

Jahrgangsstufentest Englisch 2022 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, nicht gewertet.

Task 1

standing in a line	3	working in the garden		
enjoying time in the water		talking at school	5	
doing housework	2	feeding animals	1	
buying food		studying for a test	4	(5)

Task 2

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

Task 3

11. - sheep
- horses **(einer von zwei Aspekten)** 1
12. feed¹ little/baby² animals / feed¹ the babies² 1
13. (£) 2.50 1
14. (from) 10:30 (to) 3:30 1
15. (555 -) 0 1 9 7 0 3 2 2 1 6 1

¹ Der unterstrichene Aspekt muss in der Antwort mit enthalten sein, damit der Punkt vergeben werden kann. Dabei ist der inhaltliche Aspekt gemeint. Sollte dieser durch anderes Vokabular in gleicher Weise zum Ausdruck kommen, so kann der Punkt ebenfalls gegeben werden.

² Eine der beiden Alternativen genügt, um den Punkt zu erhalten.

PART II: Reading

Task 1

0	1	2	3	4	5	6	7	8	
G	K	D	A	L	F	H	M	B	(8)

Task 2

9 F	10 T	11 N	12 T	13 F	14 T	15 F	(7)
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PART III: Writing

siehe letzte Seite

(15)

PART IV: Use of English

Verstöße gegen die Rechtschreibung werden mit Punktabzug geahndet.

Task 1

0	1	2	3	4	5	
H	C	G	A	B	E	(5)

Task 2

6 its	7 know	8 posted	9 into	10 can
11 a lot	12 are	13 at	14 than	15 if
				(10)

LISTENING: TAPESCRIPT

Task 1

1

Andrew I'm glad school's over and I can stay on your farm, Granny.

Grandma Yes, it's nice that you're here.

Andrew I like helping you. It's better than going to the beach.

Grandma You're my best ... Look, the rabbits are hungry, too. Could you get some fresh grass from the garden?

Andrew Sure.

2

Dad Sally, could you go to the supermarket and get some toast, please?

Sally Sorry, Dad. I'm tidying up. Why don't you go yourself?

Dad I'm cleaning the bathroom.

Sally I see. But I still have to do my math homework. And in the evening the supermarket is always crowded and I don't want to wait in a line. I can go tomorrow if you want.

3

Jay Oh no! We'll never get into the cinema on time and I really want to watch the "Flying Cows"!

Gloria Don't panic.

Jay Look at all those people ahead of us.

Gloria Look – it's moving pretty fast. There will even be enough time to buy some popcorn.

4

Phil What a pity! Our friends are at the beach and we have to stay at home.

Christine Yes, it's so annoying. I'm tired of working through all those questions about traffic rules.

Phil Me too. But if we do well next Monday, we can drive a car.

Christine OK, let's carry on!

5

Frank Have you downloaded the text about farm animals which we need for our presentation?

Pam Not yet. I had to study English yesterday. I'll do it later.

Frank Alright ... *(bell sounds)* Oh no, the bell. Break is over. We'll be late for maths.

Pam Oh dear, and I'm still hungry. I didn't have time to buy something to eat.

Task 2

Tom
Sarah
Tom
Sarah
Tom
Sarah
Tom
Sarah
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Sarah
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Sarah
Tom
Sarah
Tom
Sarah
Tom
Sarah

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

Excellent ESL, Pets Conversation “ [online available on:

<https://www.excellentesl4u.com>
zuletzt abgerufen am 03.03.2021,

Read On, August 2020

Task 3

Presenter

Der Hörtext zu Listening Task 3 kann aus urheberrechtlichen Gründen hier nicht veröffentlicht werden;

Originale als Textgrundlage zu Testzwecken gekürzt und verändert.

Quelle:

<https://fantasyfarmpark.co.uk/>
(zuletzt abgerufen am 04.05.2021)

BEWERTUNGSMABSTAB

für den Jahrgangsstufentest Englisch 2022

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 (*picture 1 – picture 2 – picture 3*) using a level-appropriate range of structures and vocabulary, and that contains only a few minor errors.

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

If pupils use less than 55 words, they automatically lose **1 point out of 5** in each *Language* section (*Structures & Vocabulary* and *Discourse*).

If they write less than 45 words, they automatically lose **2 points out of 5** in each *Language* section (*Structures & Vocabulary* and *Discourse*).

Scripts whose task achievement mark is 0 are **automatically marked 0** for each *Language* section (*Structures & Vocabulary* and *Discourse*)