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# AP German Language and Culture

## Sample Student Responses and Scoring Commentary

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- ✓ Task 2 — Persuasive Essay
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# AP<sup>®</sup> GERMAN LANGUAGE AND CULTURE 2017 SCORING GUIDELINES

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

### Presentational Writing: Persuasive Essay (Task 2)

#### 5: STRONG performance in Presentational Writing

- Effective treatment of topic within the context of the task
- Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
- Integrates content from all three sources in support of the essay
- Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
- Organized essay; 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
- Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

#### 4: GOOD performance in Presentational Writing

- Generally effective treatment of topic within the context of the task
- Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
- Summarizes, with limited integration, content from all three sources in support of the essay
- Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
- Organized essay; 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
- Develops mostly paragraph-length discourse with simple, compound, and a few complex sentences

#### 3: FAIR performance in Presentational Writing

- Suitable treatment of topic within the context of the task
- Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
- Summarizes content from at least two sources in support of the essay
- Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
- 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
- Uses strings of mostly simple sentences, with a few compound sentences

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## 2017 SCORING GUIDELINES

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

#### **2: WEAK performance in Presentational Writing**

- Unsuitable treatment of topic within the context of the task
- Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate
- Summarizes content from one or two sources; may not support the essay
- Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently
- Limited organization; ineffective use of transitional elements or cohesive devices
- 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
- Uses strings of simple sentences and phrases

#### **1: POOR performance in Presentational Writing**

- Almost no treatment of topic within the context of the task
- Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies
- Mostly repeats statements from sources or may not refer to any sources
- Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent
- 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
- Very simple sentences or fragments

#### **0: UNACCEPTABLE performance in Presentational Writing**

- 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

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

Tiere sind unsere Freunde, nicht Verbrechern. So warum sind sie in Tiergefängnisse? Ich glaube dass, alle Zoos und Tiergärten schließen sollten, denn sie sind schlecht für Tiere und es gibt bessere Medien zu Tiere sehen.

Zoos und Tiergärten sollten schließen, weil sie schlecht für Tiere sind. Wenn Tiere in Zoos oder Tiergärten sind, sind sie oft sehr weit von ihrer natürlichen Heimat. Das ist schlecht, denn oft ~~die Tiere~~ <sup>müssen</sup> die Tiere in eine Klima dass nicht richtig ist leben. Dass ist gefährlich für ihren gesund. Wenn es zu heiß oder kalt ist, können die Tiere sterben. Ein andere Grund Zoos und Tiergärten sollten schließen, ist dass Menschen in Zoos Aktion wollen. In Quelle 1, sagt es dass, Menschen kommen zu Zoos und Tiergärten für ein Zirkus oder eine Show. Zu mehr Geld machen, die Zoos machen die Tiere machen was die Menschen wollen. Das ist gemein zu die Tiere, und sie sollen Freiheit haben.

~~Mensch~~ <sup>Viele</sup> Menschen sind gegen Zoos und Tiergärten schließen, und das ist schlecht. Ein Grund Menschen glauben Zoos sollen öffnet bleiben, ist dass Kinder ihnen lieben. Quelle 2 zeigt dass, ein Majorlty von Kindern im Alter von sechs bis zwölf Jahren, sind froh mit Zoos und wollen mehr oft gehen.

Diese Kinder weißt nicht, daß Tiere keine Freizeit haben. Die Eltern müssen die Kinder über wie schlecht Zoos und Tiergärten sind lehren, aber oft sie wissen nicht auch. Biologin Daniela Freyer sagt in Quelle 3 dass, man muss die Tiere nicht in

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Person sehen. Es gibt bessere, leichtere, und sichere Medien-  
formen zu diese Tiere sehen. Wir brauchen Zoos nicht, nur Bilder  
und Videos. Die Menschen wer sagen dass, Zoos und Tiergärten  
ok sind, sollen mehr denken.

Zoos und Tiergärten sollten schließen, denn sie sind schlecht  
und gemein zu Tiere, und wir haben andere, bessere Möglichkeiten  
zu diese Tiere sehen und lernen. Wir müssen unsere Tier-  
freunden helfen, bei alle Zoos und Tiergärten schließen.

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Wir haben viele Tiere in unsere Zoos und  
 am meisten sie haben alles was sie brauchen, Essen und  
 Wasser. Manchmal die Zoo Arbeiter sind nicht nett zu  
 die Tiere und es ist sehr traurig. Viele Leute denken  
 man sollte alle Zoos schließen und die Tiere sollen  
 in ~~die~~ in Natur gehen und andere denken  
 die Tiere sind froh in die Zoos. Ich denke  
 wir sollen alle die Zoos nicht schließen.

