

Sample Question Paper
GERMAN

STANDARD – XII

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Development of Question papers for Higher Secondary Classes

General Guidelines

1. Question paper may be prepared in accordance with the design and blue print so as to ensure fair distribution of Curriculum Objectives/ content areas and types of questions.
2. Question should be based on the Curriculum Objectives.
3. Curriculum Objectives can be clubbed or can be split into shorter chunks, whenever necessary, for framing questions.
4. Questions for assessing higher order mental processes should be framed, focusing on the ability to apply, analyse, evaluate and think creatively.
5. Different types of questions - objective type, short answer type, essay type, translation, comprehension, completion, dialogue, etc., shall be included in the question paper.
6. There need not be separate sections in the question paper for different types of questions.
7. Questions that test mere recalling and rote learning shall be avoided.
8. A fair distribution of open-ended questions shall be included to promote divergent and creative thinking.
9. Question texts and the directions given shall be simple, clear and comprehensive.
10. Objective type questions should aim at testing higher order mental processes.
11. There shall not be a rigid pattern regarding the type of questions, number of questions and order of questions.
12. Questions shall be life-related
13. Questions shall be in accordance with the learning activities.
14. Care shall be taken to avoid gender bias, communal sentiments etc. in the questions framed.
15. Adequate hints for answering the questions shall be given, wherever necessary.
16. Choice of questions may be given only upto a maximum of 20% of the total score. While giving the choice, due attention shall be given to select the same content area/ curriculum objective, scores, mental processes involved etc.
17. The duration of the examination will be 2 hrs for subjects having 60 scores and 2¹/₂ hrs for those having 80 scores, in addition to the *cool off time* for 15 mts.

18. Scores for objective type questions shall not exceed 20% of the total score.
19. Maximum score for a question shall not exceed 10% of the total score. However in Botany and Zoology a maximum of 5 score can be given to a question. Fractions may be avoided.
20. All questions should have an entry level, so that all learners who have undergone the learning process can get the minimum score. However, the possibility of applying higher order mental process, considering the different levels of the learners shall be taken into account.
21. Score should be noted in the question paper against each question and word limit may be specified wherever necessary.
22. Score shall be given to a question in accordance with the mental processes involved in answering it.
23. The possibility of using a single question text as the question text for other questions can be explored.
24. While setting a question paper, the time allocation shall be in accordance with the time for reading the questions and thinking, planning and writing time of the answer.

Guidelines for developing scoring key

1. Scoring indicators should reflect the mental processes involved in answering that question.
2. Concepts to be evaluated should be clear and specific.
3. Scoring key for open-ended questions shall give due consideration to a fairly wide range of possible responses. It may include sequencing of ideas, relevance, originality, creativity, level of thinking, presentation etc.
4. The scoring key should indicate the split up scores for the essential lower order mental processes and the higher order mental processes involved in the answer.
5. Reasonable split up may be given for the scores.
6. While evaluating the ability to express the knowledge constructed by the learner, limitations in language shall be ignored.

Curriculum Objectives

Introduction

The curriculum objectives are intended to achieve four basic skills, i.e. Listening, Speaking, Reading and Writing. There are also other skills as creative and communication skills and study skills. It is expected that the German Language course will equip the learners with the ability to manipulate the language for essential communication purposes and for higher studies.

Area: Listening

The learner

- Listens to and enjoys songs or topics discussed in German while listening to audio tapes and television programmes.
- Follows the directions and suggestions given by the teacher.
- Listens to the pronunciation.
- Listens to the conversation in German.
- Grasp the meanings of words ,phrases and sentences.
- Listens to and responds to simple oral request, questions and instructions in familiar situations.
- Listens to words or phrases and identifies the corresponding objects or actions.
- Listens to descriptions, simple narrations and stories and makes appropriate responses.

Area: Speaking

The learner

- Describes objects, situation and events in the target language.
- Uses appropriate words, phrases and sentences.
- Asks/responds to questions, suggestions and instructions.
- Uses accurate sentence patterns with correct word order.
- Speaks sentences with ease and fluency.
- Takes part in role play, dramatization and group activity.

Area: Reading

The learner

- Reads words, phrases and sentences aloud with correct pronunciation.
- Reads and enjoys simple stories.
- Develops reading habits.
- Infers the meaning of words and phrases from the context.
- Reads simple sentences and connected writings.
- Gets interested in knowing more about the country.

Area: Writing

The learner

- Lists the names of things he/she uses everyday and writes short sentences using them.
- Writes answers to simple questions given orally.
- Writes answers to questions based on a text in complete sentences.
- Organizes jumbled sentences in the right order.
- Writes short passages about family, friends and famous personalities.

