



AP German Language 2001 Scoring Guidelines

The materials included in these files are intended for non-commercial use by AP teachers for course and exam preparation; permission for any other use must be sought from the Advanced Placement Program. Teachers may reproduce them, in whole or in part, in limited quantities, for face-to-face teaching purposes but may not mass distribute the materials, electronically or otherwise. These materials and any copies made of them may not be resold, and the copyright notices must be retained as they appear here. This permission does not apply to any third-party copyrights contained herein.

These materials were produced by Educational Testing Service (ETS), which develops and administers the examinations of the Advanced Placement Program for the College Board. The College Board and Educational Testing Service (ETS) are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

The College Board is a national nonprofit membership association dedicated to preparing, inspiring, and connecting students to college and opportunity. Founded in 1900, the association is composed of more than 3,900 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges, through major programs and services in college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[™], the Advanced Placement Program[®] (AP[®]), and Pacesetter[®]. The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

Copyright © 2001 by College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, and the acorn logo are registered trademarks of the College Entrance Examination Board.

**AP® GERMAN LANGUAGE
2001 SCORING GUIDELINES**

PARAGRAPH COMPLETION

- The maximum score possible is 20.
- The student receives full credit (1 point) for each blank if the word or words are correct both in meaning and form according to the context.
- If the blank is not filled in or the word or phrase is in any way incorrect (including capitalization), the candidate receives NO credit (0 points).
- More than one answer might be possible.
- Two or more words can make a correct answer (e.g. “in einer”).
- If the student gives several choices for one blank and all are correct, full credit is given; however, if any one of the choices is incorrect, no credit is given.

ACCEPTABLE ANSWERS TO THE FILL-INS

1 POINT
1. ist
2. Dir, dir, auch, gern, doch, eigentlich, heute, wirklich, mal, nun, jetzt, euch, halt, ja, unbedingt, jedenfalls, deswegen, daher, darum, natürlich, auf jeden Fall, selbst, selber, darauf, an dich, nur, dann
3. mich
4. geht, gefällt
5. habe, hab', hab
6. des
7. in, bei, neben, hinter, von (+ dative locations except <i>zwischen</i>)
8. weit, weit weg
9. kann, könnte, da kann
10. Woche, Nacht (+ possible holidays)

11. am, dieses, jedes, nächstes, übers, zum, fürs, vor dem, nach dem, am nächsten, an einem, ein
12. viel, so viel, genug, genügend, oft, mehr, ausreichend, immer, zu viel, gerade viel, mal, noch, mehr
13. weil, da, wenn solange
14. 1. with the option <i>in</i> for blank #7: die, eine, seine, meine, unsere, Sebastians 2. with the options <i>bei, neben, hinter, vor</i> in #7 (and dative locations except <i>zwischen</i>): Omas, Deine, deine, eure, Eure, euere, Euere, unsere and other names (with genitive 's') + all options from a.
15. spielen, spielten
16. ist, kommt, stammt
17. Brüder, Brüderlein, Brüderchen, Stiefschwestern, etc.
18. Ende, Schluss, am letzten Tag, am vorletzten Tag, etc.
19. nach, Richtung, in Richtung, durch, über, gen
20. Grüsse, Grüße

**AP[®] GERMAN LANGUAGE
2001 SCORING GUIDELINES**

COMPOSITION

<i>Upper Range</i>	
9-8 Excellent	Demonstrates superior performance: Demonstrates superiority through outstanding control of the language with regard to structure, syntax, idiomatic usage, and vocabulary. The candidate makes few significant errors and demonstrates a broad command of the language and obvious fluency. An 8 is less impressive with regard to structure and syntax, or range in idiomatic usage and vocabulary.
7 Very Good	Demonstrates strong performance: Demonstrates strong command of the language with, however, some grammatical inaccuracies and errors, and some awkwardness of expression. Shows very good, although not always accurate, use of vocabulary and idioms. Errors do not detract from the generally clear demonstration of competence and control.
6-5 Good	Demonstrates good to acceptable performance: Demonstrates good to acceptable use of the language. The candidate is basically competent in the language although less impressive with regard to structure and syntax or range in idiomatic usage and vocabulary. Occasional serious errors. Occasional signs of fluency. Recurring questions about sustained control of the language lower the score to a 5.
<i>Lower Range</i>	
4-3 Weak	Suggests inadequate performance: Weak use of the language suggests that the candidate has less than adequate language skills. Numerous errors and frequent use of non-German syntax and language patterns. Contains sentences that paraphrase or repeat what has essentially been stated earlier or sentences that force interpretation. The lack of occasional redeeming features, such as correct advanced grammatical constructions or range of vocabulary, lowers the score to a 3. Note: Occasional grammatically correct simple sentences are not redeeming features.
2-1 Poor	Demonstrates incompetent performance: A clear demonstration of incompetence in the language. The candidate has little or no sense of syntax and few vocabulary resources. A response that is essentially a Germanized version of another language or which is gobbledygook lowers the score to a 1.
0 Not on task	Irrelevant sample: Used for responses that are entirely blank, consist of fewer than 50 words, do not attempt to address the topic, are written in a language other than German, appear to be compositions prepared ahead of time, or for the following: obscenities, nonsense, poetry, drawings, etc.

