr nett und schön. Ah ich wünsche, wir haben das in Amerika, aber das ist nicht, das geht nicht. Uhm hier in Amerika [tone]*

#### Commentary

This presentation is a fair performance in presentational speaking. It represents a merely suitable treatment of the topic within the context of the task because a comparison is made between the student's own community and the target culture, but few supporting details are provided. Statements such as *In Deutschland viele Menschen, t-, fahren mit dem Bus* and *in Deutschland sind Bahnhofs, viele Taxis, Übuhns sowweiter* exemplify the student's inability to provide anything more than a basic understanding of the target culture. Some appropriate, topic-specific expressions are present (*jedermann hat ein Auto*) but basic, high-frequency vocabulary dominates: *gibt es; fahren; nicht so gut; nett und schön*. The response demonstrates some control of grammar, and some organization is present (the presentation begins with a general contrast between the two countries, provides some facts about Germany, and ends with *ich wünsche, wir haben das in Amerika*). However, there are few transitional elements between clauses (except for some instances of *aber* and an English-inspired *so*), resulting in a somewhat staccato rhythm as statements are made one after another. Pronunciation and intonation make the presentation generally understandable, despite occasional errors that impede comprehensibility (*Übuhns*). This presentation received a score of 3.

#### Sample: 4C

Score: 2

#### Transcript of Student Response

*(MA) Hallo, ich habe das Amerika vergleichen Österreich uhm fahren. In Österreich .. sie hätten uh, sie haben kleine Straße. In Amerika uh wir haben Straße mit vier lanes. In Österreich sie hat mehr Autos mit manuell shift. .. In Österreich er hat Kilometer gegen amerikanische mile. In Österreich sie hätten das Autobahn, in Amerika wir hätten das nicht. In Deutschland für das für in Ordnung zu fahren gehen in Österreich du brauchst mehr Kilometer gegen in Amerika du brauchst mehr Zeit. Ich denke, dass Österreich hat ei uh das besser Autofahren. [tone]*

#### Commentary

This presentation constitutes a weak performance in presentational speaking. It represents an unsuitable treatment of the topic within the context of the task, because the student sets up a comparison between the United States and Austria but then demonstrates only a limited understanding of the target culture (*sie haben kleine Straße; In Österreich er hat Kilometer*). The vocabulary in the response is limited, and a few high-frequency words are overused (e.g., *fahren, haben*). There are several English words (*lanes; mile; manuell shift*), and there are curious mixtures of the two languages that make some phrases difficult to decipher, such as *für in Ordnung zu fahren*. Limited control of grammar (*In Österreich sie hätten das Autobahn; ich habe das Amerika vergleichen Österreich uhm fahren*) and the slow pacing make this

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2016 SCORING COMMENTARY**

**Task 4: Cultural Comparison (continued)**

presentation difficult to comprehend at times. Errors impede comprehensibility. This presentation received a score of 2.