Die Senatorin
für Bildung und Wissenschaft

Freie
Hansestadt
Bremen

Zentrale Abschlussprüfung 10 zur Erlangung des Mittleren Schulabschlusses

2011

Englisch (A)

Zusammenstellung für das Transparenzportal Bremen

Dieses Dokument enthält Aufgaben zu den Kompetenzbereichen

- Lesen
- Sprachmittlung
- Schreiben

Sowie

- Lehrer:innenhinweise und Lösungen

Name: _____

Klasse: _____

Datum: 18. Mai 2011

Listening		von 25 Punkten
Reading		von 25 Punkten
Writing		von 25 Punkten
Total		von 75 Punkten

Listening

Dieser Teil ist urheberrechtlich geschützt.

Reading

Part 1: QUESTIONS 1- 5

Look at the text in each question. What does it say? Mark (✓) the letter next to the correct explanation - **A**, **B** or **C**.

Dieser Teil ist urheberrechtlich geschützt.

_____ / 5 P

Part 2: QUESTIONS 6-10

The people below all want to find a radio programme they could enjoy listening to this week. On the opposite page there are descriptions of eight radio programmes. Decide which programme would be the most suitable for the following people.
For **questions 6-10** write the **correct letter (A-H)** on the line behind the number.

Dieser Teil ist urheberrechtlich geschützt.

_____ / 5 P

Part 3: QUESTIONS 11-15

Look at the sentences below about climbing Ben Nevis, a mountain in Scotland. Read the text on the opposite page to decide if each sentence is correct or incorrect.
If it is **correct**, mark **A**. If it is **not correct**, mark **B**.

Dieser Teil ist urheberrechtlich geschützt.

____ / 5 P

Part 4: QUESTIONS 16-20

Read the text and questions below.
For each question, mark the letter ☑ next to the correct answer - **A**, **B**, **C** or **D**.

Dieser Teil ist urheberrechtlich geschützt.

____ / 5 P

Part 5: QUESTIONS 21-25

Read the text below and choose the correct word for each space.
For each question, mark the letter ☑ next to the correct word - **A, B, C** or **D**.

Dieser Teil ist urheberrechtlich geschützt.

____ / 5 P

Writing

Part 1: QUESTIONS 1- 5

Here are some sentences about a visit to an activity park.

For each question, complete the second sentence so that it means the same as the first.
Use no more than three words.

Write only the missing words on the line.

Dieser Teil ist urheberrechtlich geschützt.

____ / 5 P

Part 2: QUESTION 6

You have just read the following advertisement:

> ***Hardworking, reliable people*** needed this summer for our ***International Working Holiday Camp*** picking fruit and vegetables
>
> * free accommodation
>
> * good pay
>
> * evening English course
>
> *Contact: James Felton, Whitecross Farm, Deal, Kent*

Write your **letter of application** to the farm. Say why you are interested in the work and ask for more details about the information given in the advertisement. Do not write any addresses.

Write your **letter of application (60 – 80 words**) on the sheet provided.

____ / 8 P

Part 3: QUESTION 7

Write an answer to **ONE** of the following questions **(a.** or **b.)**

a. This is part of a letter you receive from an English penfriend.

> A new gym has opened near my house. I go there twice a week. What sports facilities are available near where you live? How often do you do sport?

Now write a **letter** answering your penfriend's questions. Write the letter in **about 100 words** on the sheet provided.

OR

b. Your English teacher has asked you to write a **story**.
This is the title of your story:

The lost birthday present

Write your **story** in **about 100 words** on the sheet provided.

____ / 12 P

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zur Erlangung des Mittleren Schulabschlusses

2011

Englisch (A)

Lehrerhinweise und Lösungen

Liebe Kolleginnen und Kollegen,

Sie erhalten jeweils ein Paket mit den Kopiervorlagen für die Aufgaben für die Schülerinnen und Schüler und ein Paket mit Lehrerhinweisen sowie einer CD für den Hörverstehenstest. In den Lehrerhinweisen finden Sie die Lösungen für die Aufgaben und den jeweiligen Bewertungsschlüssel.

Die Hinweise und die CD sind ausschließlich für die Hand des Lehrers gedacht.

