Stage 2 German (Continuers)

Assessment Type 1: Folio

Text Analysis – Response to Aural Texts

Purpose

Learning Requirements Highlighted.

To interpret meaning and analyse language in German aural texts.

Description of Assessment

Listen to the following texts and answer the questions that follow in English. Support your answers by using all the relevant information from the texts.

Explicit guidelines which support students to achieve at the highest level.

Please note that the texts used in this task do not lend themselves to interpretation of linguistic and cultural featueres.

In your responses you should demonstrate evidence of how you:

* Interpret meaning in text(s), by identifying and explaining
* the content (general and specific information)
* the context, purpose and audience of the text
* concepts, perspectives, and ideas represented in texts
* Analyse the language in texts (e.g. tone, register, linguistic, cultural and stylistic features)

Assessment Conditions

Assessment Design Criteria Highlighted.

50 minutes duration in class under test conditions with bilingual printed dictionaries as support. The texts will be played twice.

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| *Assessment Design Criteria* |
| Expression  The specific features are:  E2 Coherence in structure and sequence   * organisation of information and ideas * use of the conventions of text types   **Interpretation and Reflection**  The specific features are:  IR1 Interpretation of meaning in texts, by identifying and explaining   * the content (general and specific information) * the context, purpose, and audience of the text * concepts, perspectives, and ideas represented in the text   IR2 Analysis of the language in texts   * linguistic and cultural features (e.g. word choice, expressions, idiom) * stylistic features (e.g.. tone, register, phrasing and repetition, textual features and organisation) |

*Student responses are based on texts from the 2008 SACE Board of South Australia German (continuers) written examination.*

German (Continuers) 2008

Listening and Responding

**Text 1**

Sprecher 1: Sie haben den Anrufbeantworter von Marion Gadau erreicht. Leider kann ich im Moment nicht zum Telefon kommen, würde mich aber sehr über eine Nachricht von Ihnen freuen. Sprechen Sie bitte nach dem Signalton.

*[Piep Piep Piep.]*

Jutta: Mama, ich bin’s, die Jutta. Ich muss ganz dringend mit dir sprechen. Ruf mich bitte sofort zurück!

*[Piep Piep Piep.]*

Jutta: Ich schon wieder Mama. Wo bist du denn? Du bist doch immer zu Hause um diese Zeit. Na ja, warum ich anrufe: Ich muss dringend um 9 Uhr zu diesem Interview für die neue Stelle bei Ikea und mein Auto startet nicht. Es springt einfach nicht an, ich weiß auch nicht was los ist. Benzin habe ich auf jeden Fall genug, ich habe gestern Abend nämlich noch getankt. Für ein Taxi habe ich einfach kein Geld. Oh Mann, und es ist schon halb neun, das schaffe ich nie! Bitte Mama, kann ich dein Auto ausleihen? Du brauchst es doch heute morgen bestimmt nicht. Ich komme jetzt einfach mal vorbei, hoffentlich bist du da.

*[Piep Piep Piep.]*

Jutta: So, jetzt stehe ich hier vor deiner Haustür, und von dir und deinem Auto keine Spur. Ausgerechnet heute . . . So ein Mist! Den Job bei Ikea kann ich wohl vergessen.

**Text 2**

Lukas Schmidt: Hotel Vier Jahreszeiten. Guten Morgen. Sie sprechen mit Lukas Schmidt.

Michael Müller: Hier Michael Müller. Herr Schmidt, ich bin von Ihrem Hotel ziemlich enttäuscht. Am Wochenende haben meine Frau und ich zwei Nächte in Ihrem Hotel übernachtet und der Service war unmöglich.

Als wir im Hotel ankamen, war das Zimmer noch nicht fertig, dabei war es schon nach vierzehn Uhr und wir mussten noch eine halbe Stunde warten.

Als wir dann schließlich in unser Zimmer konnten, stank es nach Zigaretten, obwohl wir ausdrücklich ein Nichtraucherzimmer gebucht hatten.

