

Schriftliche Prüfungsarbeit zum mittleren Schulabschluss 2008 im Fach Englisch

20. Juni 2008

**LÖSUNGEN UND
BEWERTUNGEN**

Transkripte der Hörtexte

Lösungsbögen für die Aufgaben zum Hörverstehen und Leseverstehen

Kriterienorientiertes Bewertungsraster für die Aufgaben zum Schreiben

Vordruck für das abschließende Gutachten

Listening Part 1: Radio Announcements

Announcement One: Missing Man

And now Yorkshire Police ask for your cooperation:

Yorkshire Police are looking for 78-year-old Joseph Darlington, who is missing from his Retirement Home in Sheffield. He was last seen yesterday afternoon at the post office next to his home in Shoreham Street and was wearing a white shirt, a tie, a jacket and glasses. Mr. Darlington is about 1.78 m tall and has grey hair. He has no sense of orientation and is helpless. If you see him, please call 0114 278 1857 or contact any police station.

Announcement Two: Weather

This is Darren Bright with the latest weather forecast for today. The Brighton area can expect a fairly beautiful day, for a change. After some foggy patches in the morning the day will be mainly sunny with some scattered clouds. There will definitely be no showers so you can leave your umbrellas at home. It will be relatively warm for this time of year with a lunch-time high of 70° Fahrenheit, which is 21 ° Celsius. So if you have some time to spare how about having a pub lunch outside?

Listening Part 2: Radio Spots

Spot 1: Involvement – The Anti-Drug

Husband: Ugh, what a long day . . .

Wife: Well, you're home now.

Husband: It started this morning at 7:30 with a meeting, and it just kept going meeting to meeting, the telephone would ring and back to a meeting . . .

Wife: Sounds like your typical day. Well, your dinner's in the oven.

Husband: Hey, where's Jerry?

Wife: Oh, he's watching TV.

Jerry: Hey, Dad! Dad, wanna play some ball?

Husband: Sure.

Wife: Hey, sounds like fun. I'll keep dinner in the oven.

Announcer: You always told them that no matter what, where or when, you would be there for them. Parents that are involved with their kids are more likely to help keep their kids away from drugs. Involvement, the anti-drug.

Spot 2: No Smoking

Singer: Nobody smokes here anymore.

No more.

Announcer: Every non-residential building entrance, major sports stadium, patrolled beach and children's playground is now by law, and popular demand, a no-smoking zone. Welcome to a cleaner, healthier Queensland.

Singer: Nobody smokes here anymore.

No more.

Spot 3: A Smart Investment

In these tough economic times we're all looking for a smart place to put our money. The stock market? It's up, it's down. Well, how about a 100% sure investment you can make with a guaranteed payoff? The secret? Put your money in 3 and 4-year olds, 2-year olds, infants.

Last fall you heard from just about every candidate from governor on down: Make children a top priority, especially our youngest kids. Providing pre-school and other early education programs is the smartest investment we can make in our future. When children get the early education they need, they succeed in school, they're more likely to graduate and less likely to wind up in trouble.

Yes, times are tough and the folks in Springfield need to spend wisely. That's why we have to put our youngest children at the top of the list! If we leave children behind today, we'll put Illinois behind for a long time to come. To learn more, visit earlylearningillinois.org.

Paid for by the Early Learning Illinois Campaign.

Spot 4: Monotony

If you're tired the monotony of driving sends you to sleep.

If you're tired the monotony of driving sends you to sleep.

If you're tired the monotony of driving sends you to sleep.

If you're tired the monotony of driving sends you to sleep.

.....STOP! Have a break and a coffee every two hours.

Think. Tiredness kills.

Listening Part 3: An Audio Tour through a Victorian School Museum

Guide: *Welcome to the Ragged School Museum here in London. Before we go and have a look at an old Victorian classroom, I would like you to meet Queen Victoria whose portrait you see in front of you. Queen Victoria was the woman who ruled Britain from 1837 to 1901, a period called the Victorian Age. It was a time of great progress, a time which changed many people's lives in many different ways. There were great changes in education, too.*

If you were a child in early Victorian days, your education depended on the social class you were born into. On the wall to your right you see photos showing children of rich families who, of course, lived in luxury. They had nannies to look after them, and governesses who taught them at home. When they were old enough, boys were sent to public schools, where they learned Latin and played cricket. The daughters would learn at home. Singing, playing the piano, painting, and French were their main subjects, which would help them become elegant young ladies and find rich husbands.

