

German 12
June 2006 — Form A
 Provincial Examination — Answer Key / Scoring Guide

Topics	Weightings	Cognitive Processes	Question Types
1. Linguistic Competency	13%	C = Writing	55 = Multiple Choice (MC)
2. Journalistic Prose	9%	R = Recognize and Retrieve Information	2 = Written Response (WR)
3. Narrative Prose	9%	Y = Interpret Texts	
4. Authentic Documents	30%	Z = Analyze Texts	
5. Dialogue Creation	17%		
6. Extended Writing Task	22%		

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	B	—	1	1	—	MC
2.	D	—	1	1	—	MC
3.	B	—	1	1	—	MC
4.	B	—	1	1	—	MC
5.	D	—	1	1	—	MC
6.	B	—	1	1	—	MC
7.	A	—	1	1	—	MC
8.	D	—	1	1	—	MC
9.	C	—	1	1	—	MC
10.	A	—	1	1	—	MC
11.	A	—	1	1	—	MC
12.	D	—	1	1	—	MC
13.	A	R	1	2	—	MC
14.	A	R	1	2	—	MC
15.	C	Z	1	2	—	MC
16.	B	Z	1	2	—	MC
17.	C	Y	1	2	—	MC
18.	C	Y	1	2	—	MC
19.	D	R	1	2	—	MC
20.	C	Y	1	2	—	MC
21.	B	Y	1	3	—	MC
22.	C	R	1	3	—	MC
23.	D	R	1	3	—	MC
24.	D	Y	1	3	—	MC
25.	C	Z	1	3	—	MC
26.	A	Y	1	3	—	MC
27.	B	R	1	3	—	MC
28.	A	Z	1	3	—	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
29.	D	Y	1	4	–	MC
30.	B	Y	1	4	–	MC
31.	C	Y	1	4	–	MC
32.	D	Y	1	4	–	MC
33.	C	R	1	4	–	MC
34.	D	R	1	4	–	MC
35.	D	Y	1	4	–	MC
36.	A	R	1	4	–	MC
37.	B	Z	1	4	–	MC
38.	A	R	1	4	–	MC
39.	A	R	1	4	–	MC
40.	D	Y	1	4	–	MC
41.	C	R	1	4	–	MC
42.	B	Y	1	4	–	MC
43.	D	Y	1	4	–	MC
44.	D	R	1	4	–	MC
45.	A	R	1	4	–	MC
46.	C	R	1	4	–	MC
47.	C	R	1	4	–	MC
48.	D	R	1	4	–	MC
49.	B	R	1	4	–	MC
50.	C	R	1	4	–	MC
51.	C	R	1	4	–	MC
52.	A	R	1	4	–	MC
53.	D	R	1	4	–	MC
54.	A	R	1	4	–	MC
55.	D	R	1	4	–	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	–	C	15	5	–	WR
2.	–	C	20	6	–	WR

PART C: WRITTEN EXPRESSION
SECTION 5 – DIALOGUE CREATION

Total Value: 15 marks

Suggested Time: 25 minutes

INSTRUCTIONS: In approximately **75 words**, create a dialogue in **German** and answer question 1 in the **Response Booklet**. Write in **ink**.

1. You and your friend are chatting on the computer (MSN) about your plans for the upcoming weekend. **Use proper German.**

For example:

Du: Was machst du dieses Wochenende?

Freund/Freundin: Ich habe vor in die Stadt zu fahren. Und du?

Du: Weiss noch nicht. Was machst du in der Stadt?

Freund/Freundin: Ich muss ein Geschenk für meinen Vater kaufen. Morgen ist sein Geburtstag.

Du: Und du gehst morgen erst einkaufen?

Freund/Freundin: Ich hatte bis jetzt keine Zeit. Ich hatte so viele Hausaufgaben gehabt.

Du: Ja, ich auch. Was kaufst du für ihn?

Freund/Freundin: Eine Krawatte?

Du: Was? Nur eine Krawatte?

Freund/Freundin: Er kann immer eine Krawatte brauchen.

Du: Warum kaufst du ihm nicht eine Flasche Schnapps?

Freund/Freundin: Ja, gute Idee.

SECTION 6 – EXTENDED WRITING TASK

Value: 20 marks

Suggested Time: 35 minutes

INSTRUCTIONS: Answer question 2 in the **Response Booklet**. Use the **Organization and Planning** page to plan your work.

