

German 12
June 2007 — Form A
 Provincial Examination — Answer Key

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	Question Source
1.	D	—	1	1	—	MC	
2.	B	—	1	1	—	MC	
3.	A	—	1	1	—	MC	
4.	C	—	1	1	—	MC	
5.	B	—	1	1	—	MC	
6.	C	—	1	1	—	MC	
7.	A	—	1	1	—	MC	
8.	B	—	1	1	—	MC	
9.	D	—	1	1	—	MC	
10.	C	—	1	1	—	MC	
11.	C	—	1	1	—	MC	
12.	C	—	1	1	—	MC	
13.	B	Y	1	2	—	MC	
14.	B	R	1	2	—	MC	
15.	C	Y	1	2	—	MC	
16.	C	R	1	2	—	MC	
17.	C	Z	1	2	—	MC	
18.	D	R	1	2	—	MC	
19.	B	Z	1	2	—	MC	
20.	D	Z	1	2	—	MC	
21.	A	R	1	3	—	MC	
22.	C	Y	1	3	—	MC	
23.	C	Z	1	3	—	MC	
24.	B	Y	1	3	—	MC	
25.	D	Z	1	3	—	MC	
26.	C	Y	1	3	—	MC	
27.	B	R	1	3	—	MC	
28.	D	Y	1	3	—	MC	
29.	A	Y	1	3	—	MC	
30.	A	Y	1	3	—	MC	

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

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

PART C: WRITTEN EXPRESSION
SECTION 5 – DIALOGUE

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. Write a dialogue in which you and a friend are discussing a movie, book or CD.

For example:

Du: Hallo Susanna, wie geht's?

Freund/Freundin: Nicht schlecht, danke. Hast du Lust mit mir ins Kino zu gehen?

Du: Welchen Film möchtest du sehen? Ich sehe gern romantische Filme wie Titanic. Das ist mein Lieblingsfilm.

Freund/Freundin: Titanic? Schrecklich! Romantische Filme kann ich nicht leiden. Ich finde sie furchtbar langweilig. Ich sehe lieber Abenteuerfilme.

Du: Echt? Aber Titanic war so spannend und interessant. Ich finde Leonardo di Caprio auch ganz toll. Er hat so schöne blaue Augen und blonde Haare!

Freund/Freundin: Ja er sieht gut aus aber er ist kein guter Schauspieler.

Du: Gehen wir lieber ins Café?

Freund/Freundin: 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. A group of German exchange students visited your school. Write an article for the school newspaper describing what you did with them.

Do not identify yourself or your school.

For example:

Die Gruppe aus Deutschland hat meine Schule für einen Monat besucht. Sie kommen aus Köln und lernen in der Schule Englisch und Französisch. Die deutsche Schule ist sehr klein aber unsere Schule ist groß. Sie finden die große Schule besser.

Wir sind in ein Konzert von “My Chemical Romance” gegangen. Das ist meine Lieblingsgruppe. Das Konzert war nicht so gut, haben sie gesagt.

Die beste Klasse war Informatik, weil wir ein neues Computerlabor haben. Wir lernen wie man eine Webseite macht mit Musik und Videos für sie.

Wir haben einen Ausflug nach Victoria gemacht. Wir sind mit der Fähre gefahren. Das Wetter war warm und sonnig. Die Innenstadt ist schön und hat viele Blumen. Wir sind in das Provincial Museum gegangen und haben über die Geschichte von BC gelernt. Für die Deutschen war das sehr interessant!

Wir haben im Restaurant Spaghetti bestellt und dann haben wir Schokoeis gegessen. Die Reise war lustig und wir haben viele Fotos gemacht.

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 heiÙe 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

GERMAN 12 HOLISTIC SCORING GUIDE

	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 		