But, of course, this is not how the vast majority of children lived. Look at the group of poorly dressed children in the pictures on your left. In early Victorian times more than half of them didn't go to school at all and grew up unable even to read or write. Very often families were so poor that parents had to send their children to work at an early age.

But Queen Victoria felt it was important for poorer children to also get an education, so she changed the education system. By the end of the Victorian Age all children under 12 had to go to school so they could learn how to read and write, and how to count properly.

Now let's go into the next room and see what a Victorian classroom really looked like. Please, sit down at one of the desks and listen to Annie Payne and her brother George from Montgomery to see just how different and difficult things were for school children in the year 1889...

Annie: *Our school is such a terrible-looking building. The windows are so high up, we can't even look out. And in winter the rooms are freezing cold, 'cause there's only one fireplace. We always take turns to arrive early and sweep out the schoolroom or light the fire. I remember one morning last December when I came to school, the desks were covered in snow. The snow had come in through the hole in the roof during the night. It was just as cold in the classroom as it was outside, wasn't it, George?*

George: *Yeah, our fingers were too cold to even hold a pen, so we couldn't do any work that day, which was jolly good for me!*

Annie: *Oh, George, you're just lazy! Anyway, in our tiny classroom there are 92 pupils, and we all have to do the same thing at the same time, so we're like parrots, repeating everything the teacher says. How dull!*

George: *The worst thing is that our teachers are so strict. Once the headmaster hit me on the hand 6 times with a thin stick - just because I was late for school. And then he wrote my name in the punishment book, so everyone can see what I did. Now I may not get a good job when I finish school. . .*

Guide: *Yes, life was not easy for these children, but at least (**fade out**) they could learn to read and write*

Listening Part 4: Trendy Parents

Presenter: *This is Wayne Gressman, and welcome to our weekly family talk show on Chester's Teen Radio. With me in the studio are two pupils from Christleton Comprehensive, Amy Evans 16, and Luke Torello, 17, as well as Rose Fairfax, a psychologist. The three of them have joined me here to talk about a topic many of you are probably familiar with: trendy parents. It seems that many adults are trying really hard to keep in touch with their children no matter what it takes. Going to Justin Timberlake concerts and reading teen mags is not unheard of for today's mums and dads. Luke, what do you think about such parents?*

Luke: *You know..., some people would say it must be nice to have parents who share your interests, but most of us teens don't use the term "trendy parent" as a compliment. We use it for those mums and dads out there who are trying to stay young by wearing what their teenage kids wear, 'cuz they're afraid of getting old or something. We don't mind our parents dressing fashionably as long as they don't try to copy our lifestyle.*

Amy: *Well, my mum certainly is one of those "trendy" parents you're talking about, Luke. You know those TV show contests about mothers and daughters who look alike? Well, sometimes it seems as if my mom is getting ready to audition for*

one, because now she's got the same hairstyle, has started to wear the same kind of outfits as me and my friends, and she's even buying the same brand of make-up we use! I hate to say it, but I'm almost embarrassed to be seen with her in public. . .

Presenter: *What about just telling your mum outright that she looks silly when she dresses up like that? She might not realize the impression she's making on other people.*

Amy: *I've tried, but she gets this hurt look on her face and then . . .*

Presenter: *Sure sounds like you're in a difficult situation, Amy. Now, Rose, from your experience as a family therapist, would you say that Amy's problem is typical of how kids view their "trendy" parents?*

Rose: *For many kids having one of those trendy parents can be very disturbing. You see, teenagers want to find their own identity, their own way of life, and they need the feeling of being different from their parents.*

Luke: *Yeah, but you know, sometimes, it's great if you have the same interests. I mean, I've gone to some really good concerts with my dad. Guess who paid for those expensive tickets?!*

Presenter: *That sounds like a good reason for doing things together with your parents, Luke. But would you want your dad to hang around with you and your friends?*