~~Es~~ Es ist wichtig zu ~~haben~~ ein bisschen  
 alle die Tiere in ~~den~~ Zoos zu haben. Wir können  
 die Tiere beschützen. Viele Leute denken es  
 ist gut. Von 725 Kinder befragt, 85,7 Prozent  
 denken das die Tiere haben es gut.  
 Die ~~Kindern~~ Kinder können über die Tiere ~~lernen~~  
 lernen und ~~die~~ beschützen die Tiere in die Future.  
~~Die~~ Die meisten die Tiere sind froh in die  
 Zoos. Dr. Thomas Kautfels sagt dass die  
 Tiere genug Essen und Wasser und auch medicine.

~~Am~~ An die andere Seite, viele Leute denken  
 dass die Tiere sind nicht froh in Zoos und  
 dass es ist nicht gut für ihren Gesund.  
 Peta Deutschland denken dass ~~Kindern~~ Kinder lernen  
 von Zoos dass es akzeptabel ist zu Tiere

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zu betraugnis haben, Dieses ist nicht richtig weil die Kinder man muss Respekt zu Tiere geben ~~und~~ lernen. Zoos können schlecht sein aber die meisten gut sind.

Meiner Meinung nach, dass, wir sollen Zoos nicht schliessen. Sie helfen die Tiere in die Zoos and viele helfen die Tiere in Natur. Ich glaube dass ~~die~~ mehr Positiv Dinge kommt von Zoos ~~als~~ als Negativ Dinge.

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Laut Q1, nehmen Tiere von ihrer natürlichen Heimat halten müssen. Der Zoobesucher werden Spaß haben, aber die Tiere ~~zu~~ <sup>will</sup> ihren Natürliche Heimat ~~ist~~ <sup>ist</sup>.

Tieren sind für Spaß machen nicht, Sie sind ~~für~~ Also für Geld machen nicht.

Laut Q2, 85 Prozent Menschen haben gesagt, "Die Tiere im Zoo haben es gut...". Die Tiere im Zoo geben viel Essen und gute Wasser. Sie sind ok wo Sie leben im Zoo.

Laut Q3, Tiere sollen in Ihrer natürlichen Heimat ~~ist~~. Wir müssen was für die Bestens auf die Tiere zu tun. Wenn Kinder möchte zu mehr über Tieren lernen, ihren kann an den internet suchen.

In meiner meinung nach, ~~zu~~ Tieren sollen in den Zoo leben nicht. Besonders für Große Tiere, Ihnen Natürliche Heimat was beste für Sie ist. Tiere sind ihre Freunde, Wir sollen nicht Sie im Zoo halten.

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## 2017 SCORING COMMENTARY

### Task 2: Persuasive Essay

**Note:** Student samples are quoted verbatim and may contain grammatical errors.

#### Overview

This task assessed writing in the presentational communicative mode by having students write a persuasive essay on a given topic while referencing three sources of information about the topic. Students were first allotted 6 minutes to read the essay topic and the two printed sources. Then they listened to the one audio source. Afterward they had 40 minutes to write the essay. 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 three sources, and then to present their different viewpoints. They also had to present their own viewpoint and defend it thoroughly, using information from all the sources to support the essay. As they referred to the sources, they needed to identify them appropriately. Furthermore the essay had to be organized into clear paragraphs.

