

AP® GERMAN LANGUAGE 2007 SCORING GUIDELINES

Part A-2: Composition

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|-----|-------------------------------|---|
| 9-8 | Excellent to very good | <p><i>Demonstrates excellent to very good control of the language.</i></p> <ul style="list-style-type: none"> • Broad command of structure, syntax, idiomatic usage, and vocabulary. • Obvious fluency. • Natural connections. • 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 | <p><i>Demonstrates good command of the language.</i></p> <ul style="list-style-type: none"> • Good, although not always accurate, structure, syntax, idiomatic usage, and vocabulary. • General fluency with some awkwardness of expression. • Appropriate connections. • A good range of transitional elements. • Some grammatical inaccuracies and errors. • Errors do not detract from the generally clear demonstration of competence and control. |
| 6-5 | Acceptable to adequate | <p><i>Demonstrates acceptable to adequate use of the language.</i></p> <ul style="list-style-type: none"> • Basically competent in the language with regard to structure, syntax, and range in idiomatic usage and vocabulary. • Occasional signs of fluency. • Acceptable connections. • Narrower range of transitional elements: some may well be unsuccessful. Occasional serious errors. • Recurring questions about sustained control of the language lower the score to a 5. |
| 4-3 | Weak | <p><i>Demonstrates weak use of the language.</i></p> <ul style="list-style-type: none"> • Less than adequate language skills. • Paraphrases or repeats what has essentially been stated earlier. • Sometimes forces interpretation. • Limited use of connections. • Transitions often unsuccessful. • Numerous errors or frequent use of non-German syntax and language patterns. Lack of occasional redeeming features, such as correct advanced grammatical constructions or range of vocabulary, lowers the score to a 3. Note: Grammatically correct simple sentences are not redeeming features. |

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Part A-2: Composition (continued)

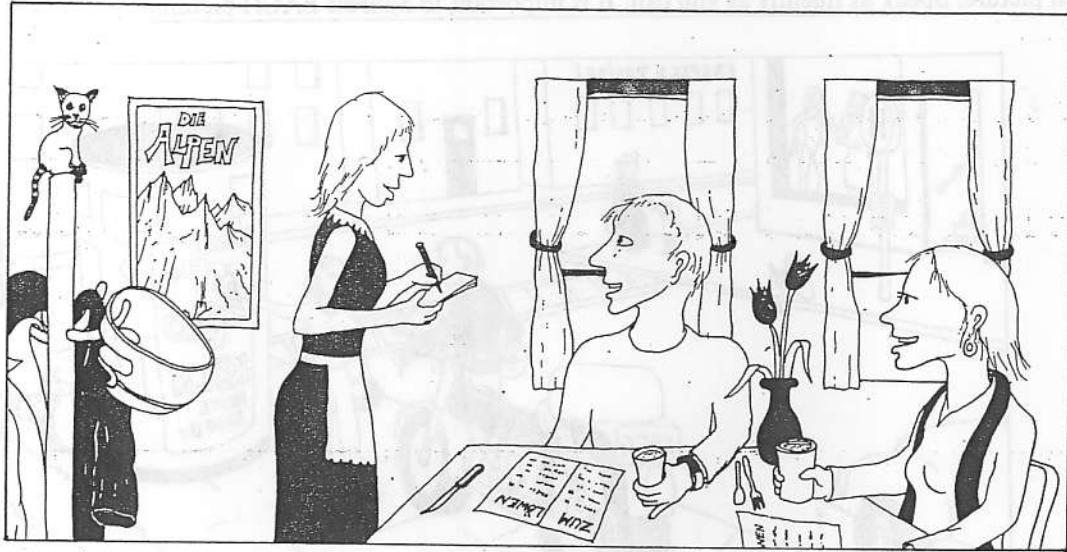
- 2-1 Incompetent** *Demonstrates incompetence in the language.*
- Little or no sense of syntax and few vocabulary resources.
 - Ineffective use of or lack of connections and transitions.
 - A response that is essentially a Germanized version of another language or gobbledegook lowers the score to a 1.
- 0 Irrelevant speech sample**
- 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 called for (135 words or fewer).

