



## AP<sup>®</sup> German Language 2004 Scoring Commentary

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**Composition**

**Sample: C03**

**Score: 6**

The composition demonstrates acceptable use of German. Although there are occasional serious errors (such as “Sie denken dass, wenn Mann in ein Krieg kämpfen, kommt ihn nach Hause sehr popular und freu”), the candidate is basically competent. There are occasional signs of fluency like: “Sie denken nicht an die Angst,” or “Sie würde vor ihn große Angst haben,” and “Die erste Szene meines Filmes würde eine Familie haben.” The composition is less impressive with regard to syntax, idiomatic usage, and vocabulary. There is also a narrower range of transitional elements and connectors (e.g., Wenn, Diese Familie). The paper received a score of 6.

**Sample: C09**

**Score: 9**

The paper contains numerous complex sentences with subordinate word order, advanced grammatical constructions and an excellent range of vocabulary: “Ich habe immer solche Filme geliebt, weil sie so lustig sind,” and “Die erste Szene meines Filmes würde am Strand stattfinden.” The composition demonstrates excellent control of German: “Ein Mann würde finden, dass er ein neues Auto hat, gebührenfrei,” it has very good idiomatic usage, and it contains a broad range of natural connections (e.g., Darum, Aber, Alles, aber während, Mit dem, Plotzlich, aber am Ende). There are few significant errors: “. . . er jemanden der braucht zu einsteigen,” and there is obvious fluency throughout the composition. The paper received a score of 9.

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**Directed Response**

**Sample: Prompt 1, T14**

**Score: 6**

This candidate gives a meaningful and natural response by wishing for a surprise party. Her ease of expression shows off her good vocabulary. This very good response suggests excellence and she receives a score of 6.

**Sample: Prompt 1, T27**

**Score: 4**

Although the candidate is confused about the day in question, he does manage to successfully answer this question. He talks about the future and what his family will do. His moderate range of vocabulary and some errors in basic structure “meine Familie ist ins Kino gehen” and “meine Lieblingsfilme ist da spielen” keep this candidate at an acceptable level and he receives a 4.

**Sample: Prompt 2, T14**

**Score: 5**

This is a meaningful and appropriate response as she begins, “Das weiß ich jetzt nicht . . .” She continues to explain that “. . . vielleicht will . . . würde ich mein Hund mit meiner Mutter geben.” Although her complicated structures are not necessarily correct, she suggests excellence and receives a 5.

**Sample: Prompt 2, T27**

**Score: 4**

This candidate gives a successful and meaningful response to the prompt by saying that he could give the dog to a “Freunde, das liebe meine Hund . . . Er will überschaut meine Hund.” We know exactly what he is doing to solve this problem, but he uses only a moderate range of vocabulary and has some errors in basic structure. He receives a 4.

**Sample: Prompt 3, T48**

**Score: 6**

This candidate gives a natural and meaningful response to the question of where he is going next year. He develops his answer by talking about why he is going and what he is going to learn while there. Although it may seem at first that he has misunderstood the question by answering that he is going to America, it is clear that he is a student who lives elsewhere and will be coming to America to improve his English. He receives a 6.

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**Directed Response (cont'd.)**

**Sample: Prompt 3, T27**

**Score: 5**

In this good response, the candidate would go “zu Ausland . . . weil meine Oma und Opa da leben.” Although he never finishes his thought, he begins by saying “Ich hoffe, dass ich habe . . .” He answers using complicated structures that may not be correct. With minimal strain and stumbling, he receives a 5.

**Sample: Prompt 4, T14**

**Score: 6**

With the appropriate response, “so eine gute Frage,” the candidate addresses the questions and continues with a plausible answer that includes self-correction, “. . . sie haben/sind sehr spät zum Bett gegangen.” The candidate receives a 6.

**Sample: Prompt 4, T33**

**Score: 5**

With minimal strain and stumbling, the candidate addresses the question by explaining exactly why she was late coming home. The “ich sagte” makes the response especially appropriate and she develops her answer by reassuring us that her parents were “ok mit es.” This candidate receives a 5.

**Sample: Prompt 5, T48**

**Score: 6**

Without hesitation, the candidate gives a list of places where they had been and connects the list with “erst” “dann” and “dann.” He encourages the other person to look in all of those places in addition to his own room. This very good response suggests excellence and receives a 6.

**Sample: Prompt 5, T22**

**Score: 5**

The good vocabulary such as “steigen” and “erinnern,” although not necessarily used correctly, contribute to a meaningful response. The candidate reminds the other person of exactly where they had been and where the Schultasche might be. He receives a 5 for this good response.

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**Directed Response (cont'd.)**

**Sample: Prompt 6, T33**

**Score: 6**

This question elicits a list of activities and the candidate responds accordingly. With almost no hesitation, she not only suggests places they might go, but why. Her use of ordering words “dann,” and “später” make this a natural response and she receives a 6.

**Sample: Prompt 6, T22**

**Score: 5**

Although the vocabulary is repetitive (viele, viele) and the candidate has minimal strain and stumbling with the “Spiel/Spiele spielen,” the overall response is good and shows signs of excellence with phrases such as “. . . wir können danach zum Essen gehen.” The candidate receives a 5.

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**Picture Sequence**

**Sample: T09**

**Score: 6**

The story is complex and well related with good use of connectors, e.g., “etwas später.” The student initially labors through two pictures, but picks up speed and increased complexity in the subsequent pictures. He attains a high level of fluency and of grammatical accuracy. He is able to make correct use of future tense—“Sie werden ein Fahrradtour machen”—and he correctly uses a dependent clause—“Und Klaus erinnert sich an die Schlüssel . . . sie können ihre Fahrräder nicht benutzen wenn sie die Schlüssel nicht haben.” A non-native, he employs a very good range of vocabulary and idiom, e.g., “sie unterhalten sich,” “benutzen,” “schützen.” The second part of the sample seems to be a more accurate representation of the student’s competence in the language. The final score is a 6.

**Sample: T15**

**Score: 4**

The student is able to tell a cohesive story. She starts off strong, but quickly comes into difficulty before recovering and establishing signs of fluency. There are some errors in basic structure, e.g., “Was wird sie machen?” should be “Was werden sie machen?” There is some confusion in the use of tense; present, past, and future tenses are used inconsistently. The student is able to correct herself at one point: “Herr Keller hat ihre Schlüssel gehört (geholt).” The student’s vocabulary is moderate, sufficient to tell the story, e.g., “hingehen” and “es gibt nur . . .” Although some readers had recurring questions about the student’s ease of expression and her vocabulary and evaluated the sample as a 3, this is an example of a weak 4.