

Senatsverwaltung für Bildung, Jugend und Sport



# **Schriftliche Prüfungsarbeit zum mittleren Schulabschluss 2006 im Fach Englisch**

[Für die Hand des Lehrers]

16. Mai 2006

Transkripte der Hörtexte

Lösungsbögen für die Aufgaben zum Hörverstehen und Leseverstehen  
(zum Kopieren auf Folie)

Kriterienorientiertes Bewertungsraster für die Aufgaben zum Schreiben

Vordruck für das abschließende Gutachten

**Hörtext 1: Recorded Messages****Message 1: Movie Theater**

*Thank you for calling the Pavilion Movie Theater information and booking line. Here you can find out which movies we show, when they start, and where you can book tickets.*

*Here are the movies for the week from Friday August 12<sup>th</sup> to Thursday August 18<sup>th</sup>:*

***Theatre one:*** *Charlie and The Chocolate Factory*, a kid's fantasy movie, 106 minutes, daily at 2, 5.15 and 8.30 pm, late shows on Friday and Saturday at 11.15 pm

***Theatre two:*** *Mr & Mrs Smith*, a romantic action comedy, 120 minutes, 12 years and over, daily at 3, 5.30 and 8.45 pm, late shows on Thursday, Friday, and Saturday at 11.30 pm

***Theatre three:*** *The Island*, a science-fiction movie, 127 minutes, 16 years and over, daily at 5 pm and 8 pm

*If you want to listen to the information again, press 2. If you want to be transferred to the booking office, press 0.*

**Message 2: The London Tour**

*Welcome to London's Open-Top City Bus Tour. This is a recorded announcement.*

*Join our circular tour on an open-top double-decker bus and see the wonderful sights of London, including the Tower of London, St. Paul's Cathedral and Piccadilly. It will be an unforgettable experience for the whole family. Simply 'Hop on and Hop off' at any of the many stops. Listen to interesting and informative comments in different languages (English, French, German, Spanish, Italian, Japanese, Danish).*

*Our sightseeing buses leave every 15 to 20 minutes from 9 am to 6 pm, 7 days a week.*

*Tickets cost 16 £ per adult and 10 £ for children under 16. Children 4 years and under are free. Tickets are valid for 24 hours. You can buy them at any tourist information office.*

*Press 1 to book now. Press 2 to hear this message again. Press 3 to listen to further information about the route.*

**Hörtext 2: A K/night to Remember (in Edinburgh Castle)**

*Lords and Ladies, welcome to Edinburgh Castle, one of Scotland's most ghostly castles. We will be going into the castle shortly before midnight, but first of all, let's have a good look at it from here. It has a 2000-year history of horror, and many ghosts have been seen here.*

*Let's go inside and see what will happen on this dark moonlit evening. When we go in, please take one of the blankets from the basket at the entrance as temperatures inside the castle often fall suddenly when the ghosts appear. And, please make sure you have this audio tour switched on at all time, and no matter what happens, stay with the group. I'll repeat that: No matter what happens, stay with the group.*

*We all dream about living in a castle from time to time. But between you and me, living in a castle wasn't that easy in those days. There was no central heating, for example. Only the lady and lord of the castle enjoyed the heat from an open fire. Most servants lived in a part of the castle which was really cold in winter.*

*Now walk up the main stairs, turn left, and stand at the open door. Matilda's ghost often appears at the window shortly after midnight. Be very very quiet and listen to Matilda talking to herself:*

*[YAWNING]....Oh, where is that lazy servant, where is she? Oh, probably preparing the food for the party tonight. She should help me with this awful dress. Why do we women have to wear these terribly uncomfortable clothes? I see all the tourists running around the castle in jeans. I'd love to have a pair....*

*[SIGHING]....Tonight my father is choosing a husband for me. I'm afraid he wants me to marry that stupid old man, Lord Rockface.... Yuck. I'm so young, and he could be my grandfather! And I know he's only after my father's money. Oh, I'd really prefer to marry the young, good-looking Duke of Scotland, Sean MacNamara. Tonight at the party my father is going to tell the whole court which man he has chosen as my future husband. Oh, I just hope it will be Sean. I'm excited and afraid at the same time. I must write it all down in my diary. I'm so lucky that I can read and write; most women can't. So what's the date today? Oh yes, "14<sup>th</sup> November 1393. Tonight my life will change completely..."*

*Now walk down the corridor and up the stairs to the west wing. Look into the first room on the right and listen to what George is saying:*