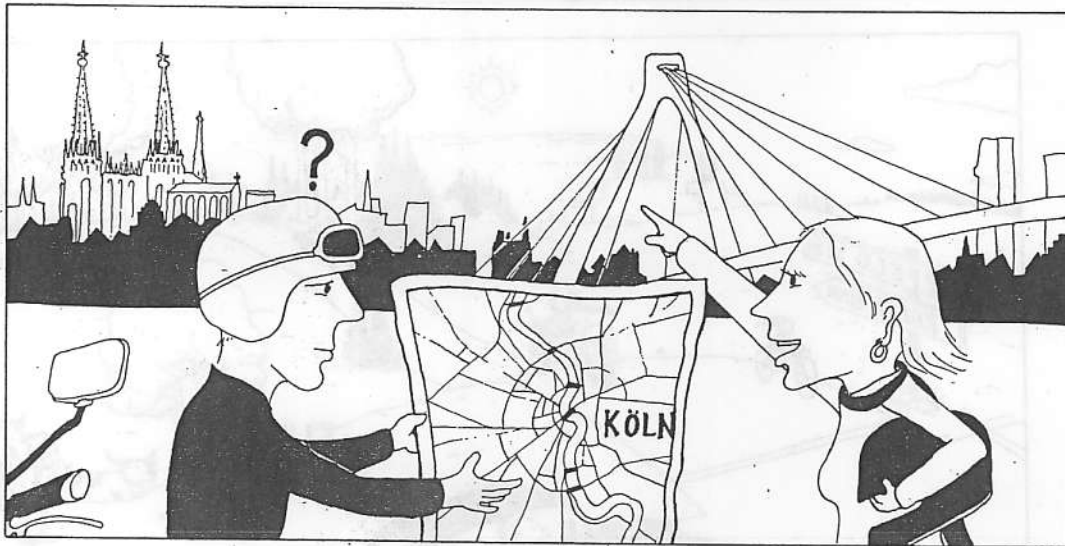
Deduct 1 point if the spelling errors are numerous, if the spelling is obviously phonetic, or if proper capitalization is not evident.

No more than 1 point may be deducted.

4.



5.

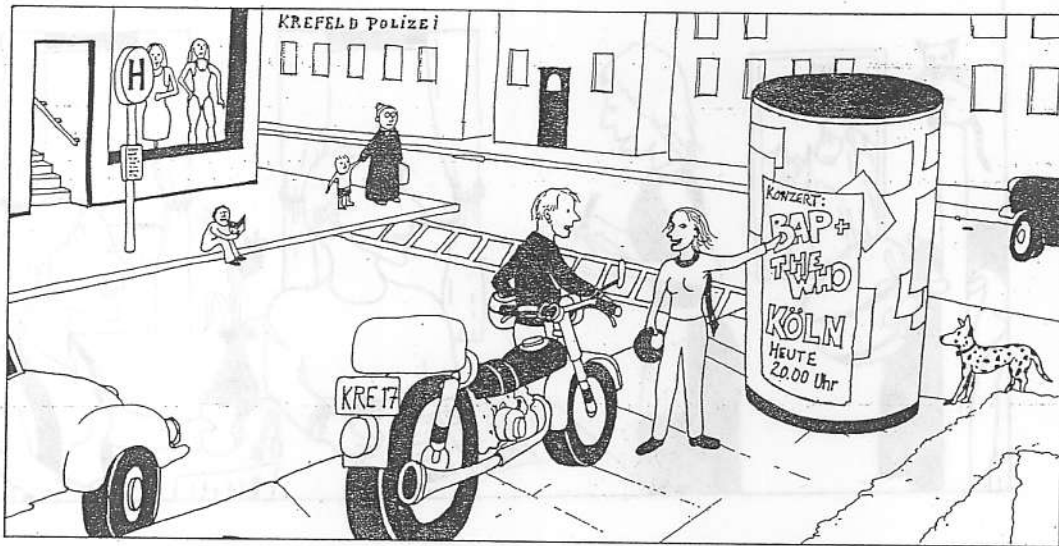


6.

