**Stage 2 German Continuers**

**Assessment Type 1: Folio**

**Text Analysis – Response to Written Text**

Learning Requirements Highlighted.

**Purpose**

To interpret meaning and analyse German in written texts

**Description of assessment**

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

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

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.

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| **Assessment Design Criteria For This Task** |
| **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:  IR 1 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   IR 2 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)   IR 3 Reflection   * reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts * reflection on their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied * reflection on own learning. |

**Text 1 Objektspringer — aus Liebe zur Gefahr**

Base-Jumping ist ein Extremsport, bei dem man von Gebäuden, Brücken, Antennenmasten, oder Felsen aus relativ geringer Höhe abspringt und dann mit einem Fallschirm landet.

Zunächst benutzten Pioniere des Objektspringen noch herkömmliche Fallschirme mit Reserveschirm. Im Zuge der Entwicklung als eigenständige Sportart, wurden spezielle Base-Schirme erprobt und hergestellt. Diese ermöglichten Sprünge aus niedrigeren Höhen, womit auch der Reserveschirm überflüssig wurde, denn im Ernstfall bliebe keine Zeit für die Notrettung in der Luft.

Dieser Sport ist jedoch nicht für jeden, die Todesrate ist auch extrem hoch. Profis empfehlen intensives Training, mental und physisch, für mindestens drei Jahre und 200 Fallschirmsprünge, bevor man den ersten Objektsprung wagt. Objektspringen passt zu Menschen, die extrem fit und intellektuell neugierig sind, schnell und richtig in lebensbedrohlichen Situationen reagieren, gute Koordination und Gleichgewichtssinn haben, und organisiert vorgehen.

In jedem Land gibt es unterschiedliche Gesetze, aber in Deutschland ist Base-Jumping nicht verboten, solange man die schriftliche Erlaubnis des Besitzers des Gebäudes und des Besitzers der Landefläche hat.

**Questions**

(a) Describe the development of this sport with reference to the text.

1. What advice would you give a friend who wants to start base jumping in Germany? Support your answer with reference to the text.

**Text 2 Ich habe immer an mich geglaubt**

*Als Sohn einer türkischen Einwandererfamilie kam Süleyman, 21, in Salzgitter zur Welt. Hier erzählt er von seinem Weg in die deutsche Kultur.*

Obwohl ich in Deutschland geboren bin, konnte ich kein Wort Deutsch, als ich in den Kindergarten kam. Wir türkischen Kinder in unserer Gruppe spielten immer zusammen. Deshalb sprach ich nur wenige Brocken Deutsch, als ich eingeschult wurde, fühlte mich unsicher und sagte während des Unterrichts nie etwas. Unter der Woche ging ich mindestens zweimal zum Gottesdienst in die Moschee, freiwillig sogar. Die Moschee war nämlich gleichzeitig ein Treffpunkt für uns. Wir Türken blieben so immer unter uns.

Lange Zeit war es selbstverständlich für mich in zwei Welten zu leben: vormittags im deutschen Kindergarten bzw. in der Schule, davor und danach mit meiner Familie und meinen Freunden in unserer türkischen Welt. Integration — das war lange Zeit ein Fremdwort für mich. Schlimm fand ich das aber nicht, denn ich war dieses Leben ja gewohnt. Damals war mir natürlich nicht bewusst, dass ich mit solchen Sprachdefiziten weder in der Schule noch später im Beruf irgendwelche Aussichten auf Erfolg hätte.

Zum Glück habe ich es auf Umwegen geschafft. Als ich sechs Jahre alt war, ging ich in einen Fußballverein. In meiner Mannschaft spielten außer mir nur zwei weitere Türken, also hatte ich automatisch mit den deutschen Kindern zu tun, lernte schnell Deutsch und fand meine ersten deutschen Freunde.

Als ich älter wurde, waren meine Deutschkenntnisse immer noch nicht gut und daher musste ich zuerst auf eine Hauptschule. Doch später schaffte ich es aufs Gymnasium überzuwechseln und machte sogar mein Abitur.

Obwohl ich heute fast nur noch deutsche Freunde habe, begegne ich immer noch der türkischen Kultur, wenn ich meine Eltern besuche. Aber ich kann mir nicht vorstellen, dauerhaft wieder in ihre Kultur zurückzukehren. Heute fühle ich mich überwiegend als Deutscher und weiß, dass jeder Migrant die richtige Balance zwischen seinen zwei Kulturen finden muss. Das ist sehr schwierig. Viele meiner früheren türkischen Freunde sind kaum integriert. Wen wundert es da, dass die wenigsten von ihnen berufliche Perspektiven haben?

1. What stood in the way of Süleyman’s progress at school?

1. ‘Integration war lange Zeit ein Fremdwort für mich.’ Explain the significance of this statement in the context of the text.

(c) What is your impression of Süleyman? Support your answer with evidence from the text.

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. |