Area: Communication Skills

The learner

- Exchanges greetings and wishes on special occasions.
- Seeks and gives permission.
- Makes suggestions.
- Apologizes and expresses regret.
- Seeks information.
- Makes polite requests and responds to them.
- Offers help.
- Agrees and disagrees.
- Expresses likes and dislikes.
- Thanks people.
- Narrates incidents.
- Expresses problems.
- Expresses everyday needs in situations like : 'At the Shop', [other alternatives: petrol Pump, Railway Station, Restaurant, Post Office, etc.]

Chapter 11

- 11.1. Familiarizing the students with a special characteristic of the German language: Special nouns: (Nomendeklinaton) through situational examples.
- 11.2. Understanding street signs and advertisement by knowing the Imperative form.
- 11.3. Familiarizing the students with the functioning of the Post Office through dialogue sequencing.
- 11.4. Understanding the value of the 'es' by discussing the nuances of narration.
- 11.5. Extension of the use of Genitiv by showing relations or possessions.
- 11.6. Learning the ability to give simple instructions and requests on everyday topics in German through assimilation of the imperative form.

Chapter 12

- 12.1. Learning to write a letter through getting to know the typical forms of different types of correspondence in German.
- 12.2. Describing basic activities of student life in India and Germany through group discussions and work sheets.
- 12.3. Managing simple shopping activities through dialogues, making lists and field trips.
- 12.4. Mastery of prepositions requiring Genitiv case through oral and written exercises.
- 12.5. Various types of clothing required as per the seasons through discussions.
- 12.6. Various Grammar elements like those given below using worksheets :
 - + Präteritum/ Perfekt of verbs showing position/ direction
 - + Pronouns for nouns with the article: 'ein'/'kein' and without article.
 - + Expanding of knowledge of word position.
 - + Preposition with Fragewort
 - + Use of specific prepositions with certain verbs.

Chapter 13

- 13.1. Finding one's way in a new place through sign boards, posters and city maps as also learning to ask for the directions.
- 13.2. Recognizing characteristics of important German cities through study of landmarks, photos and posters.
- 13.3. Description of objects, places and people by use of work sheets, oral exercises and field trips.
- 13.4. Acquiring the correct use of 'welcher' and 'was für ein' as well as the use of different adjective declensions through work sheets.
- 13.5. Acquiring the correct use of 'ja'-'nein'-'doch' through quiz-type question-answer activities.

Chapter 14

- 14.1. Reading and understanding German newspaper articles through study of extracts and reproduction of their contents.
- 14.2. Narration of events from the past through group discussions.
- 14.3. Learning the different usages of Plusquamperfekt through written narration.
- 14.4. Recognising proper word order with subordinate clauses (weil/dass) through partner activity and role play.
- 14.5. Facilitating the correct use of German names for cities and countries through practice with quizzes.

Chapter 15

- 15.1. Learning to compose and conclude formal and friendly letters on various themes through work sheets and translations.
- 15.2. Learning to narrate stories about vacation time through role play, work sheets and dialogues.
- 15.3. Comprehension of newspaper advertisements through use of typical German newspapers and journals, posters and work sheets.
- 15.4. Construction of complex and descriptive sentences through role play and work sheets.
- 15.5. Learning to book rooms through role play, dialogues, work sheets and posters.
- 15.6. Learning to use noun forms of verbs through exercises.

Chapter 16

- 16.1. Building of complex sentences using 'Relativpronomen' as a tool to describe people using questions and answers.
- 16.2. Learning to retell a story/ incident through sequencing incidents.
- 16.3. Introduction to German official language through presentation of official forms.
- 16.4. Imparting information about characteristics of German humour (irony) in literature.
- 16.5. Acquiring the use of adjective s as nouns as a word-building tool.
- 16.6. Acquainting the students with the formalities involved in filling out official forms.

Chapter 17

- 17.1. Introduction to degrees of comparison through the context of competition.
- 17.2. Discussion about the salient features of a radio sports commentary through analysis.
- 17.3. Reinforcement of telephone etiquettes through role play.
- 17.4. Introduction of Perfekt der Modalverben and the special verbs: helfen, hören, sehen, lassen through situation-based vocabulary.
- 17.5. Learning about the education system in Germany through its comparison with the Indian system.
- 17.6. Extension of vocabulary about professions through quizzes.
- 17.7. Extension of knowledge of geographical locations of university cities in Germany and German-speaking countries with the help of a map of Europe.
- 17.8. Learning of vocabulary related to sporting activities and equipment through collages.