Die Testbearbeitungszeit beträgt für die Sekundarschule / Gesamtschule - Mittlerer Schulabschluss - 120 Minuten. Abgeprüft werden Hörverstehen, Leseverstehen und Schreibfertigkeit.

Die Bearbeitungszeiten für die Schularten verteilen sich **in etwa** wie folgt auf die Kompetenzbereiche:

Mittlerer Schulabschluss - Sekundarschule /Gesamtschule	
Listening	ca. 30 Min.
Reading	ca. 60 Min.
Writing	ca. 30 Min.

Die Aufgaben zu den Bereichen Leseverstehen und Schreiben können die Schülerinnen und Schüler in beliebiger Reihenfolge bearbeiten.

Zugelassenes Hilfsmittel ist ein zweisprachiges Wörterbuch (auch elektronisch).

Ferner werden linierte Schreibblätter für die kreative Schreibaufgabe benötigt.

Hinweise zum Hörverstehenstest

Auf der CD sind die Hörverstehenstests für alle Schularten enthalten. Der Hörverstehenstest besteht aus 4 Teilen:

Für die **Sekundarschule / Gesamtschule - Mittlerer Schulabschluss -** sind dies die **Tracks 6 – 9**.

Die Arbeitsanweisungen auf der CD sind in englischer Sprache. Jeder Hörverstehenstext wird auf der CD zweimal präsentiert. Dabei sind Pausen zum Eintragen der Antworten bereits enthalten.

Bitte beachten Sie: Für Nachfragen zu Beginn des Tests ist eine Pause eingeplant, für die die Lehrkraft gebeten wird, die CD zu stoppen (Pausentaste ||)!

Die Schülerinnen und Schüler tragen ihre Antworten direkt in die Arbeitsblätter ein.

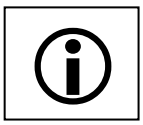
Die CD wird auch für die Arbeit benutzt, die nachgeschrieben wird. Sie ist daher nach der Benutzung an die Schulleitung zurückzugeben und sicher aufzubewahren.

Hinweise zum Schreibfertigkeitstest

In PART 3 werden zwei kreative Aufgaben zur Auswahl angeboten.

Bitte weisen Sie Ihre Schülerinnen und Schüler darauf hin, dass sie hiervon nur eine Aufgabe (TASK a oder TASK b) auswählen und diese auf einem gesonderten Schreibblatt bearbeiten.

Auf Wunsch einiger Schulen haben wir an das Ende dieser Lehrerhinweise einen Auswertungsbogen angehängt, in den zur Vorbereitung auf die internetgestützte Dateneingabe alle Schülerergebnisse eingetragen werden können. Sie können diesen Auswertungsbogen auch über das ZAP-Internetportal unter dem Menupunkt „Materialien“ herunterladen oder ausdrucken.



Bei Nachfragen steht Ihnen Frau Hughes am 18. Mai ab 8:00 Uhr telefonisch unter 0421/361 – 6209 zur Verfügung.

Bewertungshinweise

1. Halbe Punkte werden nicht vergeben!!

2. Die Bewertung der Tests ist nach folgendem Schlüssel vorzunehmen:

	1	**2**	**3**	**4**	**5**	**6**
alle Bildungsgänge	75-63	62-52	51-41	40-30	29-15	14-0

3. Die Punkte verteilen sich auf die einzelnen Bereiche wie folgt:

	Leseverstehen	**Hörverstehen**	**Schreibfertigkeit (1)**	**Schreibfertigkeit (2 + 3)**	**Gesamt**
Sekundarschule/ Gesamtschule	25	25	5	20	75

Für die Bewertung aller **kreativen Schreibaufgaben** gelten die nachstehenden Empfehlungen des PET. Zwischenstufen (keine halben Punkte!) bei der Punktevergabe sind selbstverständlich möglich und richten sich nach der Einschätzung der korrigierenden Lehrkräfte. Bitte beachten Sie auch die Beispieltexte („sample texts“) in den Lehrerhinweisen.