Luke: *Of course not, but my dad's not like that. I know lots of kids, though, who do have that kind of trendy parent, but they've found a way to get rid of their parents when their friends are around. When they're talking to their friends and don't want their parents to listen in, they start using 'back slang', you know, start changing their words around. I mean, who wants your parents to know what you are talking about?*

Rose: *You're absolutely right there, Luke. But what makes it so difficult for some people is that today the boundaries between the generations have shifted and overlapped. This is especially obvious when it comes to fashion. There's nothing anymore that tells us we should only wear a certain style of clothes once we hit our 30s or 40s or even 50s. And teenagers also have to understand how important it has become for adults to look young.*

For instance, a lot of women in their 40s and 50s are still in the workforce, something which was pretty much unheard of for my mother's generation. Teenage children need to understand that their parents are often still competing on the job market with much younger people and they need to look marketable.

Amy: *I don't mind fashionable parents but I want my mum to be a real mother and not try to act like another teenager, or even my best friend.*

Rose: *Well, there is nothing wrong with parents wanting to have a good relationship with their children. But they are parents and not teenagers. So they shouldn't forget that their children have got the right to have their own lives. So if you're a parent, don't sit in your children's room when their friends come to see them unless you are invited. If you get the feeling that they are embarrassed because of you, let them have the distance they need.*

Presenter: *That's good advice for us. Well thank you all for being in our programme. And if you listeners would like to join our discussion, you can go to our website at*

Lösungen Hörverstehen**Part 1**

Number	A	B	C	D
1			✓	
2				✓
3			✓	
4			✓	

Part 2

Number	A	B	C
5			✓
6		✓	
7		✓	
8	✓		

Part 3

Number	Yes	No	Not in the Text
9			✓
10	✓		
11	✓		
12		✓	
13	✓		
14		✓	
15			✓
16		✓	

Part 4

Number	A	B	C
17		✓	
18	✓		
19	✓		
20		✓	
21			✓
22			✓
23		✓	
24			✓
25		✓	

Lösungen Leseverstehen**Part 1**

Number	A	B	C	D
1	✓			
2		✓		
3				✓
4		✓		
5			✓	

Part 2

Number	Name	A	B	C	D	E	F	G
6/7	a) Sheila		✓ (6)				✓ (7)	
8/9	b) John		✓ (8)			✓ (9)		
10/11	c) Peter					✓ (10)		✓ (11)
12/13	d) Sarah	✓ (12)					✓ (13)	
14/15	e) Kevin			✓ (14)	✓ (15)			

Part 3

Number	A	B	C	D
16			✓	
17			✓	
18				✓
19		✓		
20				✓
21	✓			
22			✓	
23				✓
24	✓			
25			✓	

Lösungen Schreiben

Part 1: Language Day at School: A Day Out in Berlin (5 P)

- Alle Eintragungen müssen sprachlich korrekt sein (Rechtschreibung, Lexik, Grammatik).
- Jede sinnvolle Antwort wird akzeptiert.
- Der erste Punkt wird nur gegeben, wenn das Ausflugsziel auf Englisch genannt wird, z.B. *Olympic Stadium, Television Tower*.
- Der zweite Punkt wird gegeben, wenn Wochentag und Datum richtig geschrieben sind. Beim Datum (mindestens Tag und Monat, Jahresangabe ist nicht erforderlich) kann die britische oder die amerikanische Schreibweise gewählt werden. Auch reine Zahlenangaben sind zulässig – vgl. Michael Swan, *Practical English Usage*, OUP 2005, p. 133f.
- Bei IV und V wird jeweils nur ein Punkt für zwei Aspekte gegeben.
- Bei IV ist darauf zu achten, dass die Aktivitäten zum Ausflugsziel passen.
- Es werden nur ganze Punkte vergeben.
- Wenn Schüler statt der geforderten Stichpunkte Sätze schreiben, wird der Punkt nur vergeben, wenn diese vollständig korrekt sind.