Lukas Schmidt: Herr Müller, das tut mir sehr Leid, ich . . .

Michael Müller: Unterbrechen Sie mich nicht, ich bin noch lange nicht fertig. Am nächsten Morgen klingelte das Telefon schon um 7 Uhr, weil sich jemand an der Rezeption in der Zimmernummer geirrt hatte. Das ist doch unmöglich!

Lukas Schmidt: Ja, Herr Müller, ich kann Ihren Ärger verstehen, aber . . .

Michael Müller: Nein, das können Sie gar nicht.

Und das ist ja noch nicht alles! Wir haben leider den Fehler begangen, in Ihrem Restaurant zu Abend zu essen. Erstens dauerte es endlos lange, bis das Essen überhaupt kam, und dann . . . was für eine Enttäuschung! Die Suppe war lauwarm und zu salzig, das Fleisch war zäh und die Portionen waren so klein, sogar ein Kind hätte da noch Hunger gehabt. Und dann kam die Rechnung, ich bin fast vom Stuhl gefallen. Unverschämt hohe Preise!

Aber am allerschlimmsten war die lautstarke Party im Zimmer nebenan. Die ganze Nacht wurde da gesungen und getrunken und meine Frau und ich haben kein Auge zugemacht. Ich habe mich mehrmals bei der Rezeption beschwert, aber nichts passierte. Freunde hatten uns Ihr Hotel empfohlen, aber offensichtlich sind die lange nicht hier gewesen. Ich kann nur sagen: **Mich sehen sie nie wieder!!!! Ich werde ihr Hotel garantiert nicht weiter empfehlen!!**

**Text 3**

Vater: Guten Morgen, Peter! Hast du gut geschlafen oder bist du ein bisschen nervös?

Peter: Klar bin ich nervös. Was denkst du denn? Ich habe kaum ein Auge zugemacht und Bauchschmerzen habe ich auch. Was ist, wenn ich die zwei Prüfer und ihre Fragen nicht verstehe? Und was mache ich, wenn mir die Vokabeln nicht einfallen? Du weißt doch, in Prüfungen bekomme ich immer die totale Panik und kann mich an gar nichts mehr erinnern!

Vater: Unsinn, ich bin mir sicher, du schaffst das. Du hast dich so gut vorbereitet. Ich habe dir und Tom zugehört, als ihr am Wochenende für die mündliche Prüfung geübt habt. Ihr habt ja stundenlang nur französisch gesprochen.

Peter: Jaja, das stimmt schon, aber mit Tom ist das ja auch viel einfacher. Da gibt es keinen Stress, aber ich habe einfach Angst, dass ich Fehler mache.

Vater: Klar, Peter. Ich verstehe das, aber überleg doch mal. Du hast dich wirklich gut vorbereitet, hast das ganze Jahr über fleißig gearbeitet und gelernt. Du hast eine gute Lehrerin und du hast sogar einen Ferienkurs gemacht. Mehr kannst du wirklich nicht tun.

Peter: Und wenn es doch schief geht?

Vater: Pass mal auf. Wenn du etwas nicht verstehst, dann frag nach. Nimm dir Zeit für deine Antworten. Wenn du Fehler machst, dann kannst du sie verbessern. Niemand erwartet, dass du perfekt französisch sprichst! Und die Prüfer wissen schon, wie nervös die Kandidaten sind. Denk auch dran, dass du deine Prüfer ansiehst und dass du ab und zu mal lächelst.

**Text 4**

Carola: Hallo Lennart, warum warst du am Samstag nicht im Kino? Der Film war total spannend. Wir haben dich vermisst.

Lennart: Ach weiβt du Carola, am Nachmittag hatte ich einen schrecklichen Streit mit meinem Vater und dann hatte ich keine Lust mehr ins Kino zu kommen. Ich wollte einfach nur allein sein.

Carola: Komisch, du verstehst dich doch sonst so gut mit deinem Vater! Was war den los?

Lennart: Naja, du weiβt doch, dass meine Eltern Hausboote vermieten. Aber seitdem der Wasserspiegel im Murray so niedrig ist, gibt es kaum noch Leute, die ein Hausboot mieten wollen.