POINTS				TASK
8	10	12	15	**Very good attempt:** • Confident and ambitious use of language • Wide range of structures and vocabulary within the task set • Well organised and coherent, through use of simple linking devices • Errors are minor, due to ambition and non-impeding • Requires no effort by the reader.
		Band 5*		
7	8	10	12	**Good attempt:** • Fairly ambitious use of language • More than adequate range of structures and vocabulary within the task set • Evidence of organisation and some linking of sentences • Some errors, generally non-impeding • Requires only a little effort by the reader.
		Band 4*		
5	6	8	9	**Adequate attempt:** • Language is unambitious, or if ambitious, flawed • Adequate range of structures and vocabulary • Some attempt at organisation; linking of sentences not always maintained • A number of errors may be present, but are mostly non-impeding • Requires some effort by the reader.
		Band 3*		
3	4	5	6	**Inadequate attempt:** • Language is simplistic/limited/repetitive • Inadequate range of structures and vocabulary • Some incoherence; erratic punctuation • Numerous errors, which sometimes impede communication • Requires considerable effort by the reader.
		Band 2*		
1	2	2	3	**Poor attempt:** • Severely restricted command of language • No evidence of range of structures and vocabulary • Seriously incoherent; absence of punctuation • Very poor control; difficult to understand • Requires excessive effort by the reader.
		Band 1*		
0	0	0	0	**Achieves nothing:** • language impossible to understand, or totally irrelevant to task.
		Band 0*		

KEY – Sekundarschule / Gesamtschule - Mittlerer Schulabschluss - A

Listening

Dieser Teil ist urheberrechtlich geschützt.

Reading

Dieser Teil ist urheberrechtlich geschützt.

Writing

Part 1

1 expensive/ much/ dear as
2 was raining/ rainy/ wet (weather) // rained
3 so
4 Whose
5 didn't/ did not

Part 2: Question 6

Content:
Application must state why the person wants this job, as well as asking for further information about at least one point mentioned in the advertisement. NB Acceptable for this to be about the nature of the work.

Organisation and cohesion:
Early reference to the advertisement. Clear organisation of the content. Formal opening and closing formulae.

Range:
Language appropriate for giving and requesting information. Vocabulary relevant to job applications and the advertised work.

Appropriacy of register and format:
Formal letter.

Target reader:
Would understand why the applicant is interested in the work and be able to respond to the questions asked.

Part 3: Question 7a

The following sample answers can be used as a guide when marking.

1) Sample Answer 7a (Letter to a penfriend)

Dear Luke,
Hi. I hope you're well. I am so glad to hear from you. It's nice to know that you go to the gym regularly. I believe it will make you fit. I can't wait to see the result of your exercise. Well, near my house there are four tennis courts which open every day at nine in the morning and close at ten in the evening. It costs £ 10.00 for two hours. There is also a basketball court and two football fields but I have no idea how much the rent is. I heard that there is also a swimming pool being renovated at the moment right beside the tennis courts. On Saturdays, I play badminton with my cousin for about an hour, after that I get really tired.
Sometimes I like to play football but unfortunately, most members of the teams are boys so it's enough for me to just watch them play. Perhaps I will go swimming as well when the pool is finished. Hope you will write again soon.
Take care
Love,
(signature)

Examiner Comments
This is a very good attempt with a wide range of structures, e.g.:'I heard that there is also a swimming pool being renovated at the moment right beside the tennis courts', and vocabulary, e.g.:'I can't wait to see the result'. The narrative is well organised with simple linking, e.g.:'On Saturdays', 'sometimes'. There is a natural flow to the letter, e.g.:'Well, near my house…' and errors are very minor; word choice only, i.e. 'unfortunately' and 'rent'. No effort is required from the reader.
Band: 5

2) Sample Answer 7a (Letter to a penfriend)

Hello. How are you?
It is a problem because I think that you have to speak with your family. Other problem is how much money do you pay for go and practice sports. Near my house I do a lot of sports but the sports that I practice very much are football, baseketball and beisball but when I go to the gim I play machines for I will have a strong muscles and resistant in the legs.
If I go to the gim and after I will go to play football I finished the day very tired. One day I go to the gim and the next day I go to play sports.
With the resistant that I could have after the gim and I could be very good for the sports that I do the next day.

