

AP[®] GERMAN LANGUAGE 2006 SCORING COMMENTARY

Directed Responses

Note: In transcriptions of student speech, two dots indicate a pause.

Directed Response 1

Overview

The first prompt is meant to be a relatively simple task, designed to ease students into this part of the exam. Often a list is acceptable as an answer. In this case, students could give a list of reasons for their happy looks.

Sample: 1A

Score: 5

This is an appropriate and meaningful response to the prompt. The student is happy because she has bought new clothes (*“Oh ja, ich bin so glücklich. Früher hab ich einkaufen gehen, einkaufen gegangen, und ich habe viele neue Kleidung gekauft”*). While at times the response hints at excellence (*“ich freue mich auf diese Party, weil ich mein neue Kleidung tragen können”*), more complicated structures are not always correct (*“heute Nacht habe ich ein, eine Party, um, zu gehen”*). There is minimal strain or stumbling, making this a good sample.

Sample: 1B

Score: 4

This is a successful and meaningful response to the prompt. The student is happy to have received an A on a math exam but expresses this with some errors in basic structure (*“Heute ich bekomme eine A auf meine Mathe Prüfung”*). A moderate range of vocabulary is demonstrated (*“ich glaubte das ich mache ich mache sehr schlecht auf das Prüfung, die Prüfung”*), albeit with some errors in basic structures. Overall, the response demonstrates competence and received a score of 4.

Sample: 1C

Score: 2

This brief response suggests competence. The student says she is happy because it is her birthday (*“Ich bin glücklich, weil es ist meine Geburtstag. Ich bin sehr”*). However, that is all she says, and these few words are produced so slowly and painstakingly that they fill the entire 20 seconds of the response. The sample would have been scored a 3 but was lowered to a 2 because of its inadequate length.

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Directed Response 2

Overview

This prompt was intended to elicit an excuse for why the student was not ready.

Sample 2A

Score: 5

This very good response shows naturalness and range of both vocabulary and structures. It is a meaningful answer with hardly any stumbling or straining (*“Oh, es tut mir leid, es war ganz einfach ein Missverständnis. Ich habe gedacht dass die Konzert später war und ich bin ganz nicht fertig, weil ich bin jetzt draußen die Dusche und ich brauche mehr Zeit um fertig zu sein”*).

Sample 2B

Score: 4

This is a successful and meaningful response. With a *weil* clause and correct subject–verb agreement, it contains a moderate range of vocabulary. However, there is some strain and stumbling, which kept the response from earning a higher score (*“Ich bin nicht fertig, weil ich habe Arbeit und ich komme zu Hause spät und ich habe nicht so viel Zeit zu meine Hair, meine Haare zu gut machen”*).

Sample: 2C

Score: 1

Overall, this is a weak and off-target response (*“Ich bin zum Konzert . . . gehen, weil ich”*). A limited command of basic structures makes the response incoherent and difficult to comprehend. This sample suggests incompetence, and a deduction of 1 point for inadequate length lowered the score to a 1.

Directed Response 3

Overview

This prompt was designed to be the most challenging one, and it turned out to be so. It provided an opportunity for students to hypothesize and possibly use the subjunctive. The topic was a familiar one for students, and most had something to say.

Sample: 3A

Score: 5

This is an appropriate and meaningful response to the prompt that hints at excellence (e.g., *“Nicht alle Mensch gehe direkt zum Universität”*). There is a good range of vocabulary (*“nicht genug Geld für die Universität bezahlen”*) and minimal strain and stumbling. More complicated structures, however, are not always correct.

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Sample: 3B **Score: 4**

This is a successful and meaningful response to the prompt. The student presents the reasons why she thinks her interlocutor should attend university. There are some errors in basic structure, and speech is strained and hesitant at times (*“Ich glaube das du musst nach die Universität, nach der Universität gehen, weil du brauchst eine . . . du brauchst zu lernen und es ist wichtig und wenn du nicht zu Schule gehen”*).

Sample: 3C **Score: 2**

This response, produced with great strain, is barely adequate (*“Ich denke dass es ist . . . nicht eine gute Idee. Du sollst zur Schule”*). Because of the brevity of the answer, a limited range of vocabulary is demonstrated. A deduction of 1 point for inadequate length lowered the score to a 2.

Directed Response 4

Overview

This question was very much like question number two. It asked the student to make an excuse. Many teenagers seem to be quite used to this question and had no problem finding excuses.