Part 2: Big Brother (10 P)

Korrekturhinweise

- Markieren Sie Fehler durch Unterstreichen und verwenden Sie am Rand die üblichen Korrekturzeichen (sp, gr, voc, ex).
- Markieren Sie besonders gelungene bzw. wenig gelungene/unklare Formulierungen durch den Hinweis L+ oder L- am Rand.
- Weist ein Schülertext Merkmale aus verschiedenen Punktbeschreibungen auf (zB. „weitgehend klar strukturierter Text“ und „vereinzelte grobe Normverstöße“), so machen Sie bitte mittels einer kurzen Anmerkung für einen evtl. Zweitkorrektor nachvollziehbar, warum Sie sich für mehr oder weniger Punkte entschieden haben.

Inhaltliche Anforderungen

- Bezugnahme auf die in der Aufgabenstellung geforderten inhaltlichen Punkte (*ideas to get brother away from computer, ideas how to combine computer and school, family rules regarding the computer, big brother's involvement*).

Punkte	Bewertungskriterien für den Inhalt
5	Auf alle in der Aufgabenstellung geforderten Punkte wird in einer durchweg aussagekräftigen Darstellung eingegangen.
4	Alle geforderten Punkte werden aufgegriffen und meist aussagekräftig formuliert. Wird <u>ein</u> Punkt weniger ausführlich bearbeitet, kann dies durch eine besonders ausführliche Darstellung der anderen Punkte ausgeglichen werden.
3	Alle bis auf einen der geforderten Punkte werden bearbeitet und die Aussagen meist aussagekräftig formuliert.
2	Die geforderten Punkte werden nur zum Teil bearbeitet. Die Darstellung ist stellenweise nicht aussagekräftig. Der Text ist ggf. zu kurz (weniger als 80 Wörter).
1	Die geforderten Punkte werden überwiegend nicht bearbeitet. Der Text ist ggf. viel zu kurz (weniger als 50 Wörter).
0	Der Bezug zur Aufgabenstellung ist nicht erkennbar.

Sprachverwendung

Punkte	Bewertungskriterien für die Sprache
5	Sehr klar formulierter Text. Logischer Textaufbau durch Verwendung von Konnektoren und Eindeutigkeit in den Bezügen. Reichhaltige und zutreffende Lexik und Idiomatik. Sichere Verwendung verschiedener grammatischer Strukturen. Vereinzelte Normverstöße beeinträchtigen nicht die Verständlichkeit.
4	Weitgehend klar strukturierter Text mit angemessener Lexik. Sichere Verwendung grammatischer Strukturen. Vereinzelte Normverstöße beeinträchtigen nicht die Verständlichkeit.
3	Zusammenhänge im Text sind im Großen und Ganzen nachvollziehbar. Einfache Lexik. Teilweise unsichere Verwendung grammatischer Strukturen. Vereinzelte grobe Normverstöße, die die Verständlichkeit beeinflussen.
2	Die Zusammenhänge im Text sind oftmals unklar. Einfache, z.T. ungenaue Lexik. Fehlerhafte grammatische Strukturen. Gehäufte grobe Normverstöße erschweren die Verständlichkeit.
1	Der Text ist weitgehend unzusammenhängend formuliert, unzureichende Lexik. Gravierende Normverstöße im gesamten Text, die die Verständlichkeit stark einschränken.
0	Gravierende Normverstöße im gesamten Text, die die Verständlichkeit verhindern.

(based on: PET Handbook, Cambridge University 2003)

Part 3: Mediation – Computer Games (10 P)

Von den Schülerinnen und Schülern wird eine sinngemäße Übertragung (keine wörtliche Übersetzung!) **zweier** Spielbeschreibungen erwartet. Die wesentlichen inhaltlichen Aspekte sind im Folgenden aufgelistet, ohne dass es sich dabei um von den Schülern einzufordernde Formulierungen handelt. Anstelle abstrahierender Formulierungen können inhaltliche Aspekte auch über konkrete Beispiele gemittelt werden.

Für die inhaltliche Übertragung werden maximal 6 Punkte erteilt. Weitere 4 Punkte werden für die Sprache vergeben (s. Bewertungstabellen). Bitte beachten Sie die Korrekturhinweise auf Seite 9.