Write in **German** on the topic given below. Your finished work should take into consideration the following:

1. Introduction, development, and conclusion to your piece of writing
2. Appropriate grammatical structures
3. Varied vocabulary
4. Idiomatic German

Note: For a piece of writing to have “development,” 100 words is a suggested minimum. Answer in **ink**.

2. Complete the following story in German: „Gestern hat mir eine Fee einen Wunsch gegeben...“
(Yesterday a fairy godmother granted me a wish....)

For example:

Gestern hat mir eine Fee einen Wunsch gegeben. Ich habe mir fünf Millionen Dollar gewünscht! Mit dem Geld habe ich vor nach Hawaii zu reisen und ein Jahr dort zu leben. Ich werde mir ein grosses Haus am Strand kaufen. Jeden Tag werde ich surfen gehen und am Abend werde ich ins Restaurant oder in der Disco gehen und nette Leute treffen. Natürlich werde ich meiner Familie auch etwas Geld schenken, damit meine Eltern nicht mehr arbeiten müssen. Ich werde meinem Vater einen Mercedes kaufen und meiner Mutter ein Kabriolett. Und für meinen Bruder kaufe ich bestimmt einen neuen Computer. Aber natürlich werde ich den armen Leuten helfen. Vielleicht muss ich nicht mehr in die Schule gehen.

GERMAN 12 HOLISTIC SCORING GUIDE
GLOSSARY OF TERMS

Message/Information	A student's original response which communicates ideas, views and/or describes events, situations or experiences with supporting details and/or examples.
Idiom	Idiom is the use of German expressions which do not represent word for word translation from English, e.g., <ul style="list-style-type: none">– Ich heie Susanna.– Es gefllt mir.– Ich habe Durst.
Language	<ul style="list-style-type: none">• able to express ideas using appropriate present, past (perfect), and future tenses• sentence structure (word order, prepositions, and capitalization)• spelling <i>NB: Rechtschreibreform</i> (both old and new writing rules are acceptable)
Completes the task	<ul style="list-style-type: none">• Length of response meets the minimum suggested number of words• Stays on topic

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	Message/Information	Language	Vocabulary/Idiom
The 6 Response:	<ul style="list-style-type: none"> has ideas that are fully developed with clarity, ease and depth is well organized and on topic completes the task 	<ul style="list-style-type: none"> demonstrates a good understanding and control of appropriate verb tenses has varied sentence structure which integrates transitional words to link thoughts may have errors which do not detract from meaning 	<ul style="list-style-type: none"> has wide range of appropriate vocabulary/idioms which is predominantly correct
The 5 Response:	<ul style="list-style-type: none"> has ideas that are well developed and flow clearly and logically is well organized and on topic completes the task 	<ul style="list-style-type: none"> demonstrates a reasonable understanding and control of appropriate verb tenses has sentence structure which has some variety and may integrate transitional words to link thoughts has errors which do not interfere with the meaning 	<ul style="list-style-type: none"> has a good range of generally appropriate vocabulary/idioms which is generally correct
The 4 Response:	<ul style="list-style-type: none"> has ideas that are adequately developed and generally clear is organized and on topic completes the task 	<ul style="list-style-type: none"> has some understanding and control of appropriate verb tenses rarely goes beyond basic sentence structure has errors which weaken the meaning 	<ul style="list-style-type: none"> rarely goes beyond high frequency vocabulary/idioms but is generally correct and may have occasional errors.
The 3 Response:	<ul style="list-style-type: none"> has ideas that are often simplistic and lack development shows weak organization has difficulty in completing the task 	<ul style="list-style-type: none"> has difficulty in controlling appropriate verb tenses demonstrates basic sentence structure has errors which interfere with the meaning 	<ul style="list-style-type: none"> has a limited range of vocabulary/idioms which may be frequently incorrect
The 2 Response:	<ul style="list-style-type: none"> has limited ideas and development shows minimal organization does not complete the task 	<ul style="list-style-type: none"> has verb tenses which are predominantly incorrect has poor sentence structure has errors which impede meaning 	<ul style="list-style-type: none"> has a very limited range of vocabulary/idioms which is predominantly incorrect
The 1 Response:	<ul style="list-style-type: none"> has very limited ideas and no sense of development shows no organization does not complete the task 	<ul style="list-style-type: none"> has no control of verbs has non-functional sentence structure has errors which block meaning 	<ul style="list-style-type: none"> has minimal vocabulary/idioms which may be frequently invented
The 0 Response:	<ul style="list-style-type: none"> does not present enough message/information to be evaluated 		
NR	<ul style="list-style-type: none"> a blank paper with no response given 		

END OF KEY