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GERMAN LANGUAGE AND CULTURE

SECTION II

Total Time — Approximately 1 hour and 28 minutes

Part A

Time — Approximately 1 hour and 10 minutes

Task 1: E-mail Reply

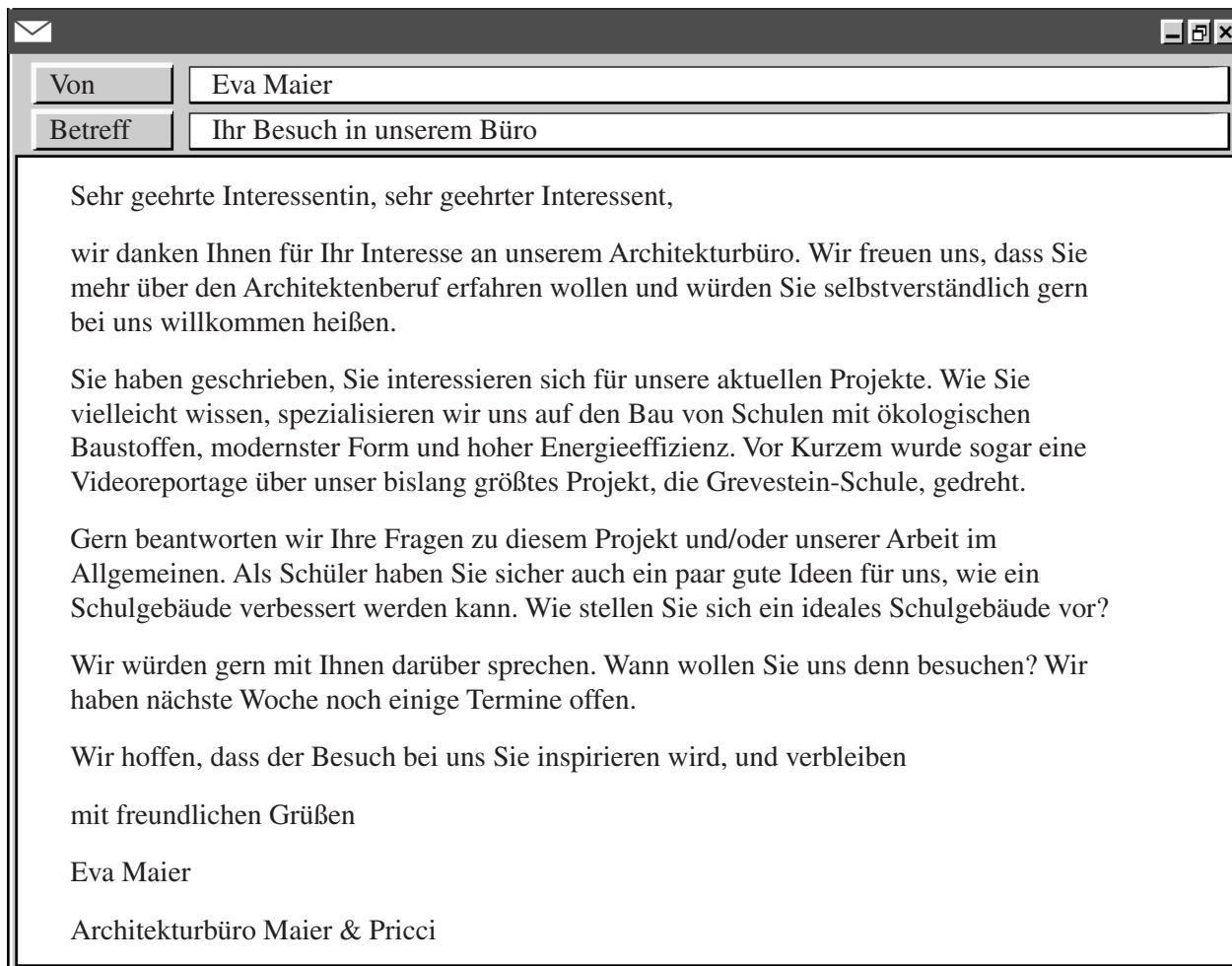|	
You will write a reply to an e-mail message. You have 15 minutes to read the message and write your reply. Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.	Sie werden eine E-Mail beantworten. Sie haben 15 Minuten Zeit, um die Nachricht zu lesen und Ihre Antwort zu schreiben. Ihre Antwort sollte eine Begrüßungs- und eine Abschiedsformel beinhalten. Gehen Sie auf alle Fragen und Anforderungen in der Nachricht ein! In Ihrer Antwort sollten Sie auch nach weiteren Details fragen, die sich auf etwas in der Nachricht beziehen! Zudem sollten Sie Ihre E-Mail formell gestalten.

Time — 15 minutes

GO ON TO THE NEXT PAGE.

Thema: Schönheit und Ästhetik

Übersicht

Diese E-Mail ist von der Architektin Frau Maier, Inhaberin des Architekturbüros Maier & Pricci. Sie bekommen diese Nachricht, weil Sie sich für den Architektenberuf interessieren und gefragt haben, ob Sie das Büro von Frau Maier besuchen dürfen.

Von	Eva Maier
Betreff	Ihr Besuch in unserem Büro

Sehr geehrte Interessentin, sehr geehrter Interessent,

wir danken Ihnen für Ihr Interesse an unserem Architekturbüro. Wir freuen uns, dass Sie mehr über den Architektenberuf erfahren wollen und würden Sie selbstverständlich gern bei uns willkommen heißen.