Chapter 18

- 18.1. Learning to discuss travel plans for holidays through role play.
- 18.2. Acquiring the ability to describe different aspects of tourism through group discussions.
- 18.3. Enabling the student to use 'werden' to construct future events through planning of a holiday.
- 18.4. Introduction of forms of infinitive 'werden' to express future events.
- 18.5. Introduction of building of subordinate clauses through Fragewörter.

Chapter 19

- 19.1. Reading & comprehension of short reports on official events through translation, work sheets and quizzes.
- 19.2. Learning to manage a simple telephone conversation through role play or dialogue.
- 19.3. Conversion of sentences to passive voice through work sheets and quizzes.
- 19.4. Acquiring knowledge of the basic legal system in Germany through presentation and through newspaper reports.

Chapter 20

- 20.1. Information about Unified Germany – the teacher is expected to bring to the notice of the learners that the given text is outdated and has to give the new information.
- 20.2. Description of different states in Germany through quizzes and work sheets.
- 20.3. Combining two sentences with temporal conjunctions through work sheets and role play.
- 20.4. Reading and translating simple reports on German politics, journalism and allied fields through texts, posters, photos and work sheets.

Sample Question Paper I

Weightage to Clusters of Co's /Contents

Sample Question Paper II:

Weightage to Clusters of Co's /Contents

Sl no	Clusters of Co's content wise	No. of question	Score	Percentage %
1	11.4	1	8	10
2	12.2	1	8	10
3	13.5	8	8	10
4	15.6	4	8	10
5	17.4	5	5	6.2
6	19.5	8	8	10
7	17.8	8	8	10
8	16.1	3	3	3.75
9	18.1, 18.2	1	8	10
10	14.6	1	8	10
11	17.8	8	8	10
	TOTAL	48	80	

Sample Question Paper I

Weightage to Question Types

Type of questions	No of questions	Score	Percentage
Comprehension	1	8	10
Essay	2	16	20
Short Answer	5	32	40
Objective	1	8	10
Dialogue building	1	8	10
Completion	1	8	10
Total number	11	80	100

**Question Wise Analysis for
Sample Question Paper I**

Q No	Cluster of CO's content wise	Mental Process	Type of questions	Score	Time
1	11.4	2,4,6,7	Comprehension	8	10
2	12.2	1,2,4,5,7	Essay	8	20
3	13.5	7,8,9	Short Answer	8	10
4	15.6	4,5,7,9	Short Answer	8	10
5	17.4	4,7	Short Answer	5	5
6	19.5	7,8	Objective	8	15
7	17.8	4,7	Completion	8	10
8	16.1	1,4,7	Short Answer	3	5
9	18.1, 18.2	2,3,6,10,9	Dialogue	8	20
10	14.6	3,4,7,8,9,10	Essay	8	10
11	17.8	4,5,10	Short Answer	8	20
			TOTAL	80	135

Blue Print

Sl no	Content/Unit/Disc ourse	Cluster of COs	Types of questions					Total Mark s	Tim e
			Objective	Short Answers	Comprehension	Essay	Dialogue		
1	Content & Structure	Knowledge of dialogue patterns			√			8	10
2	Syntax, Vocabulary & Narration	Creative use of vocabulary				√		8	20
3	Structure & Grammar	Testing syntax		√				8	10
4	Structure & Grammar	Testing use of imperative		√				8	10
5	Vocabulary & Structure	Testing vocabulary and modalverb conjugation		√				5	5
6	Syntax & Structure	Testing knowledge of connectors	√					8	15
7	Vocabulary	Categorization			√			8	10
8	Structure & Grammar	Knowledge of relative pronomen		√				3	5
9	Vocabulary & Syntax	Knowledge of dialogue patterns					√	8	20
10	Vocabulary	Creative use of vocabulary				√		8	10
11	Vocabulary	Creative use of vocabulary		√				8	20
	TOTAL							80	135

**HIGHER SECONDARY COURSE
SAMPLE QUESTION PAPER - I**

GERMAN

Std. XII

Total Score: 80

Time : 2½ Hrs

General Instructions to candidates:

- *There is a cool-off time of 15 minutes in addition to the writing time of 2½ hrs.*
- *Use the cool-off time to get familiar with questions and to plan your answers.*
- *You are not allowed to write your answers nor to discuss anything with others during the cool-off time.*
- *Read the questions carefully before you answer them*
- *Answer all other questions.*

I Ordnen Sie bitte zu!