Sample: 4A **Score: 5**

The suggestion that the student has not had the time to unpack from a trip (*“Ja letzte Monat hatte ich eine Reise zum Deutschland und ich habe noch nicht ungepackt”*) makes this an appropriate and meaningful response to the prompt. A good range of vocabulary is demonstrated. More complicated structures are not always correct (*“meine Kleiden sind all, alle über mein Zimmer”*). The student provides a relatively smooth presentation with a good range of vocabulary and minimal strain and hesitancy.

Sample: 4B **Score: 4**

This meaningful response demonstrates competence. However, much of the same vocabulary is repeated over and over, so that the response could be categorized as only successful instead of good (*“Mutti, ich habe so viel Hausaufgabe heute und ich werde es machen morgen, aber heute ich muss meine Hausaufgaben machen, weil ich habe eine Prüfung morgen und es ist sehr wichtig zu meine Marke”*).

Sample: 4C **Score: 1**

This is a weak sample, not readily comprehensible as a response to the prompt, even though it does refer to “Zimmer” and use the word “aufräumt” (*“Deine . . . dein Zimmer aufräumt, weil es ist ein”*). The student strains to produce even this limited response. A deduction of 1 point for inadequate length lowered the score to a 1.

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Directed Response 5

Overview

The prompt offered an opportunity to hypothesize, possibly by using the subjunctive. The question was easily understood by most students.

Sample: 5A

Score: 6

Phrases like “*würde ich ein Auto zuerst kaufen*” and “*dann vielleicht ein Paar Dollar sparen*” make this a very natural and meaningful response to the prompt. More complicated structures are correct, and there is a very good range of vocabulary. The use of the connectors lends an ease of expression to the response, and there is minimal strain or stumbling. This response suggests excellence.

Sample: 5B

Score: 5

This is a good response that hints at excellence. The student gives a clear reason for what she wants to do (“*Ich würde nach Deutschland fliegen. Meine, mein Onkel wohnt da*”). There is a good range of vocabulary and idiomatic language as demonstrated by “*ich habe ihn nicht für zwei Jahre gesehen und es macht mir sehr traurig.*” Some of the more complicated structures are not correct, but with minimal strain or stumbling, this sample received a 5.

Sample: 5C

Score: 2

This response suggests competence—the student clearly understands the prompt and is responding to it (“*Wehn ich die Lotterie gewinnen habe würde ich ein Haus kaufen*”). However, the great strain in speaking produces a limited range of vocabulary, and a deduction of 1 point for inadequate length lowered the score to a 2.

Directed Response 6

Overview

The final question is intended to give students a positive conclusion to the section; however, this prompt caused problems for many students. Readers expected a list of chores students performed for their grandmother, but many students did not fully understand the question.

Sample: 6A

Score: 6

This is a natural and meaningful response (“*Wir spielen Bingo und dann räume ich ihr Zimmer auf und wir verbringen Zeit mit einander und es macht Spaß für mich und für meine Oma, und sie ist jetzt sehr alt*”). It contains a very good range of vocabulary, and more complicated structures such as “*wir verbringen Zeit mit einander*” and “*dann räume ich ihr Zimmer auf*” are basically correct. The ease of expression suggests excellence.

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Sample: 6B
Score: 4

This sample successfully answers the question in spite of frequent errors in subject–verb agreement (“*Ich kook, kocht,*” “*spult*”). A moderate range of vocabulary is evident (“*Geschirr,*” “*am meistens,*” “*Sie lebt allein und braucht ein Freund*”). Overall, this successful response demonstrates competence.

Sample: 6C
Score: 2

This minimally adequate response suggests competence (“*Ich half meine Oma mit ihr Arbeit jede Woche, weil ich*”). The great strain in speaking, however, means that there is a limited range of vocabulary. Additionally, the response is too short, resulting in a deduction of 1 point that lowered the score to a 2.

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Picture Sequence

6	Excellent to very good	<i>Suggests excellence.</i> <ul style="list-style-type: none">• Story is complex and well related.• High level of fluency and grammatical accuracy.• Very good range of vocabulary and idiom.
5	Good	<i>Demonstrates competence.</i> <ul style="list-style-type: none">• Story is well related.• Moderate level of fluency.• More complicated structures may well be correct.• Successful self-correction.• Good range of vocabulary and idiom.• Little awkwardness of expression.
4–3	Adequate	<i>Suggests competence.</i> <ul style="list-style-type: none">• Story is cohesive.• 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 and range of vocabulary are characteristic of a 3.
2	Weak	<i>Suggests incompetence.</i> <ul style="list-style-type: none">• Story may well be disjointed.• Frequent errors in basic structures.• Considerable strain or stumbling.• Narrow range of vocabulary and idiom.• Use of anglicisms or structures that force interpretation.
1	Poor	<i>Demonstrates incompetence.</i> <ul style="list-style-type: none">• Lack of ability to deal with structure.• Very few vocabulary resources and little or no sense of idiom.
0	Irrelevant speech sample	<ul style="list-style-type: none">• Does not address the picture sequence, is off task (nonsense, obscenities, etc.), uses a language other than German, or makes no attempt (although microphone is on).