*Yeah!! In a few days I will be a knight, the king's soldier. I cannot wait. I remember when I was 7, my family sent me to this castle. I learnt wrestling and how to be quick and flexible. The ladies of the castle taught me good manners. At 14, I learnt to ride a horse, and fight. We played games with real weapons. The training was very hard, though. Now I have to prepare for the big day. At the age of 21, I will be Sir George, a knight at last.*

*Before the ceremony I must pray and fast and stay awake all night. Then the next morning I will have a good wash and put on special clothes and a hood. At the ceremony my lord will say "I dub thee, Sir George". After that I'll be free to leave the castle, and my life will be full of adventures. Maybe I can save a princess or fight bravely for my king!*

*You've heard a young lady and a young knight talking to themselves. As you know, people of the Middle Ages spoke Old English. We have translated the Old English that the ghosts speak into modern-day English, so that the tourists can understand.*

### **Hörtext 3: Sleepy Head Morning Show**

**Presenter:** *Welcome to the Sleepy Head Morning Show. Our topic today is: "All you wanted to know about sleep but were too tired to ask". My name is Jerry Andrews, and I am glad to present Dr. Kathleen Jenkins, a sleep therapist from The National Sleep Foundation.*

**Dr. K. Jenkins:** *Good morning everybody. Thank you for inviting me.*

**Presenter:** *Right next to her we have Miriam Collins, a 15-year-old student from Michigan...*

**Miriam:** *Hi.*

**Presenter:** *...and her father Mr. Peter Collins.*

**Mr. Collins:** *Morning.*

**Presenter:** *Miriam, is there anything you would like to say to start with?*

**Miriam:** *[YAWNING] Oh, excuse me, I'm always so tired after a week of school. You see, I have to get up every morning at 5.30 because my school starts at 7.15.*

**Mr. Collins:** *Get up?! I have to pull my sleepy daughter out of bed. She spends the night messaging or surfing the Internet and starts her homework around 11.00. I don't understand why you don't go to bed on time, Miriam.*

**Miriam:** *Oh, Dad, please, not that again. . .*

**Mr Collins:** *And on the weekend, the day is almost over by the time she gets up! Is that normal?*

**Dr. K. Jenkins:** *Yes Mr. Collins it is. It's all about the inner clock. You see, . . .*

**Mr. Collins:** *[INTERRUPTING] But she never hears the alarm clock. As a matter of fact, we set three clocks to try and wake her up, but she sleeps right through them all.*

**Dr. K. Jenkins:** *Well, I'm not talking about the alarm clock, I'm talking about the inner biological clock, the clock inside. You see, this clock often programmes teenagers to go to bed late, and then, of course, they have trouble getting up in the morning. You see, ...*

**Mr. Collins:** *[INTERRUPTING] Programmes teenagers... She's not a robot, is she? Miriam was always a normal "morning child" who'd jump out of bed ready to go.*

**Dr. K. Jenkins:** *I'm sure she was, Mr Collins, but the problem is that children's sleeping needs often change as they get older. You see, . . . [WAITING FOR COLLINS TO INTERRUPT] . . . when a child becomes a teen, the sleep hormone 'melatonin' changes the rhythm of when a teenager feels tired. And this 'inner clock' often programmes them to go to bed late, but they still have to be up early in the morning for school. The problem is that teenagers really need about 9 hours of sleep every night. Miriam, you probably only get about 5 or 6 hours of sleep. It's really not enough.*

**Mr. Collins:** *That's what I keep telling her.*

**Miriam:** *But, Dad, I just can't fall asleep before midnight. So, instead of lying awake in bed, I get my work done. But, of course, I'm really tired the next day. You know, I've even fallen asleep during the first lesson.*