Here is a conversation between a salesman and a customer. The salesman's role is in the correct order but the role of the customer needs rearranging:

Verkäufer

- a. Kann ich Ihnen helfen?
- b. Ja, wie alt ist er denn?
- c. Gefällt Ihnen das blaue T-shirt?
- d. Gefällt Ihnen das gelbe hier besser?
- e. 25,- Euro
- f. Da, vorne, links.
- g. Auf Wiedersehn!

Kunde

1. Ja, das gelbe gefällt mir. Das ist besser. Und was kostet es?
2. Auf Wiedersehn!
3. Ja, gerne, ich suche ein T-shirt für meinen Enkelsohn.
4. Gut, das nehme ich dann Und wo ist die kasse?
5. Vorne links. Vielen Dank!
6. Mmh, das ist ein bisschen langweilig. Haben Sie nicht etwas Moderneres?
7. Acht Jahre. Können Sie mir etwas empfehlen?

(8 marks)

II. In Trivandrum:

**Was haben Geetha und Rita in Trivandrum erlebt?
Verknüpfen Sie die Sätze zu einer Geschichte!**

(Using the words given, write a short story)

Eines Tages....

Dort...

Zuerst....

Dann/Danach....

Später....

Leider...

Aber.....

Schliesslich.....

Wieder.....

Trotzdem.....

Zuletzt.....

(8 Marks)

III. Antworten Sie, aber verneinen Sie!

(Please answer these questions in the negative)

1. Gehen Sie nachmittags gern in die Universität?
2. Fahren Sie am Wochenende gern nach Berlin?
3. Waren Sie gestern im Café?
4. Arbeiten Sie abends besonders gut?
5. Gehen Sie heute allein in die Stadt?
6. Besuchen Sie gern Museen?
7. Gehen Sie am Wochenende gern in die Bibliothek?
8. Fliegen Sie gern?

(8 marks)

IV. Schreiben Sie Sätze mit dem Imperativ in "Sie", "du" und "ihr" Formen.

[Form sentences with the words given below in the form of request using Sie, du and ihr.]

1. bringen, mir, das Buch
2. essen, viel, Obst
3. sein, pünktlich
4. rauchen, nicht, hier

(8 marks)

V. How will you express the ideas of command, request or permission etc. using the following words (Fill in with the words given below)
sollen, wollen, dürfen

1. Herr Menon ist zu dick (fat). Der Arzt sagt: er _____ weniger essen.
2. Frau Baumgartner liebt Italien. Sie _____ nächstes Jahr nach Rom fahren.
3. Peter ist morgens immer müde. Seine Mutter sagt, er _____ früher ins Bett gehen.
4. Beate hat Herzprobleme. Der Arzt sagt, sie _____ nicht tmehr rauchen.
5. Kinder unter 15 Jahren _____ den Film nicht sehen.

(5 marks)

VI. Verbinden Sie die Sätze!
[Connect the sentences into one]

(wenn, wie, weil, dass, wo, ob, wann)

1. Ich gehe alleine ins Kino. Robert kommt nicht in fünf Minuten.
2. Ich werde rechtzeitig fertig. Sie helfen mir dabei.
3. Der Zug ist pünktlich gekommen. Der Beamte hatte es mir gesagt.
4. Er kommt heute nicht. Er ist krank.
5. Morgen wird das Wetter schön. Ich glaube es.
6. Hat er genug Geld? Ich weiss nicht.
7. Wann sind Sie geboren? Sagen Sie mir bitte!
8. Wo wohnt sein Freund? Er weiss das nicht.

(8 Marks)

**VII Verben + Bewegung. Was passt am besten?
(Verbs of movement, match suitably)**

z. B. : in der Nordsee - schwimmen

- | | |
|---------------------|--------------------|
| 1. Mit dem Flugzeug | a. schwimmen |
| 2. auf dem Berg | b. laufen |
| 3. zu Fuss | c. fliegen |
| 4. mit dem Auto | d. spazieren gehen |
| 5. im Meer | e. steigen |
| 6. Ski | f. springen |
| 7. Im Park | g. fahren |
| 8. ins Wasser | 10. gehen |

(8 Marks)

VIII. Kombinieren Sie die Sätze:

Please combine the sentences using connecting words

1. Das Bild zeigt eine schöne Gegend. Das Bild ist in dem Prospekt.
2. Mein Freund hat mir Zeitungen geschickt. Der Freund wohnt in Neustadt.
3. Das Buch ist sehr interessant. Das Buch liegt hier auf dem Tisch.