- Deduct 1 point if only one sub-topic is addressed.
- Deduct 1 point if the composition is essentially shorter than called for (135 words or fewer).
- Deduct 1 point if the spelling errors are numerous, if the spelling is obviously phonetic, or if capital letters only are used.
- No more than 2 points will be deducted from any composition.

**AP[®] GERMAN LANGUAGE
2001 SCORING GUIDELINES**

DIRECTED RESPONSES

<i>Upper Range</i>	
5	EXCELLENT <i>Suggests excellence:</i> Natural and meaningful response; ease of expression; impressive range of vocabulary and structures; more complicated structures, e.g. subordinate clauses, may well be correct.
4	GOOD <i>Demonstrates competence:</i> Meaningful response; good range of vocabulary and structures; more complicated structures, e.g. relative or subordinate clauses, may not always be correct; minimal strain or stumbling.
3	ACCEPTABLE <i>Suggests competence:</i> Adequate response; lesser range of vocabulary; command of basic structures* with some significant errors; some strain or stumbling.
<i>Lower Range</i>	
2	WEAK <i>Suggests incompetence:</i> Not readily comprehensible; scarcely any range of vocabulary; limited command of basic structures* with frequent errors; considerable strain or stumbling.
1	POOR <i>Demonstrates incompetence:</i> Unintelligible, or incoherent response, near gobbledygook; unacceptable vocabulary or no range of vocabulary; lack of ability to deal with structures.
0	The candidate does not project into the scene of the question, or the response contains obscenities, deliberate nonsense, or it is entirely blank or a non-German response.

- Deduct 1 point if the response contains fewer than 15 words in German.
- Deduct 1 point for including non-German words not currently used in German.
- Pronunciation that impedes comprehension may be used to tip the scale. Dialect coloring should not influence the score.

* Structure includes morphology and syntax. Simple uncomplicated sentences, with some attention paid to genders and endings, are considered basic structure.

**AP® GERMAN LANGUAGE
2001 SCORING GUIDELINES**

PICTURE SEQUENCE

<i>Upper Range</i>	
6	VERY GOOD TO EXCELLENT: <i>Suggests excellent command</i> of the language; high level of fluency and grammatical accuracy; very good range of vocabulary and idiom.
5	GOOD: <i>Demonstrates competent command</i> of, and fluency in, the language; few structural* errors; successful self-correction; good range of vocabulary and idiom; little awkwardness of expression.
4-3	ADEQUATE: <i>Suggests competent command</i> of the language; signs of fluency; some errors in basic structures*; some successful self-correction (especially for a 4); moderate range of vocabulary and idiom. Recurring questions about the ease of expression, range, or control lower the score to a 3.
<i>Lower Range</i>	
2	WEAK: <i>Suggests incompetent command</i> of the language; frequent errors in basic structures; * considerable strain or stumbling; narrow range of vocabulary and idiom; use of anglicisms or structures* that force interpretation.
1	UNACCEPTABLE: <i>Demonstrates incompetence</i> ; lack of ability to deal with structure; * very few vocabulary resources and little or no sense of idiom.
0	NO PROJECTION: <i>Irrelevant speech sample</i> ; responses not addressing the picture sequence, those that are off task (obscenities, nonsense, etc.), in a language other than German; entirely blank tapes.

- Pronunciation that impedes comprehension may be used to tip the scale. Dialect coloring should not influence the score.
- Deduct 1 point if the student does not address a minimum of 4 pictures.
- Deduct 1 point if the student gives a very brief description of the events (one minute or less).

* Structure includes morphology and syntax.