- Mr. Collins:** *You what!! You sleep in class. I don't believe my ears! You used to be an excellent student. You see, Dr. Jenkins, she was one of the best in her class. But all that's changed over the past two years. And Miriam's also become so forgetful. She forgets her keys, her books. You name it, she forgets it.*
- Dr. K. Jenkins:** *Not having enough sleep can be a problem indeed. Some teens can't concentrate in school, and then end up with bad grades. You see, the kids may be in school, but their brains are at home in their beds. Not only that, some teens often get into a very bad mood or lose their self-confidence. A number of studies show that teens can become aggressive and nervous if they don't get enough sleep. Sleepy teenage drivers can also be very dangerous on the road. Moreover, not having enough sleep is bad for the memory. Like you said, Mr. Collins, Miriam forgets things.*
- Presenter:** *So we have a lot of tired, moody, forgetful young people out there. What do you suggest then to make life easier for us all, Dr. Jenkins? As you've said before, just going to bed early isn't the answer because the clocks inside them won't let them sleep early. What's the solution then? I'm sure our listeners out there are very interested.*
- Mr. Collins:** *Including her mother and myself.*
- Dr. K. Jenkins:** *Well, first of all, we teach young people how the inner biological clock works. They learn about the importance of not smoking or of wearing helmets, but they have never heard a word about their inner biological clock. Teenagers and their parents must take this problem more seriously. And it would be better for everyone in the family if parents understood that it is natural for a lot of teenagers to have problems getting up in the morning.*
- Mr Collins:** *OK, but Miriam still has to be at school early.*
- Dr. K. Jenkins:** *Well, as a matter of fact, a number of schools here in Michigan have changed their starting times from 7.15 a.m. to 8 or even 9 o'clock. This, of course, is the ideal solution. These same schools have reported that the kids are getting better marks, and that the school climate has also changed dramatically for the better. In fact, one school in Washington even starts in the afternoons. At New Century High School in Washington pupils don't worry about getting up early because school runs from 2.30 p.m. until 9 p.m.*
- Miriam:** *Oh, yes!!! It would be so cool not having to get up so early in the morning.*
- Presenter:** *What else can be done to make life easier for everyone including the teenagers themselves?*
- Dr. K. Jenkins:** *Parents must talk to their teens about finding an evening routine which will help them go to sleep. The bedroom should be dark, quiet, and cool at night. And in the morning it helps if it is bright: Turn on the lights or open the curtains as soon as the alarm goes off. And: No TV before bedtime - it keeps you wide awake.*
- Miriam:** *No TV, oh no..... [MOANING]*
- Dr. K. Jenkins:** *And another thing: Don't eat a heavy meal before bedtime; just a glass of warm milk and a cookie maybe. And no coffee, tea, or coke before going to bed. Oh, yes, and also stay away from the cigarettes: They disturb your sleep.*
- Mr. Collins:** *Well, we never eat late in the evenings, and I'm happy to say that Miriam doesn't smoke either. Isn't that right, Miriam?*
- Miriam:** *Of course not. You'd kill me.*
- Dr. K. Jenkins:** *A warm bath before going to bed is another good idea. Or try audio books. Listening to a story can be very relaxing and can help you to fall asleep. Oh, and, Mr Collins, if your daughter wants to sleep longer on the weekend, let her. . . Let teenagers sleep. They need it.*
- Presenter:** *These tips might help the kids to fall asleep, but there is still the problem that teenagers need about nine hours of sleep at night. What can we do about that?*
- Dr. K. Jenkins:** *Well, as I said, the schools are beginning to co-operate and we already have great results.*

**Presenter:** *Thank you very much for your help Dr. Jenkins. Thank you for coming Mr Collins. And a very special thanks to Miriam, who had to get up so early on a Saturday morning to be on our show. And now for some ads from . . .*

## Lösungen Hörverstehen

*For students: Put a tick (✓) into the correct box.*

### Part 1

Number	A	B	C	D
1	<input type="radio"/>			
2				<input type="radio"/>
3			<input type="radio"/>	
4				<input type="radio"/>
5		<input type="radio"/>		

/ 5 P

### Part 2

	Yes	No	Not in the Text
6	<input type="radio"/>		
7	<input type="radio"/>		
8		<input type="radio"/>	
9	<input type="radio"/>		
10			<input type="radio"/>
11		<input type="radio"/>	
12			<input type="radio"/>
13		<input type="radio"/>	
14	<input type="radio"/>		
15		<input type="radio"/>	

/10 P

### Part 3

Number	A	B	C	D
16			<input type="radio"/>	
17				<input type="radio"/>
18	<input type="radio"/>			
19				<input type="radio"/>
20	<input type="radio"/>			
21				<input type="radio"/>
22		<input type="radio"/>		
23			<input type="radio"/>	
24		<input type="radio"/>		
25		<input type="radio"/>		

/10 P

/25 P

## Lösungen Leseverstehen

*For students: Put a tick (✓) into the correct boxes.*

### Part 1

Number	A	B	C	D
1		<input type="radio"/>		
2		<input type="radio"/>		
3				<input type="radio"/>
4		<input type="radio"/>		
5			<input type="radio"/>	

/ 5 P

### Part 2

No.	Name	a	b	c	d
6/7	A. Maria		<input type="radio"/> (6)	<input type="radio"/> (7)	
8/9	B. Mike	<input type="radio"/> (8)			<input type="radio"/> (9)
10/11	C. Thereza		<input type="radio"/> (10)		<input type="radio"/> (11)
12/13	D. Dennis	<input type="radio"/> (12)			<input type="radio"/> (13)
14/15	E. Julia	<input type="radio"/> (14)	<input type="radio"/> (15)		