Carola: Das stimmt natürlich. Aber das ist doch nur momentan so. Spätestens im Winter wird das Geschäft wieder besser laufen, oder?

Lennart: Das eigentliche Problem ist, dass mein Vater im Moment halt gar kein Geld verdient. Auβerdem hat er irgendwie die Hoffnung verloren. Er glaubt einfach nicht mehr daran, dass es wieder so viel Regen und Wasser wie früher geben wird,

und deshalb ist er wirklich deprimiert. Er überlegt sogar, ob er das Geschäft verkaufen soll.

Carola: Ja, das ist echt ein Problem. Und was macht er denn jetzt so den ganzen Tag, wenn die Hausboote festliegen?

Lennart: Das ist es ja eben — er sitzt nur zu Hause ’rum und hat nichts zu tun, macht sich schreckliche Sorgen und die ganze Familie leidet unter seiner schlechten Laune.

**Questions**

Text 1

1. What is the purpose of the telephone call?
2. What emotions does Jutta display? Support your answer with examples from the text.

Text 2

1. Summarise the reasons for Herr Miiller's disappointment and frustration with the hotel.
2. How does Herr Miiller convey his dissatisfaction with the hotel? Give examples from the text to support your answer.

Text 3

1. (i) How does Peter convey his fears about the oral exam?

(ii) How does Peter's father reassure his son? Support your answer with examples from the text.

1. How would you describe the relationship between Peter and his father? Give examples from the text to support your answer.

Text 4

Listen to the text and answer the questions below. Indicate the one alternative that you consider best answers the question highlighting the correct answer.

1. Why did Leimart not go to the movies?
2. He was alone at home and could not get to the cinema.
3. He does not enjoy going to the movies by himself.
4. He didn't have any money to go to the movies.
5. He had an argument with his father.

(b) What factors affected the family's business?

1. Water levels are so low that people don't want a holiday on the river.
2. People don't like going on houseboats during the winter.
3. Lennart's father is too miserable to take people out on the Murray.
4. People think taking a holiday on a houseboat costs too much.

(c) Why is Lennart having a hard time?

1. Lennart is tired of putting up with water restrictions.
2. Lennart has had an argument with his friends.
3. Lennart' s father is depressed and not easy to get on with.
4. Lennart's father will not allow him to go to the movies.