Sie haben geschrieben, Sie interessieren sich für unsere aktuellen Projekte. Wie Sie vielleicht wissen, spezialisieren wir uns auf den Bau von Schulen mit ökologischen Baustoffen, modernster Form und hoher Energieeffizienz. Vor Kurzem wurde sogar eine Videoreportage über unser bislang größtes Projekt, die Grevestein-Schule, gedreht.

Gern beantworten wir Ihre Fragen zu diesem Projekt und/oder unserer Arbeit im Allgemeinen. Als Schüler haben Sie sicher auch ein paar gute Ideen für uns, wie ein Schulgebäude verbessert werden kann. Wie stellen Sie sich ein ideales Schulgebäude vor?

Wir würden gern mit Ihnen darüber sprechen. Wann wollen Sie uns denn besuchen? Wir haben nächste Woche noch einige Termine offen.

Wir hoffen, dass der Besuch bei uns Sie inspirieren wird, und verbleiben

mit freundlichen Grüßen

Eva Maier

Architekturbüro Maier & Pricci

STOP

Do not go on until you are told to do so.	Blättern Sie nicht weiter, bis Sie dazu aufgefordert werden!

Task 2: Persuasive Essay

You have 1 minute to read the directions for this task.	Sie haben 1 Minute Zeit, um die Anweisungen für diese Aufgabe zu lesen.

You will write a persuasive essay to submit to a German writing contest. The essay topic is based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay.

In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

Sie werden an einem deutschen Schreibwettbewerb teilnehmen und reichen einen Aufsatz ein, in dem Sie überzeugend und klar Ihre Argumente darstellen. Das Thema des Aufsatzes basiert auf drei Quellen, die jeweils einen anderen Aspekt dieses Themas darstellen. Diese Quellen bestehen jeweils aus Hör- und Lesetexten. Zuerst haben Sie 6 Minuten Zeit, um das Aufsatzthema und die zusätzlichen Informationen zu lesen. Danach werden Sie den Hörtext zweimal hören. Dabei sollten Sie sich Notizen machen. Dann haben Sie 40 Minuten Zeit, um den Aufsatz zu organisieren und zu schreiben.

Ihr Aufsatz sollte unterschiedliche Meinungen der Quellen zu dem Thema behandeln und Ihre eigene Meinung dazu klar ausdrücken und verteidigen. Benutzen Sie Informationen aus allen drei Quellen, um Ihre Meinung zu begründen! Wenn Sie auf das Quellenmaterial verweisen, identifizieren Sie dieses entsprechend. Zudem sollte der Aufsatz übersichtlich in Absätze gegliedert sein.

You will now begin this task.	Sie werden jetzt mit dieser Aufgabe beginnen.

Time — Approximately 55 minutes

Thema: Globalisierung

Sie haben 6 Minuten Zeit, um das Aufsatzthema, das Quellenmaterial 1 und das Quellenmaterial 2 zu lesen.

Aufsatzthema:

Sollte es für Radfahrer obligatorisch sein, einen Helm zu tragen?

GO ON TO THE NEXT PAGE.

AP® GERMAN LANGUAGE AND CULTURE EXAM
2015 SCORING GUIDELINES

Identical to Scoring Guidelines used for French, Italian, and Spanish Language and Culture Exams

Interpersonal Writing: E-mail Reply

5: STRONG performance in Interpersonal Writing
- Maintains the exchange with a response that is clearly appropriate within the context of the task
- Provides required information (responses to questions, request for details) with frequent elaboration
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax and usage, with few errors
- Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
- Variety of simple and compound sentences, and some complex sentences

4: GOOD performance in Interpersonal Writing
- Maintains the exchange with a response that is generally appropriate within the context of the task
- Provides most required information (responses to questions, request for details) with some elaboration
- Fully understandable, with some errors which do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax and usage
- Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
- Simple, compound and a few complex sentences

3: FAIR performance in Interpersonal Writing
- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
- Provides most required information (responses to questions, request for details)
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax and usage
- Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing) although these may lack cultural appropriateness
- Simple and a few compound sentences

2: WEAK performance in Interpersonal Writing
- Partially maintains the exchange with a response that is minimally appropriate within the context of the task
- Provides some required information (responses to questions, request for details)
- Partially understandable, with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax and usage
- Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
- Simple sentences and phrases

1: POOR performance in Interpersonal Writing

- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
- Provides little required information (responses to questions, request for details)
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax and usage
- Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
- Very simple sentences or fragments

0: UNACCEPTABLE performance in Interpersonal Writing

- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- "I don't know," "I don't understand" or equivalent in any language
- Not in the language of the exam

- (hyphen): BLANK (no response)

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Presentational Writing: Persuasive Essay

5: STRONG performance in Presentational Writing
- Effective treatment of topic within the context of the task
- Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
- Integrates content from all three sources in support of the essay
- Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
- Organized essay; effective use of transitional elements or cohesive devices
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax and usage, with few errors
- Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

4: GOOD performance in Presentational Writing
- Generally effective treatment of topic within the context of the task
- Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
- Summarizes, with limited integration, content from all three sources in support of the essay
- Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
- Organized essay; some effective use of transitional elements or cohesive devices
- Fully understandable, with some errors which do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax and usage
- Develops mostly paragraph-length discourse with simple, compound and a few complex sentences

3: FAIR performance in Presentational Writing
- Suitable treatment of topic within the context of the task
- Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
- Summarizes content from at least two sources in support of the essay
- Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax and usage
- Uses strings of mostly simple sentences, with a few compound sentences