/10 P

### Part 3

Number	A	B	C	D
16		<input type="radio"/>		
17			<input type="radio"/>	
18	<input type="radio"/>			
19			<input type="radio"/>	
20				<input type="radio"/>
21				<input type="radio"/>
22				<input type="radio"/>
23		<input type="radio"/>		
24				<input type="radio"/>
25		<input type="radio"/>		

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## Lösungen Schreiben

### Part 1: Questionnaire (5 P)

- Alle Eintragungen müssen sprachlich korrekt sein (Rechtschreibung, Lexik, Grammatik).
- Jede sinnvolle Antwort wird akzeptiert.
- Der erste Punkt wird nur gegeben, wenn alle unter diesem Punkt geforderten Informationen gegeben und korrekt geschrieben werden (*country*: englische Version, Großschreibung; *age*: Ziffer oder Wort; *sex*: *male* / *female* – keine andere Version möglich)
- Bei Aufgabe 5 wird nur ein Punkt vergeben, wenn zwei richtige Antworten gegeben werden.
- 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: New in Town (10 P)

#### Inhaltliche Anforderungen

- Bezugnahme auf die gestellten Fragen (*meeting people, weekend activities, interesting sights, safety*)

Punkte	Bewertungskriterien für den Inhalt
5	Alle Fragen werden in einer durchweg aussagekräftigen Darstellung beantwortet.
4	Alle Fragen werden beantwortet und die Antworten meist aussagekräftig formuliert. Wird <u>eine</u> Frage nicht beantwortet, kann dies durch eine besonders ausführliche Darstellung der anderen Punkte ausgeglichen werden.
3	Der überwiegende Teil der Fragen wird beantwortet und die Antworten meist aussagekräftig formuliert.
2	Die Fragen werden nur zum Teil beantwortet. Die Darstellung ist stellenweise nicht aussagekräftig. Der Text ist ggf. zu kurz (weniger als 80 Wörter).
1	Die Fragen werden überwiegend nicht beantwortet. Der Text ist ggf. viel zu kurz (weniger als 50 Wörter).
0	Der Bezug zum Ausgangstext 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. Vereinzelt 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: Film Descriptions (10 P)

Von den Schülerinnen und Schülern wird eine sinngemäße Übertragung (keine wörtliche Übersetzung!) **zweier** Filmbeschreibungen 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).

#### Erwartete Inhaltspunkte

##### Elizabethtown

- After some trouble at his work, a young man loses his job.
- He also loses his girlfriend and goes back home (Kentucky).
- There he meets a new girlfriend.

##### Die Höhle des gelben Hundes

- This is a story about a Mongolian (nomad) family.
- One of the children (Nansal) finds a dog and takes it home.
- After the dog has rescued her little brother, she is allowed to keep it.

##### Crossing the Bridge

- The film features a musician who visits Istanbul.
- He meets different musicians and finds many musical styles (from traditional music to hip hop).
- In the film he makes a connection between East and West.

Punkte	Bewertungskriterien für den Inhalt
6	Alle inhaltlichen Aspekte werden aussagekräftig und der Absicht angemessen knapp aufgeführt.
5	Alle inhaltlichen Aspekte werden aussagekräftig aufgeführt.
4	Die wesentlichen inhaltlichen Aspekte werden überwiegend aussagekräftig aufgeführt.
3	Wesentliche inhaltliche Aspekte werden aufgeführt, aber nicht immer aussagekräftig dargestellt.
2	Wesentliche inhaltliche Aspekte fehlen oder die Darstellung ist wenig aussagekräftig.
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**

<b>Note</b>	<b>Punkte</b>
<b>1</b>	75
	74
	73
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<b>2</b>	68
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<b>6</b>	38
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Senatsverwaltung für Bildung, Jugend und Sport



## Mittlerer Schulabschluss 2006 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

### ZWEITGUTACHTER

- Nach vollständiger Durchsicht der Arbeit und der Korrektur schließe ich mich dem vorstehenden Gutachten an.
- Das Gutachten der Arbeit ist vom Erst- und Zweitgutachter gemeinsam erstellt und unterschrieben worden.
- Nach vollständiger Durchsicht der Arbeit und Korrektur schließe ich mich dem vorstehenden Gutachten nicht an. Mein Zweitgutachten ist beigefügt.

.....  
Datum Name und Dienstbezeichnung