

2017

AP[®] CollegeBoard

AP German Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] GERMAN LANGUAGE AND CULTURE

2017 SCORING GUIDELINES

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

Interpersonal Writing: E-mail Reply (Task 1)

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 (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

4: GOOD performance in Interpersonal Writing

- Maintains the exchange with a response that is generally appropriate within the context of the task
- Provides most required information (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

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 most required information (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

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 (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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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 (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

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

- (hyphen): **BLANK (no response)**

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Sample 1A

Sehr geehrte Frau Steinbach,

Vielen Dank für ihre E-mail. Ich habe viele

Ideen wie man die Kantine oder das Essen verbessern

Meiner Meinung nach,

kann. ~~Das~~ ~~findet~~ schmeckt das Essen in der Kantine

gut, aber es ist ~~sehr~~ sehr ungesund. Man könnte das

Essen verbessern, in dem man mehr Gemüse und

weniger Fleisch serviert. Ich finde, dass man die Kantine

dekoriert sollte, damit sie auch schöner aussieht. Ich habe

auch ein paar Fragen für Sie. Von welchen Bauern
der Anbau

kommt das Essen? ~~Das~~ ~~ist~~ Ist ~~das~~ Essen Bio? Was

für Chemikalien worden benutzt? Ich freue mich darauf

neuen

die Reformen zu sehen.

Mit freundlichen Grüßen,

[name]

Do Not Write Beyond This Border

Do Not Write Beyond This Border

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Sample 1B

Hallo Frau Steinbach,

Ich habe meine Meinung und Ideen für
der Kantine. Ich denke das der Lebensmittel sind gut
aber nicht sehr frisch. Ich gefalle die Pizza
und Pommes ~~Frites~~ Frite. Sie sind sehr gut un
du kannst es nicht besser machen. Aber was du kannst
besser machen, ist die Gemüse. ~~Essen~~ Sie haben nicht
zu viele und sie sind nicht frisch. Ich glaube, du solltest
mehr Gemüse haben. Einanderer dinge, ist Ich wollte
Eis. Können wir Eis haben? Es ist die Beste. Danke
Lieb

[name]

Do Not Write Beyond This Border

Do Not Write Beyond This Border

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Sample 1C

Frau Steinbach,

Hallo, Ich bin ein Schüler von Ihrer Schule und
Ich will locale Eis mit Erdbeerin essen. Was denks ~~die~~
Sie? Ist das OK? Auch, konnte Sie die Obst ~~mit Kälte~~
kälter machen? Veilen Dank!!!

Mit freundlichen Grüßen

ein Schüler

Do Not Write Beyond This Border

Do Not Write Beyond This Border

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2017 SCORING COMMENTARY

Task 1: E-mail Reply

Note: Student samples 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, within the theme of Contemporary Life (*Alltag*), students replied to an e-mail from Bettina Steinbach, director of the cafeteria (*Kantine*) at the student's school. In the opening of her message, Ms. Steinbach writes that the cafeteria administration is planning to institute some reforms in an effort to make the school cafeteria more attractive and its food healthier and better tasting. She goes on to explain that the focus of the reforms will be on healthy nutrition, the quality of the food, local food sourcing, methods of preparing the food, and a wide array of menu choices. Because the cafeteria administrators are interested in hearing the students' opinions and ideas, she poses two questions to the recipient of the e-mail: 1) What do you like about the cafeteria and the food served there? (*Was gefällt Ihnen an der Kantine oder dem Essen?*) and 2) What could be improved? (*Was könnten wir verbessern?*). Bettina Steinbach closes the e-mail by saying that she would be happy to answer any questions the student might have about the cafeteria's service or the planned reforms.

Sample: 1A

Score: 5

This e-mail represents a clearly appropriate response to the stimulus. The student answers all questions with elaboration and provides all required information. The student asks several relevant questions, such as whether the food being served is organic. Idiomatic language ("*ich freue mich darauf*"; "*Meiner Meinung nach schmeckt*") and accuracy and variety in grammar make the sample fully understandable with ease and clarity of expression. ("*Man könnte das Essen verbessern, in dem man mehr Gemüse und weniger Fleisch serviert.*") The student demonstrates mostly consistent use of register, despite occasional errors ("*ihre E-mail*"), and a variety of compound and complex sentences are indicative of a strong response. Overall this e-mail demonstrates a strong performance in Interpersonal Writing and received a score of 5.

Sample: 1B

Score: 3

This e-mail illustrates a fair performance in Interpersonal Writing in that the student offers a response that is somewhat appropriate but basic within the context of the task. Although the required information is provided (the student offers an opinion as well as a specific example, makes a suggestion and asks a question), overall the sample is characterized by basic vocabulary ("*frisch*"; "*besser machen*"; "*Eis*"; "*dinge*") and only some control of grammar ("*Ich gefalle die Pizza und Pommes Fritz*") within mostly simple sentences ("*Ich habe meine Meinung und Ideen für die Kantine*"). Although the sample is clear and generally understandable, it lacks the variety and idiomatic language that would characterize a good performance. The register is generally inappropriate for the situation as the student uses informal address throughout ("*Hallo*"; "*du*"; "*Lieb*"). This response received a score of 3.

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Task 1: E-mail Reply (continued)

Sample: 1C

Score: 2

This e-mail partially maintains the exchange by providing some required information. The reply contains a closing, a question, and an answer to the second question about suggested improvements to the cafeteria. The response includes some conventions for formal correspondence (“*Sie*”; *Mit freundlichen Grüßen*”) but is only minimally appropriate, due to its limited length. The language of the response also causes confusion (“*Ich will locale Eis*”; “*konnte Sie die Obst*”) to the reader. While it could be argued that there is some control of grammar (for example, two sentences contain modal constructions with the infinitive correctly placed at the end, as in “*Auch, konnte Sie die Obst kälter machen?*”), ultimately the sample can only be described as a weak performance in Interpersonal Writing. It thus received a score of 2.