

AP[®] GERMAN LANGUAGE 2008 SCORING GUIDELINES

Part B: Directed Responses

6	Very good to excellent	<i>Suggests excellence.</i> <ul style="list-style-type: none">• Natural and meaningful response to the prompt.• Very good range of vocabulary.• Complex structures may well be correct.• Ease of expression with minimal strain or stumbling.
5	Good	<i>Hints at excellence.</i> <ul style="list-style-type: none">• Appropriate and meaningful response to the prompt.• Good range of vocabulary.• Complex structures may not be correct.• Minimal strain or stumbling.
4	Successful	<i>Demonstrates competence.</i> <ul style="list-style-type: none">• Meaningful response to the prompt.• Moderate range of vocabulary.• Some errors in basic structures.• Some strain or stumbling.
3	Acceptable	<i>Suggests competence.</i> <ul style="list-style-type: none">• Adequate response to the prompt.• Limited range of vocabulary.• Frequent errors in basic structures.• Frequent strain or stumbling.
2	Weak	<i>Suggests incompetence.</i> <ul style="list-style-type: none">• May not be readily comprehensible.• May not clearly be a response to the prompt.• Scarcely any range of vocabulary.• Minimal control of basic structures.• Significant strain or stumbling.
1	Poor	<i>Demonstrates incompetence.</i> <ul style="list-style-type: none">• Incoherent response.• Lack of ability to deal with basic structures.• Near gobbledygook.
0	Irrelevant speech sample	<ul style="list-style-type: none">• An “<i>ich-verstehe-nicht</i>” response, a clear evasion, deliberate nonsense, obscenities, or a non-German response. Or no attempt is made (although the microphone is on).

Deduct 1 point if the response contains fewer than 15 words in German.

Deduct 1 point if the response includes more than one non-German word not currently used in German.

No more than 1 point may be deducted.

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Note: In transcriptions of students' responses, two dots indicate a pause.

Part B: Directed Response 1

Overview

The first prompt is intended 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, the typical expected response was a list of ideas, such as going to the movies or out for dinner.

Sample: 1A

Score: 5

Ich will ins Kino gehen. Es gibt ein neues Film und ich will das sehen, das schauen . . und wir können Eis . . aah, wir können Eis bekommen ins Eiscafe oder können wir . . od . .

This is a good, appropriate, and meaningful response. There is a good range of vocabulary, with correct sentence structures and minimal strain.

Sample: 1B

Score: 3

Wir machen ins Kino gehen. Wir sehen 27 Dresses und es ist sehr lustig. Ich finde es sehr lustig und das wir sind gehen nach heute.

This is an adequate response that suggests competence. There is a limited range of vocabulary, and “*Wir machen ins Kino gehen*” illustrates an error in a basic structure. The last phrase is not readily comprehensible.

Sample: 1C

Score: 1

Meine Fehler. Ich war mit meine Mutti und we und wir haben, uhm . .

This is a weak response that suggests incompetence. It is not clearly an answer to the prompt, as it seems to begin with an apology and refers to the past rather than to a future time. The sample displays scarcely any range of vocabulary. One point was deducted because of the inadequate length of the response.

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Part B: Directed Response 2

Overview

This prompt was designed to elicit expressions of preference, comparison of subjects, and/or explanations of why (or why not) math was the favorite subject. The prompt gave students the opportunity to demonstrate command of the past tense.

Sample: 2A

Score: 5

Ich gefalle mir Mathe. Ich verstehe die Nummern und jeder in Mathe, aber ich, ich mag English auch, weil . . . ich . . . ich lese, ich will lesen und ich mag Deutsch, weil ich Deutsch sprechen kann.

This is a good response, and it is appropriate and meaningful. There is a good range of vocabulary, with some complex structures that are correct (“*weil ich Deutsch sprechen kann*”) and some that are not (“*Ich gefalle mir Mathe*”). There is minimal strain.

Sample: 2B

Score: 4

Dieses Jahr die Fach ich finde am besten gefallen ist Deutsch, aber ich liebe Deutsch und ich habe die besten Note in meine Klasse für Deutsch.

This is a successful and meaningful response that demonstrates competence. There is a moderate range of vocabulary and some errors in basic structures (“*Dieses Jahr die Fach ich finde am besten gefallen ist Deutsch*”).

Sample: 2C

Score: 1

Mein Lieblingsfach ist, oh, . . . rot? Rot ist meine Lieblingsfach.

This is a weak response that suggests incompetence. It is clearly not a response to the prompt, as the color red is not possible as “*Lieblingsfach*,” and there is scarcely any range of vocabulary. One point was deducted because of the inadequate length of the response.

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Part B: Directed Response 3

Overview

This prompt was intended to elicit an explanation, reasons, justifications, or elaboration on why camping is better than staying in a hotel. Students had to come up with reasons and give explanations for their preferences. The question gave students the opportunity to use different modal verbs and show off some lower-frequency vocabulary.

Sample: 3A

Score: 5

Campen, campen ist, kostet nicht so viel Geld, uhm, aber ein Motel kostet . . . ah . . . sehr viel Geld von kämpfen und, uhm, ich denke dass es ist nett, wann wir, uhm, in Natur ist.