Examiner Comments:
This is an adequate attempt with ambitious but flawed language, e.g.: 'Near my house…resistant in the legs'. There is an adequate range of structures and vocabulary, e.g.:'If I go to the gim…', 'muscles', 'resistant' in a quite well organized letter, with simple linking, e.g.: 'but', 'when', 'after'. However, there are a number of errors, mostly non-impeding, e.g.: 'If I go to the gim and after I will go to play football I finish the day very tired'. Some effort is required for the reader.
Band: 3

3) Sample Answer 7a (Letter to a penfriend)

I have been next in my house 6pm.
No twece a week.
Playing tennis and excerice. I like going to the beach very nice in my country is beautiful places and restaurants, museum, show the sings and very nice academic sports and exercice aerobic, music. But I like playing football. I like my brother participle in the playing football in very fast, next my house in Putney.

Examiner Comments
This is a poor effort showing a restricted command of language with little evidence of basic sentence structure, e.g.: 'show the sings…aerobic, music'. However, occasional phrases do make sense, e.g.: 'But I like playing …'. There are a number of errors which lead to incoherence, e.g.: 'But I like playing football…my house in Putney'. The text requires excessive effort from the reader.
Band: 1

Part 3: Question 7b

1) Sample Answer 7b (The lost birthday present)

Last month it was my mother's birthday. My brother, my dad and I prepared an amazing party with all her friends. It was hard to organize but we did it… Dad told me I was in charge of the present which was a new digital camera. I put it in my room, under my pillow, thought it was a safety place…
On the day, when my dad asked me to go and get the present, I couldn't find it!
Mum was waiting, all her friend were too…They were all looking at me with this horrible look which means 'You've done something wrong'.
After a while mum started laughing, we didn't understand why… she said: 'Is the present a digital camera?!' My brother replied 'Yes, it is! How do you know?'
She laughed more and more and declared that she found it in my room and she had started already to use it!
We were all laughing and smiling, glad about this revelation!

Examiner Comments:
This is a very good attempt with confident and ambitious use of language, e.g.: ' Dad told me I was in charge of the present which was a new digital camera' There is a wide range of structures and vocabulary, e.g.: 'She laughed more and more and declared that…', '…glad about this revelation' and the narrative is well organised with effective use of linking devices, e.g.: 'On the day…', 'After a while…'. There are a few minor errors which do not impede, e.g.: 'a safety place' and no effort is required from the reader.
Band:5

2) Sample Answer 7b (The lost birthday present)

Jane was exited because next day was going to be her birthday! She was so happy because their parents bought her a piano and she love play it. They hide it under the stairs, and they said to Jane that she can't open it until her birthday. She couldn't wait so she decided to go the night before her birthday and play it. When she opened the door of the room where the piano was she saw that it wasn't there. She was so worried so she went to bed again. Next day when she woke up she saw the piano in her room, and her mom was near it. She told Jane that she moved the piano because she knew she was going to play it.

Examiner Comments:
This is a good attempt with a fairly ambitious use of language. There is a more than adequate range of structures and vocabulary, e.g.: 'When she opened the door of the room where the piano was she saw that it wasn't there' with some evidence of organisation and some linking of sentences. There are some errors, mainly in tenses, e.g..:'…she love play it. They hide it under the stairs' but, on the whole, only a little effort is required from the reader.

Band: 4

3) Sample Answer 7b (The lost birthday present)

The lost birthday present

Hello, Emily!
I just wont to tell you what happened exactly last saturday!
Me and my friend went to the shop, because we are wont to bay a lovely Tshirt for my nice friend Zoe. We are went one of the shop in Oxford street, and the noder. Finaly we are found a very famous in the street and we wher happy and bought a lovely, pink Tshort! We left to the shop was nearly close time. And we catch the bus and travelled back home both together. End of the bus stadion we can't find the lovely present. Probably we lose it on the bus because was very busy. Doesn't felt very happy we where realised what had happened! See you soon! All the best
(signature)

Examiner Comments:
This is an inadequate attempt which starts with some ambition e.g.: 'I just want to tell you…last saturday' but rapidly becomes incoherent e.g.: 'Finally we are found…' The text appears to follow a narrative sequence but is difficult to understand due to language errors, which are numerous and sometimes impede. Considerable effort is required from the reader**.**
Band : 2