

2018 AP® GERMAN LANGUAGE AND CULTURE FREE-RESPONSE QUESTIONS

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Task 4: Cultural Comparison

You have 1 minute to read the directions for this task.

Sie haben 1 Minute Zeit, die Anweisungen für diese Aufgabe zu lesen.

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare your own community to an area of the German-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the German-speaking world. You should also organize your presentation clearly.

Sie halten vor Ihrer Klasse einen Vortrag über ein bestimmtes Thema. Sie haben 4 Minuten Zeit, das Vortragsthema zu lesen und Ihren Vortrag vorzubereiten. Dann haben Sie 2 Minuten Zeit, Ihren Vortrag aufzunehmen.

Vergleichen Sie in Ihrem Vortrag Ihr eigenes soziales Umfeld mit dem einer deutschsprachigen Region, die Sie kennen. Zeigen Sie dabei Ihre Kenntnisse der deutschsprachigen Kultur. Sie sollten Ihren Vortrag übersichtlich gestalten.

You will now begin this task.

Sie beginnen jetzt mit dieser Aufgabe.

Thema: Alltag

Thema des Vortrags:

Wie beeinflusst das Schulsystem das Leben der Menschen in Ihrem sozialen Umfeld? Vergleichen Sie Perspektiven, wo Sie wohnen, mit Perspektiven in deutschsprachigen Regionen. Sie können in Ihrem Vortrag Beobachtungen, Erfahrungen oder das, was Sie gelernt haben, beschreiben.

END OF PART B

END OF EXAM

STOP

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

Presentational Speaking: Cultural Comparison (Task 4)

Clarification Notes:

The term “community” can refer to something as large as a continent or as small as a family unit.

The phrase “target culture” can refer to any community, large or small, associated with the target language.

5: STRONG performance in Presentational Speaking

- Effective treatment of topic within the context of the task.
- Clearly compares the student’s own community with the target culture, including supporting details and relevant examples.
- Demonstrates understanding of the target culture, despite a few minor inaccuracies.
- Organized presentation; 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.
- Mostly consistent use of register appropriate for the presentation.
- Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility.
- Clarification or self-correction (if present) improves comprehensibility.

4: GOOD performance in Presentational Speaking

- Generally effective treatment of topic within the context of the task.
- Compares the student’s own community with the target culture, including some supporting details and mostly relevant examples.
- Demonstrates some understanding of the target culture, despite minor inaccuracies.
- Organized presentation; some effective use of transitional elements or cohesive devices.
- Fully understandable, with some errors that 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 presentation, except for occasional shifts.
- Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility.
- Clarification or self-correction (if present) usually improves comprehensibility.

3: FAIR performance in Presentational Speaking

- Suitable treatment of topic within the context of the task.
- Compares the student’s own community with the target culture, including a few supporting details and examples.
- Demonstrates a basic understanding of the target culture, despite inaccuracies.
- 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.
- Use of register may be inappropriate for the presentation with several shifts.

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Presentational Speaking: Cultural Comparison (Task 4) (continued)

- Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility.
- Clarification or self-correction (if present) sometimes improves comprehensibility.

2: WEAK performance in Presentational Speaking

- Unsuitable treatment of topic within the context of the task.
- Presents information about the student's own community and the target culture, but may not compare them; consists mostly of statements with no development.
- Demonstrates a limited understanding of the target culture; may include several inaccuracies.
- Limited organization; ineffective use of transitional elements or cohesive devices.
- Partially understandable, with errors that force interpretation and cause confusion for the listener.
- Limited vocabulary and idiomatic language.
- Limited control of grammar, syntax, and usage.
- Use of register is generally inappropriate for the presentation.
- Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility.
- Clarification or self-correction (if present) usually does not improve comprehensibility.

1: POOR performance in Presentational Speaking

- Almost no treatment of topic within the context of the task.
- Presents information only about the student's own community or only about the target culture, and may not include examples.
- Demonstrates minimal understanding of the target culture; generally inaccurate.
- Little or no organization; absence of transitional elements and cohesive devices.
- 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.
- Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility.
- Clarification or self-correction (if present) does not improve comprehensibility.

0: UNACCEPTABLE performance in Presentational Speaking

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "I don't know," "I don't understand," or equivalent in English
- Clearly responds to the prompt in English

NR (No Response): BLANK (no response although recording equipment is functioning)