



AP[®] German Language 2009 Scoring Guidelines

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Part A-1: Paragraph Completion

Item # Words

- 1 *hat, man hat, jedes hat, (jedes) verfügt über*
- 2 *im, im + modifier (ganzen, in dem, jeden, in jedem, den ganzen)*
- 3 *der, unserer, unsrer, seiner, der eigenen*
- 4 *mit, in, mittels, bei, hinter, neben, unter, von, vor; modifier + these prepositions*
- 5 *laufen, fahren*
- 6 *nicht, aber nicht, modifier + nicht*
- 7 *gibt, gibt + adverb*
- 8 *können, werden, dürften, sollten, können viele, können mehrere*
- 9 *sich, sich + oft, häufig, immer, immer wieder, manchmal, ständig*
- 10 *der, unserer, unsrer*
- 11 *das, welches*
- 12 one of the following infinitives: *machen, bereiten, bringen, bieten* with/without
one of the following modals: *werden, können, könnten, sollten, dürften*
- 13 *dass, dass*
- 14 *Nähe, Umgebung, Lobby, Bar, Halle, Mitte, modifier + Etage, näheren
Umgebung, unmittelbaren Nähe, Nachbarschaft, Anlage*
- 15 *bekommt, erhält, kriegt, hat*
- 16 *man, jeder, jeder Gast, der Gast, ein Gast, jedermann, er, er oder sie, er / sie,
der Urlauber*
- 17 *als*
- 18 *ein, modifier (gerne, herzlich, and similar adjectives) + ein*
- 19 *zu, modifier (bald, schnell, hier) + zu*
- 20 *auf, über, modifier (sehr, riesig, ungemein) + auf, modifier + über*

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Part A-2: Composition—Question 21

- 9–8 Excellent to very good** *Demonstrates excellent to very good control of the language.*
- Broad command of structure, syntax, idiomatic usage, and vocabulary.
 - Obvious fluency.
 - Broad range of transitional elements.
 - Few significant errors.
 - An 8 is less impressive with regard to structure and syntax or range in idiomatic usage and vocabulary.
- 7 Good** *Demonstrates good command of the language.*
- Good, although not always accurate, structure, syntax, idiomatic usage, and vocabulary.
 - General fluency with some awkwardness of expression.
 - A good range of transitional elements.
 - Some grammatical inaccuracies and errors that do not detract from the generally clear demonstration of competence and control.
- 6–5 Adequate** *Demonstrates adequate use of the language.*
- Basically competent in the language with regard to structure, syntax, and range in idiomatic usage and vocabulary.
 - Occasional signs of fluency.
 - Narrower range of transitional elements: some may well be unsuccessful.
 - Occasional serious errors.
 - A 5 prompts recurring questions about sustained control of the language.
- 4–3 Weak** *Demonstrates weak use of the language.*
- Less than adequate language skills.
 - Few transitional elements.
 - Numerous errors.
 - Frequent use of non-German syntax and language patterns.
 - Sometimes forces interpretation.
 - A 3 lacks occasional redeeming features, such as correct grammatical structures or range of vocabulary.
- 2–1 Incompetent** *Demonstrates incompetence in the language.*
- Little or no sense of syntax and few vocabulary resources.
 - Ineffective use of or lack of transitional elements.
 - A 1 is essentially a Germanized version of another language or gobbledygook.
- 0 Irrelevant**
- Is entirely blank, consists of fewer than 50 words, does not address the topic, is written in a language other than German, or contains nonsense, poetry, drawings, obscenities, etc.

Deduct 1 point if the composition is essentially shorter than 135 words.

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Part B: Directed Responses

- 6 Excellent to very good** *Suggests excellence.*
- 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** *Hints at excellence.*
- Appropriate and meaningful response to the prompt.
 - Good range of vocabulary.
 - Complex structures may not be correct.
 - Minimal strain or stumbling.
- 4 Successful** *Demonstrates competence.*
- Meaningful response to the prompt.
 - Moderate range of vocabulary.
 - Some errors in basic structures.
 - Some strain or stumbling.
- 3 Adequate** *Suggests competence.*
- Acceptable response to the prompt.
 - Limited range of vocabulary.
 - Frequent errors in basic structures.
 - Frequent strain or stumbling.
- 2 Weak** *Suggests incompetence.*
- 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** *Demonstrates incompetence.*
- Incoherent response.
 - Lack of ability to deal with basic structures.
 - Near gobbledygook.
- 0 Irrelevant speech sample**
- An “*ich-verstehe-nicht*” 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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Part B: Picture Sequence

- 6 Excellent to very good** *Suggests excellence.*
- Story is complex and well related.
 - High level of fluency and grammatical accuracy.
 - Very good range of vocabulary and idiomatic usage.
- 5 Good** *Demonstrates competence.*
- 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** *Suggests competence.*
- Story is cohesive or for the most part 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** *Suggests incompetence.*
- 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** *Demonstrates incompetence.*
- Lack of ability to deal with structure.
 - Very few vocabulary resources.
- 0 Irrelevant sample**
- 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 turned 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.