This response is good. It is appropriate and meaningful, and there is a good range of vocabulary. Some more complex structures are attempted but without success (“*wann wir, uhm, in Natur ist*”). The strain and stumbling, moreover, make the response lack the ease of expression characteristic of a score of 6.

Sample: 3B

Score: 4

Camping ist so gut, ja, wenn wir im die Natur gehen können, ah, man, kann man die Natur, ah, vergnügen.

This is a successful and meaningful response and demonstrates competence. There is a moderate range of vocabulary (“*vergnügen*”).

Sample: 3C

Score: 2

Ich liebe Camping und Feuer. Wir machen Essen und . . . Campessen, yum.

This is an adequate response to the prompt. There is a limited range of vocabulary and frequent strain or stumbling. One point was deducted because the response was of an inadequate length.

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Part B: Directed Response 4

Overview

Designed to be even more challenging than the previous question, this prompt provided an opportunity for students to solve a complex problem. Students had to address two situations: the bus has left without them, and the speaker has forgotten her cell phone.

Sample: 4A

Score: 5

Hab' keine Sorge! Mein Handy, uh, ich habe mein Handy, ich kann, ah, unsere, unsere Lehrerin anrufen und hoffentlich können das, die ah, Busfahrer . .

This is a good, appropriate, and meaningful response to the prompt, and it displays a good range of vocabulary. There is minimal strain and stumbling, and this quality is augmented by the fact that the student uses some structures in a very idiomatic way (“*Hab' keine Sorge!*” as well as the correct German word order of “*hoffentlich können das, die ah, Busfahrer*”).

Sample: 4B

Score: 4

Wir solle die Polizei . . uhm . . an . . gearnu . . anrufen, . . uhm, weil es ist ein sehr . . sehr bekannte Probleme . . uhm . . Ich denk . . uh, die Polizei sehr . . uh . .

This is a successful and meaningful response that demonstrates competence. There is frequent straining and stumbling, but there is also a moderate range of vocabulary.

Sample: 4C

Score: 2

Es tut mir Leid. Uhh . . Du . . sollst uhh auf den Bus nach der Schule. Umm. Ich . . helf, helf dir finde du . .

This is a weak response to the prompt and suggests incompetence. There is scarcely any range of vocabulary, and the student exhibits significant strain and stumbling. Parts of the answer are not readily comprehensible or are not clearly a response to the prompt.

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Part B: Directed Response 5

Overview

In this question, students were supposed to take the role of a job seeker and talk about the positive personal characteristics that would make them perfect for the job. They were expected to speak persuasively as they discussed previous experiences and personal strengths.

Sample: 5A

Score: 6

Ich bin sehr gut mit Leute. Ich will auch Geld verdienen, weil ich will an die Uni nächstes Jahr gehen. Ich werd dort . . . uhm, studieren und dann will ich meinen eigenen Restaurant öffnen.

This is a natural and meaningful response to the prompt, with a very good range of vocabulary. Complex structures are often correct, and the student commands an ease of expression with minimal strain.

Sample: 5B

Score: 3

Umm . . . Ich bin ein sehr organisierter Mensch und . . . umm . . . ich woll, ich will hier arbeiten und . . .

This response is successful and meaningful, although the persistent straining throughout prevents the student from producing enough words (which resulted in a deduction of 1 point, for a score of 3). The student does correct what was originally an error in a complex structure (“*ich woll*”), but there is only a moderate range of vocabulary. Overall, the response demonstrates competence.

Sample: 5C

Score: 2

Ja, ich gebe eine Restaurantarbeit. Ich habe eine Job auf den Supway Restaurant. Ich finde es sehr gut. Es ist viele . . .

This is not clearly a response to the prompt because the student speaks of already having a job at a restaurant.

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Part B: Directed Response 6

Overview

The intent of the final item is to give students a positive conclusion to the section. Students were expected to mention one or more things that they wished for, such as money, good health, a new car, etc.

Sample: 6A

Score: 5

Ich würde für andere Wünsche wünschen, ah, mit mehr Wünschen könnte ich, uh, wünsche immer, was ich wolle von habe.

This is a good, appropriate, and meaningful response to the prompt. There is a good range of vocabulary and complex structures; word order is sometimes correct (“*mit mehr Wünschen könnte ich*”) and sometimes incorrect (“*könnte ich, uh, wünsche immer*”).

Sample: 6B

Score: 3

Meine Wünsche ist das ich kann nach Viterbo gehen. Das ist meine Idee von meine Wünsche und ich bin in der Kriminalogie . . . Kriminalogieklassen und dann ich bin die besten in meine Klasse.

This is an adequate response that suggests competence. There is a limited range of vocabulary, with straining, and frequent errors in basic structures. (The mention of “*Viterbo*” probably refers to Viterbo University in La Crosse, Wisconsin.)

Sample: 6C

Score: 2

. . . Meine Wunsche ist [chuckles] . . . uhm . . . ich möchte gehen schnell.

This is an adequate response to the prompt. There is a limited range of vocabulary and a basic structure error (plural of *Wunsch*/singular form of *sein*), as well as frequent strain or stumbling. One point was deducted because of the inadequate length of the response.