German 12

Resource Exam B

Scoring Guide

PART C: WRITTEN EXPRESSION

SECTION 5 – DIALOGUE

Total Value: 15 marks   **Suggested Time: 25 minutes**

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

1. It's the weekend and you have plans to do your favourite activity. Write a dialogue between you and a parent, who has plans for you to do some work around the house.

For example:

Du: **Mama, darf ich dieses Wochenende mit meinen Freunden Skifahren gehen?**

Mutter/Vater: **Wie bitte? Du hast versprochen, dein Zimmer aufzuräumen.**

Du: **Aber Mama, der Schnee ist tief, das Wetter sollte herrlich sein, und alle außer mir werden da sein!**

Mutter/Vater: **Ja, Pech für dich. Du hättest früher daran denken sollen!**

Du: **Bitte Mama, bitte! Ich werde Montag mein Zimmer aufräumen.**

Mutter/Vater: **Nein, wenn du morgen dein Zimmer schon sauber hast, darfst du Sonntag skifahren.**

Du: **Könnte ich auch Samstag Nachmittag skifahren?**

Mutter/Vater: **Nein, und wenn du noch einmal fragst, darfst du überhaupt nicht gehen.**

Du: **Okay, okay. Verstanden.**

SECTION 6 – EXTENDED WRITING TASK

Value: 20 marks   **Suggested Time:**

INSTRUCTIONS:	Answer question 2 in the **Response Booklet**. Use the **Organization and Plann** 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 Nacht habe ich geträumt, dass…."
     (Last night I dreamt that….)

     Do not identify yourself or your school.

For example:

**Gestern Nacht habe ich geträumt, dass ich wieder in der ersten Klasse war. Ich konnte es nicht
glauben. Ich war wieder sechs Jahre alt. Ich hatte mein Lieblings-T-shirt an. Meine Haare waren
nicht gekämmt und ich sass neben Susi. Ich mochte sie nicht in der ersten Klasse, aber ich habe mit
ihr gestern abend bei unserer Abschlußfeier getanzt. Frau Wagner sagte, „Guten Morgen, Kinder"
und die Kinder sagten „Guten Morgen, Frau Wagner". Ich konnte es nicht glauben. Was mache ich
hier! Aber es war nicht so schlimm. Wir haben gesungen, gemalt und gebastelt. Mensch, war das
eine gute Zeit gewesen. Als ich aufwachte, dachte ich, „Mensch! Jetzt muss ich zur Arbeit".**

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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.,

– Ich heiße Susanna.
– Es gefällt mir.
– Ich habe Durst.

Language   • able to express ideas using appropriate present, past (perfect), and future tenses
• sentence structure (word order, prepositions, and capitalization)
• spelling

NB: Rechtschreibreform (both old and new writing rules are acceptable)

Completes the task   • Length of response meets the minimum suggested number of words
• Stays on topic

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	Message/Information	Language	Vocabulary/Id...
The 6 Response:	• has ideas that are fully developed with clarity, ease and depth • is well organized and on topic • completes the task	• 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	• has wide range of appropriate vocabulary/idioms which is predominantly correct
The 5 Response:	• has ideas that are well developed and flow clearly and logically • is well organized and on topic • completes the task	• 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	• has a good range of generally appropriate vocabulary/idioms which is generally correct
The 4 Response:	• has ideas that are adequately developed and generally clear • is organized and on topic • completes the task	• has some understanding and control of appropriate verb tenses • rarely goes beyond basic sentence structure • has errors which weaken the meaning	• rarely goes beyond high frequency vocabulary/idioms but is generally correct and may have occasional errors.
The 3 Response:	• has ideas that are often simplistic and lack development • shows weak organization • has difficulty in completing the task	• has difficulty in controlling appropriate verb tenses • demonstrates basic sentence structure • has errors which interfere with the meaning	• has a limited range of vocabulary/idioms which may be frequently incorrect
The 2 Response:	• has limited ideas and development • shows minimal organization • does not complete the task	• has verb tenses which are predominantly incorrect • has poor sentence structure • has errors which impede meaning	• has a very limited range of vocabulary/idioms which is predominantly incorrect
The 1 Response:	• has very limited ideas and no sense of development • shows no organization • does not complete the task	• has no control of verbs • has non-functional sentence structure • has errors which block meaning	• has minimal vocabulary/idioms which may be frequently invented
The 0 Response:	• does not present enough message/information to be evaluated		
NR	• a blank paper with no response given		