(3 marks)

- IX. Imagine that you and your friend plan to have a holiday after the examination. Your friend is in favour of a group tour but you prefer to travel alone with your friend. Prepare a dialogue using the words given below:

(Reisebüro, gefallen, dauern, reisen, ausruhen, Woche, Ort, angenehm, allein, bequem, besorgen, Fahrkarten, organisieren, Ausflug, sorgenfür, Führer, Sehenswürdigkeiten, sich kümmern um, Sommerreise)

(8 marks)

- X. **Wie eröffnet man in Ihrem Land ein Konto? Schreiben Sie es auf!
(How do you open a bank account in your country? Use the following words to describe the procedure):**

[ein Foto, die Telefonnummer, Beweis für Ihre Adresse] **(8 marks)**

- X. Einige Fragen an Sie! Bitte antworten Sie!
1. Was trinken Sie am liebsten?
 2. Was essen Sie gern?
 3. Wohin fahren Sie am liebsten in den Urlaub?
 4. Welche Stadt in Kerala gefällt Ihnen am liebsten?
 5. Gehen Sie gern ins Kino?
 6. Was machen Sie am Wochenende?
 7. Fahren Sie im Urlaub lieber ans Meer oder ins Gebirge oder Ferienorte wie Veegaland oder Black Thunder?
 8. Welche Zeitung lesen Sie gern?

(8 marks)

Scoring Key of Sample Question Paper II

- I. Grading Indicators: Ability to understand the meaning and arrange in order.
1 mark each. (Total 8 marks)
- II. Grading Indicators: Meaningful and grammatically correct composition (Total 8 marks).
Liberal valuation.
- III. 1. Nein, ich gehe nicht gern / Nein, nachmittags gehe ich nicht gern in die Universität.
2. Nein, am Wochenende fahre ich nicht gern nach Berlin.
3. Nein, ich war gestern nicht im Café.
4. Nein, abends arbeite ich nicht besonders gut.
5. Nein, heute gehe ich nicht alleine in die Stadt.
6. Nein, ich besuche Museen nicht gern.
7. Nein, am Wochenende gehe ich nicht gern in die Bibliothek.
8. Nein, ich fliege nicht gern.

Grading Indicator: Correct use of negation, word order and time adverb.

1 mark each.

- IV. 1. Bringen Sie mir das Buch!
Bring(e) mir das Buch!
Bringt mir das Buch!

2. Essen Sie viel Obst!
Iss viel Obst!
Esst viel Obst!

3. Seien Sie pünktlich!
Sei pünktlich!
Seid pünktlich!

4. Rauchen Sie nicht hier!
Rauch(e) nicht hier!
Raucht nicht hier!

Grading Indicators: Use of the correct verb in accordance with the personal pronouns

2 marks for each set of 3 sentences.

- V.
1. soll
 2. will
 3. muss
 4. soll
 5. dürfen

Grading Indicator : 1 mark each (Total 5 marks)

- VI.
1. Wenn Robert nicht in fünf Minuten kommt, gehe ich alleine ins Kino.
 2. Wenn Sie mir dabei helfen, werde ich rechtzeitig fertig.
 3. Der Zug ist pünktlich gekommen, wie der Beamter mir gesagt hatte.
 4. Er kommt heute nicht, weil er krank ist.
 5. Ich glaube, dass das Wetter morgen schön wird.
 6. Ich weiss nicht, ob er genug Geld hat.
 7. Sagen Sie mir bitte, wann Sie geboren sind.
 8. Er weiss nicht, wo sein Freund wohnt.

Grading Indicators: Correct use of the conjunctions, word order and punctuations
1 mark each (Total 8 marks)

- VII.
1. fliegen
 2. steigen
 3. gehen
 4. fahren
 5. schwimmen
 6. laufen
 7. spazieren gehen
 8. springen

Grading Indicators: Noun phrase + Verb agreement
One mark each (Total 8 marks)

- VIII.
1. Das Bild, das in dem Prospekt ist, zeigt eine schöne Gegend.
 2. Mein Freund, der in Neustadt wohnt, hat mir Zeitungen geschickt.
 3. Das Buch, das hier auf dem Tisch liegt, ist sehr interessant.
- Grading Indicators: Correct use of relative pronoun, word order, punctuations
One mark each (Total 3 marks)

- IX. Grading Indicators: Free composition of a dialogue using the words given. Correct word order, subject, verb case agreement, etc. to be taken into account. Full marks can be given to grammatically correct sentences.
(8 marks)
- X. Free composition about the procedure of opening a bank account using the words given. Grading Indicators: Grammatically correct sentences can be given full marks
(8 marks)
- XI. Free answers
Grading Indicators: Correct use of comparative/ superlative should be taken into account. One mark for each answer.
(8 marks)