Erwartete Inhaltspunkte:

Der Text umfasst eine knappe inhaltliche Beschreibung von zwei gewählten Computerspielen. Es ist jeweils eine allgemeine Information obligatorisch zu nennen. Von den anderen müssen mindestens je zwei genannt werden.

Neue Abenteuer auf der Schatzinsel

Allgemeine Information zum Spiel
z.B. This is an adventure game in search of a pirate's treasure....
weitere Informationen
<ul style="list-style-type: none"> • A bird brings Jim a message from Long John Silver. • LJS has buried a treasure on a secret island. • Pirates, old enemies of LJS, are on Jim's trail. • It is a dangerous journey. • (...)

Syberia

Allgemeine Information zum Spiel
z.B. This game is about a woman and her search for the owner of a factory.
weitere Informationen
<ul style="list-style-type: none"> • Kate Walker is sent to a village to buy a factory. • The owner of the factory has died. • She is looking for the heir. • She travels east and sees fascinating places, landscapes and people. • (...)

Anno 1701

Allgemeine Information zum Spiel
z.B. In this game you have to discover an unknown world in 1701./In this game you are building a new world in 1701./This is a game of discovery and adventure in the year 1701.
weitere Informationen
<ul style="list-style-type: none"> • You have to build a city. • You can communicate/interact with other players through trade and diplomacy. • You can become a rich and successful person in this new world. • It is a combination of different genres/kinds of games. • (...)

Punkte	Bewertungskriterien für den Inhalt
6	Die allgemeinen Informationen und mindestens je zwei weitere inhaltliche Aspekte werden aussagekräftig und der Schreibabsicht angemessen aufgeführt.
5	Die allgemeinen Informationen und mindestens je zwei weitere inhaltliche Aspekte werden nachvollziehbar aufgeführt. Die Schreibabsicht wird erkennbar.
4	Die allgemeinen Informationen und mindestens je zwei weitere inhaltliche Aspekte werden aufgeführt. Die Darstellung ist weitgehend nachvollziehbar.
3	Die allgemeinen Informationen und mindestens ein weiterer inhaltlicher Aspekt werden aufgeführt. Die Darstellung ist noch nachvollziehbar.
2	Nur wenige inhaltliche Aspekte werden genannt oder die Darstellung ist schwer nachvollziehbar.
1	Die inhaltlichen Aspekte sind nur in Ansätzen dargestellt.
0	Der Text hat keinen erkennbaren Zusammenhang zur Aufgabenstellung.

Punkte	Bewertungskriterien für die Sprache
4	Sehr klar formulierter Text; treffende Wortwahl; sichere Verwendung von Strukturen; vereinzelte Normverstöße beeinträchtigen nicht die Verständlichkeit.
3	Weitgehend klar formulierter Text mit einfacher Lexik; meist sichere Strukturen; Normverstöße beeinträchtigen nicht die Verständlichkeit.
2	Text ist im Großen und Ganzen nachvollziehbar; einfache, z.T. ungenaue Lexik; unsichere Verwendung von Strukturen; vereinzelte grobe Normverstöße, die die Verständlichkeit teilweise erschweren.
1	Der Text ist überwiegend unklar formuliert; ungenaue Lexik; sehr unsichere Strukturen; gehäufte grobe Normverstöße schränken die Verständlichkeit ein.
0	Der Text ist weitgehend unverständlich.

**Vorgaben für die Benotung der Arbeit im Fach Englisch
im Rahmen des mittleren Schulabschlusses**

Note	Punkte
1	75
	74
	73
	72
	71
	70
	69
2	68
	67
	66
	65
	64
	63
	62
3	61
	60
	59
	58
	57
	56
	55
4	54
	53
	52
	51
	50
	49
	48
5	47
	46
	45
	44
	43
	42
	41
6	40
	39
	38
	37
	36
	35
	34
	-
	0

Mittlerer Schulabschluss 2008 im Fach Englisch

Abschließendes Gutachten für

Teilergebnisse

schriftliche Prüfung

Hörverstehen	Punkte von 25
Leseverstehen	Punkte von 25
Schreiben	Punkte von 25
<hr/>		
Gesamt	Punkte von 75

NOTE:

.....
Datum

.....
Name und Dienstbezeichnung