**Performance Standards for Stage 2 Locally Assessed Languages at Continuers Level**

|  | Ideas | Expression | | Interpretation and Reflection |
| --- | --- | --- | --- | --- |
| A | *Relevance*  Responses are consistently relevant to context, purpose, audience, and topic.  Responses consistently convey the appropriate detail, ideas, information, and opinions.  Responses successfully create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Depth and breadth in the treatment of the topic and content is very detailed and varied.  Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively, with originality and creativity.  Comprehensive evidence of planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.  A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.  Effective use of a range of sophisticated cohesive devices to connect ideas.  Expression consistently appropriate to the cultural and social context.  Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning.  *Coherence in Structure and Sequence*  Information and ideas are organised logically and coherently.  Conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest and enthusiasm for the topic of discussion are conveyed.  A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers).  Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well. | *Interpretation of Meaning in Texts*  Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).  Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.  Concepts, perspectives, and ideas represented in the text are identified and explained with clarity and insight.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are explained with clarity and insight.  Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.  Critical reflection on own learning. |
| B | *Relevance*  Responses are mostly relevant to context, purpose, audience, and topic.  Responses mostly convey the appropriate detail, ideas, information, and opinions.  Responses generally create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Breadth and some depth in the treatment of the topic.  Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.  Sound planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features, with good control, to convey meaning.  Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.  A range of cohesive devices is used to connect ideas.  Expression is mostly appropriate to the cultural and social context.  Effective communication, with some degree of fluency. Reasonably accurate pronunciation and intonation.  *Coherence in Structure and Sequence*  Mostly coherent organisation of information and ideas.  Most conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively.  A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).  Occasional pauses to process questions and to search for linguistic resources. | *Interpretation of Meaning in Texts*  Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples.  Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.  Concepts, perspectives, and ideas represented in the text are generally identified and explained with some clarity.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are described.  Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Some depth in reflection on own values, beliefs, practices, and ideas in relation to those represented in texts.  Thoughtful reflection on own learning. |
| C | *Relevance*  Responses are generally relevant to topic and purpose, with some relevance to context and audience.  Responses generally convey simple ideas and opinions, with generally appropriate information.  Responses generally create some interest, and partly engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics.  Simple sentences usually containing one idea are used with some effectiveness to convey meaning and support an opinion.  Competent planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns.  Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.  Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level.  Expression is generally appropriate to the cultural and social context.  Some hesitancy in responding. Pronunciation and intonation are understandable.  *Coherence in Structure and Sequence*  Generally coherent organisation of information and ideas.  Responses generally conform to the conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed.  Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor’s sentence patterns to respond.  Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts. | *Interpretation of Meaning in Texts*  Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.  Competent understanding of context, purpose, and audience, supported with isolated examples from the text.  Main concepts, ideas, and one or more perspectives in the text are identified, with some explanation.  *Analysis of the Language in Texts*  Particular linguistic and cultural features of the text are identified.  Identification of stylistic features in the text (e.g. idioms, rhetoric, expressions).  Reflection  Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts.  Some reflection on, with mostly description of, own values, beliefs, practices, and ideas in relation to those represented in texts.  Some reflection on own learning. |
| D | *Relevance*  Responses partially relevant to the topic and purpose.  Responses convey some basic information that may be appropriate.  Responses include one or more elements of interest that may engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some basic treatment of information or ideas relating to simple aspects of familiar topics.  Simple sentences are used with partial effectiveness to convey an idea or opinion. Sentences may be short or incomplete.  Some planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English.  Frequent errors and incorrect selection of words from the dictionary impede meaning.  A cohesive device may be used, with some effectiveness.  Expression occasionally appropriate to cultural and social context.  Frequent hesitancy in responding. Pronunciation may impede meaning.  *Coherence in Structure and Sequence*  Some basic organisation of information and/or ideas.  Some use of very basic conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed.  Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant.  Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers. | *Interpretation of Meaning in Texts*  Keywords and some supporting detail are identified in texts dealing with familiar situations.  Some basic understanding of context, purpose, and/or audience.  Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted.  *Analysis of the Language in Texts*  One or more basic linguistic and/or cultural features of the text are identified.  One or more stylistic features are identified.  *Reflection*  One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified.  One or more of own values, beliefs, practices, or ideas in relation to those represented in texts are described.  Learning experiences are recounted. |
| E | *Relevance*  Responses have limited relevance to the topic and purpose.  Responses attempt to convey some basic information, with limited appropriateness.  Responses attempt to include an element of interest.  *Depth of Treatment of Ideas, Information, or Opinions*  Attempted treatment of simple information relating to one or more aspects of familiar topics.  Responses are brief and often rely on a keyword to convey basic meaning.  Attempted planning or preparation. | *Capacity to Convey Information Accurately and Appropriately*  Relies heavily on the dictionary. Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning.  Frequent errors impede meaning.  Limited appropriateness of expression.  Attempted use of a cohesive device, with limited effectiveness.  Always or mostly hesitant in responding. Pronunciation impedes meaning.  *Coherence in Structure and Sequence*  Limited organisation of information or ideas.  Limited evidence of conventions of text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.  Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions.  Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning. | *Interpretation of Meaning in Texts*  Isolated items of information are identified in texts on familiar topics containing simple language.  Identification of a context, purpose, or audience.  Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).  *Analysis of the Language in Texts*  Attempted identification of a basic linguistic feature of the text.  Attempted identification of a stylistic feature.  *Reflection*  One or more formulaic cultural expressions are identified.  One or more of own values, beliefs, practices, or ideas are identified.  Learning experiences are listed. |