Deduct 1 point if the student does not address a minimum of four pictures.

Deduct 1 point if the student gives a very brief description of the events (one minute or less).

No more than 1 point may be deducted.

Pronunciation or intonation that impede comprehension may be used to tip the scale. Dialect coloring should not influence the score.

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Picture Sequence

Overview

This section is designed to elicit a student narration using six pictures. Unlike the directed responses, in which spontaneous creativity is sometimes required to come up with answers to the questions posed, this section requires students to tell the story after a period of reflection. The facts of the story are given. This presupposes an ability to name objects in the pictures, describe activities depicted, and use cohesive discourse strategies to form a narrative. The vocabulary needed to narrate the 2006 sequence was almost all relatively high frequency and allowed students to show how they could deal with structure without fumbling for obscure words. The better students had a chance to shine through circumlocution, due to the more complicated middle part of the story.

Sample: 7A

Score: 5

Eines Tages, ah, ist ein, einen Jungen zum der Briefkaste gegangen, denn wahrscheinlich wollte er eine Brief, einen Brief schicken. Er ist da gegangen und hat seinen Brief geschickt, aber dann ist er zurück gegangen zum Haus und er hat, um . . er dachte dass er sein, seinen, sein Schlüssel in Haus gelassen hat. Er hat nicht gewusst was zu tun und er hat versucht, uhm, um ein Baum zu gehen, aber das ist nicht passiert und es, er war zu groß. Dann, hat er versucht ein, hat er ein Ball durch dem Fenster geworfen und und er ist jetzt böse, denn er ist auf dem Baum gefallen und dann ist ein Polizist da gekommen und er hat ihn angefangen und wahrscheinlich hat er gedacht dass der, den Jungen ein Rober war. Und dann hat er, der Polizei den Jungen gefracht was er gemacht hat und der Jungen hat die Schlüssel in seinem Tasche gefunden.

This well-related story demonstrates competence. Some more complicated structures are correct (“*denn wahrscheinlich wollte er eine Brief, einen Brief schicken*”), and, in general, the sentences follow correct German patterns. There is a good range of vocabulary with minimal strain and stumbling. Overall, this is a good sample.

Sample: 7B

Score: 4

Zwei Kinder spielt mit einem Bal lin der Strasse. Er klettern an der Baum, aber, aber das, den Stamm ist kaputt und er fällt durch den Grund. Er ist sehr unglücklich und dann muss ich, er ein Stein durch den Fenster schlagen, das Fenster ist kaputt und er will durch das Fenster klettern die Torschlüssel zu finden. Er sagt zu der Polizist, als er seinen Torschlüssel vergisst und er muss in dem Haus zu das Schlüssel finden. wann der Polizist macht er seine Tasche aus, dann finden er der Schlüssel.

This adequate sample suggests competence. The story is cohesive, and there are signs of fluency (“*durch das Fenster klettern*”). However, there are also some errors in basic structures like subject–verb agreement (“*Zwei Kinder spielt*”).

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Picture Sequence (continued)

Sample: 7C

Score: 2

Ein Jungen hat ein Brief geschrieben, und geht zu der Post, aber wann er kommt zurück, er hat . . wissen, dass er hat seine Schlüssel vergessen. Seine Freundin können sie nicht helfen. Aber an der zweite Raum sein Eltern Raum ist die Türe, äh der Tür öffnet. Deswegen, er hat einen Baum . . preclombt und . . und . . dann geht nächstes Raum gehen, aber die Baum hat gebrochen und er fällt hin. Das ärgert ihn. Deswegen, er hat die Fenster mit ein rock

This weak sample is characterized by considerable strain and stumbling. Phrases like “*er hat einen Baum . . preclombt*” force interpretation, and there are frequent errors in basic structures. While narration begins fairly clearly, the student quickly gets bogged down and tells a disjointed story. Overall, this sample suggests incompetence.