Jahrgangsstufentest Englisch 2019
an bayerischen Realschulen

LÖSUNGSVORSCHLAG

Hinweise:
- Es werden grundsätzlich keine halben Punkte vergeben.
- Im Lösungsvorschlag können nicht alle möglichen Lösungen berücksichtigt werden.

PART I: Listening

Verstöße gegen die Rechtschreibung werden, wenn sie nicht sinnentstellend sind, <u>nicht</u> gewertet.

Task 1

meeting friends at a café	**4**	talking at school	**3**	
listening to a pop concert	**-**	seeing a street fight	**-**	
doing a sightseeing tour	**-**	planning a holiday	**1**	
watching a sports event	**2**	having a party	**5**	**(5)**

Task 2

6A	**7C**	**8B**	**9B**	**10A**	**(5)**

Task 3

11.	Canada	**1**
12.	(with a) family	**1**
13.	grammar, speaking	**1**
14.	*from* 8:30/half past eight	
	to 14:00/two (o'clock)	**1**
15.	vichy	**1**
		(5)

PART II: Reading

Task 1

0	1	2	3	4	5	6	7	
E	D	A	E	B	C	D	C	**(7)**

Task 2

8 T	**9 N**	**10 F**	**11 T**	**12 N**	**13 T**	**14 T**	**15 F**	**(8)**

PART III: Writing   (15)
siehe letzte Seite

PART IV: Use of English

Verstöße gegen die Rechtschreibung werden mit Punktabzug geahndet.

Task 1

0	1	2	3	4	5	
I	C	H	F	A	B	**(5)**

Task 2

6 is	**7 the/a**	**8 can/may/will**	**9 or**	**10 do**	
11 by	**12 go**	**13 at**	**14 their/the**	**15 because/if**	**(10)**

LISTENING: TAPESCRIPT

Task 1

1
Sarah:
Dad:
Sarah:

Dad:

Die Dialoge zu Listening Task 1 können aus urheberrechtlichen Gründen hier nicht veröffentlicht werden;
Originale als Textgrundlage zu Testzwecken gekürzt und verändert.

2
Boy:
Girl:
Boy:
Girl:

3
Boy:
Girl:
Boy:
Girl:

4
Girl:
Boy:
Girl:

Boy:

5
Girl:
Boy:
Girl:

Task 2

Anna
Jonathan
Anna
Jonathan
Anna
Jonathan
Anna
Jonathan
Anna
Jonathan

Der Dialog zu Listening Task 2 kann aus urheberrechtlichen Gründen hier nicht veröffentlicht werden;
Original als Textgrundlage zu Testzwecken gekürzt und verändert.

Anna

Jonathan

Anna

Jonathan

Anna

Jonathan

Anna

Jonathan

Anna

Jonathan

Anna

Jonathan

Anna

Task 3

ELLS

Sue

ELLS

Sue

ELLS

Sue

ELLS

Sue

ELLS

Sue

ELLS

Sue

ELLS

Sue

ELLS

Sue

ELLS

Sue

Der Dialog zu Listening Task 3 kann aus urheberrechtlichen Gründen hier nicht veröffentlicht werden;
Original als Textgrundlage zu Testzwecken gekürzt und verändert.

NOTENSCHLÜSSEL
für den Jahrgangsstufentest Englisch 2019

60 – 53   Note 1

52 – 45   Note 2

44 – 37   Note 3

36 – 29   Note 4

28 – 21   Note 5

20 –   0   Note 6

PART III: Writing (15)

There are 15 points for this task, a maximum of 5 points for each section: *Content & Elaboration – Structures & Vocabulary – Discourse.*
Pupils are not expected to produce faultless English; to achieve 15 points, a pupil should write a generically appropriate coherent and cohesive text that successfully communicates all three parts of the message *(where you saw your star – why you like your star – your wishes as a fan)* using a level-appropriate range of structures and vocabulary, and that contains only a few minor errors.

	Task Achievement	Language	
Points	*Content & Elaboration*	*Structures & Vocabulary*	*Discourse*
5 fully	Good task achievement: ☐ all content present ☐ thorough elaboration of relevant content	Good use: ☐ considerable range of structures ☐ considerable range of task-relevant vocabulary ☐ sporadic inaccuracies that do not interfere with meaning	Good text construction: ☐ genre expectations met ☐ ideas follow in a logical order ☐ text is explicitly connected
4 mostly	**A mix of some of 3 and some of 5**		
3 moderately	Moderate task achievement: ☐ some of the content present ☐ some elaboration of relevant content	Moderate use: ☐ reasonable range of structures ☐ reasonable range of task-relevant vocabulary ☐ occasional errors that may obscure meaning	Moderate text construction: ☐ some genre expectations met ☐ ideas generally follow in a logical order ☐ text is generally explicitly connected
2 partly	**A mix of some of 1 and some of 3**		
1 hardly	Poor task achievement: ☐ little content present ☐ hardly any elaboration of relevant content	Poor use: ☐ restricted range of structures ☐ restricted range of task-relevant vocabulary ☐ frequent errors that severely distort meaning	Poor text construction: ☐ few genre expectations met ☐ ideas rarely follow in a logical order ☐ text is rarely explicitly connected
0 not at all	No task achievement: ☐ no content present ☐ no elaboration	Inadequate use: ☐ too little language output ☐ mostly incorrect text	No text construction: ☐ no genre expectations met ☐ ideas do not follow in a logical order ☐ text is not explicitly connected

If pupils use <u>less than 55 words</u>, they automatically lose **1 point out of 5** in each *Language* section (*Structures & Vocabulary* <u>and</u> *Discourse*).
If they write <u>less than 45 words</u>, they automatically lose **2 points out of 5** in each *Language* section (*Structures & Vocabulary* <u>and</u> *Discourse*).
Scripts whose <u>task achievement mark is 0</u> **are automatically marked 0** for each *Language* section (*Structures & Vocabulary* <u>and</u> *Discourse*)