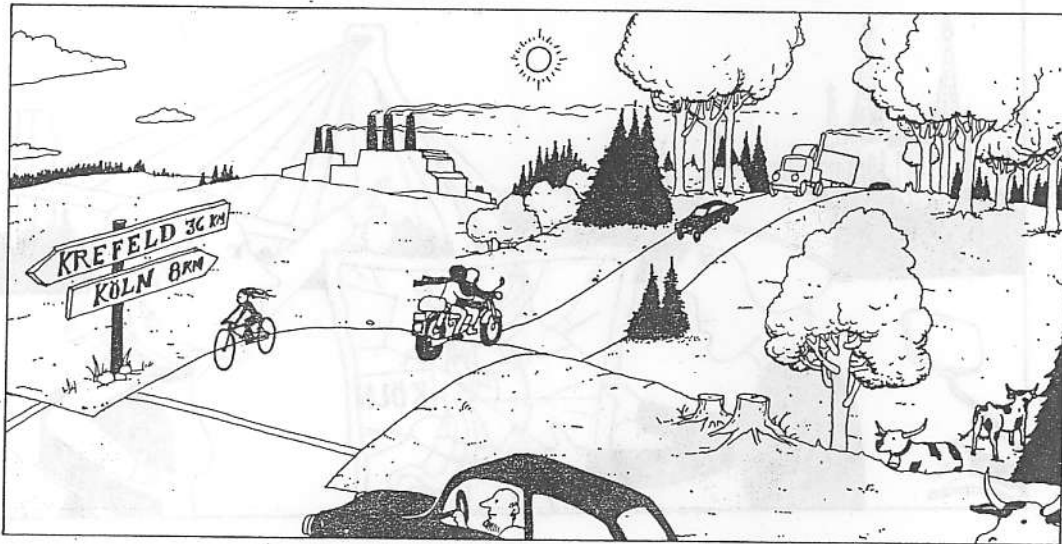


The pictures below present a story. Tell the story as completely as you can by describing in detail what is happening in each picture. Speak as fluently as you can. It is important to address EACH picture.

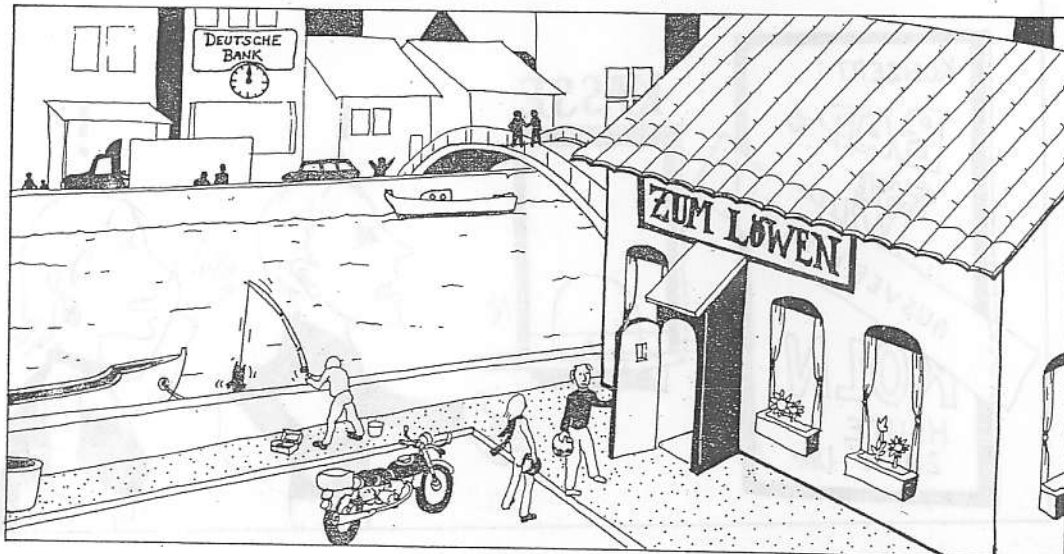
1.



2.



3.



AP Lückentext:

Sie probten _____ Fussballspiel fürs Schulfest. Die 4b _____ die
4c. Ben war kein besonders _____ Fussballspieler. Es war
_____ auch nicht so wichtig. Es machte ihm wenig _____,
wenn Jens, der beste Stürmer, ihn anbrüllte: Du _____
überhaupt nicht flanken, du Flasche!

Aber heute bei _____ Probe schauten die Mädchen _____. Anna
auch! Ben _____ sich Mühe. Er rannte _____ als sonst. Aber
wenn er mal am Ball war, stimmte nichts mehr. Er stolperte, flog
beinahe über _____ Ball, traf ihn nur halb, und _____ ihn vor
die Füße _____ Gegenspielers. Schlimm! Es musste ihm doch
etwas _____.