In this exam and within the theme of Global Challenges (*Globalisierung*), students wrote essays in response to the question of whether all zoos should be closed (*Sollte man alle Zoos (oder Tiergärten) schließen?*). The first print source (*Quellenmaterial 1*) offers a critique of zoos, claiming that they constitute a form of animal mistreatment. The article argues that the benefits provided by zoos in educating children (for example, about the protection of endangered species) are outweighed by the negative impact of zoos on the health and wellbeing of animals. The article claims that zoos do nothing to prevent the extinction of species and that the funding provided to zoos ought to be redirected to the protection of animal habitats in the wild. Furthermore zoos often house species that are not endangered and are instead focused on exhibiting particularly cute or exotic animals that draw visitors. The educational dimension of zoos is also compromised, the article argues, when zoos present their animals like performers in an unrealistic, action-filled “show” or “event.” The article concludes with the claim that zoos function effectively as prisons for animals and with an appeal to readers to stop visiting zoos. The second print source (*Quellenmaterial 2*), a table, summarizes the results of a survey that asked 725 German children between the ages of 6 and 12 whether or not they agreed with a series of statements about zoos. Over 85 percent of the children agreed with the statement that zoo animals are well treated, and over 84 percent viewed a visit to a zoo as something special. At the other end of the spectrum, 40 percent of the children surveyed agreed that they feel sorry for zoo animals because they are behind bars, and 14 percent of the children said they never visit zoos. *Quellenmaterial 3*, the audio to which students listen twice, presents a conversation between a zoo director and a biologist about the role of zoos in wildlife conservation. The zoo director argues for the importance of zoos in protecting endangered species. He cites the example of the European bison, a species that was saved from extinction through the work of several German zoos. He also emphasizes the educational function of zoos, asserting that seeing an animal up close is a very different experience from viewing it on a computer screen or at a distance in its natural habitat. The biologist counters with the argument that there are numerous ways in which people can learn about animals outside of zoos and that, for example, a better understanding of wild animals in Asia or Africa can be gained by visiting conservation sites in the areas where the animals naturally live. The zoo director counters this argument by noting in closing that only 1 percent of the population is able to travel to such remote sites to see animals.

#### Sample: 2A

#### Score: 5

This sample presents a strong performance in Presentational Writing by effectively treating the topic within the context of the task. The student sets forth a strong anti-zoo thesis (“*Ich glaube dass, alle Zoos und Tiergärten schließen sollten, denn sie sind schlecht für Tiere und es gibt bessere Medien zu Tiere sehen*”),

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## 2017 SCORING COMMENTARY

### Task 2: Persuasive Essay (continued)

demonstrates a high degree of comprehension of all three sources by accurately quoting or summarizing a number of their points, and integrates this information into a well-rounded, consistent point of view. The student shows real intellectual agility by being able to utilize even those pieces of information that appear to contradict the essay's anti-zoo argument, as when the second source is quoted as saying that many children like zoos and would like to go more often. This pro-zoo statement is skillfully nullified with the comment "*Diese Kinder weißt nicht, daß Tiere keine Freizeit haben.*" The student concludes by recapitulating the thesis of the essay in a slightly different formulation and driving home the point ("*Wir müssen unsere Tierfreunden helfen.*") The essay is well organized, and the student is capable of using transitional elements and cohesive devices such as "*Ein andere Grund.*" This high level of rhetorical skill is relativized by an overreliance on some basic vocabulary ("*schlecht*") and by occasional errors and patterns of errors in usage and grammar ("*Die Eltern müssen die Kinder über wie schlecht Zoos und Tiergärten sind lehren*"). Despite these weaknesses, the essay always remains fully understandable. Due to its combination of very strong task completion and good linguistic performance, the essay received a score of 5.

#### Sample: 2B Score: 3

This essay represents a fair performance in Presentational Writing and is a suitable treatment of the topic within the context of the task. The student presents a pro-zoo thesis that is initially hobbled by an ambiguity in its formulation ("*Ich denke wir sollen alle die Zoos nicht schließen*"); at the end of the essay it becomes evident that this is meant as a sweeping call to keep zoos open: "*wir sollen Zoos nicht schliessen.*" The argument for this point of view, however, is only somewhat persuasive. Pieces of information are drawn selectively from the three sources, and the response demonstrates only a moderate degree of comprehension of the source material overall. The statement "*Dr. Thomas Kauffels sagt dass die Tiere genug Essen und Wasser und auch Medicine*" is notably a misattribution. In addition this material is poorly integrated: The student's point typically stands side by side with information from a source, and the two are not brought into any productive relation: "*Peta Deutschland denken dass Kinder lernen von Zoos dass es akzeptabel ist zu Tiere in Gefängnis haben. Dieses ist nicht richtig weil die Kinder man muss Respekt zu Tiere geben lernen.*" The language of the sample is basic. The points being made are generally understandable, but there is only some control of grammar, syntax, and usage, and some errors impede comprehensibility. The essay accordingly received a score of 3.

#### Sample: 2C Score: 2

This essay represents a weak performance in Presentational Writing and is an unsuitable treatment of the topic within the context of the task. Despite the fact that all three sources are mentioned, the limited organization does not add up to a persuasive argument. The student's viewpoint only appears in the last paragraph ("*Tieren sollen in den Zoo leben nicht*"). The weak performance also extends to vocabulary and grammar. Vocabulary is very limited, apart from words and phrases from the sources. Grammatical errors sometimes make the sample difficult to understand. The essay received a score of 2.