



# Lösungsvorschlag

(Im Lösungsvorschlag können nicht alle möglichen Lösungen wiedergegeben werden.)

## PART I: Reading

**TASK 1** [*True/False/Not in the Text*; Focus: specific information] **(10)**

1	<b>F</b>	2	<b>N</b>	3	<b>F</b>	4	<b>T</b>	5	<b>F</b>
6	<b>N</b>	7	<b>F</b>	8	<b>T</b>	9	<b>T</b>	10	<b>F</b>

**TASK 2** [*Sequencing*; Focus: text structure, cohesion and coherence] **(7)**

1	2	3	4	5	6	7	8	9
<b>B</b>	<b>I</b>	<b>G</b>	<b>E</b>	<b>A</b>	<b>F</b>	<b>C</b>	<b>H</b>	<b>D</b>

Die Bepunktung ist folgendermaßen vorzunehmen:

1 Punkt, wenn I auf das Beispiel (B) folgt; 1 Punkt, wenn G auf I folgt; 1 Punkt, wenn E auf G folgt; 1 Punkt, wenn A auf (E) folgt; 1 Punkt, wenn C auf das Beispiel (F) folgt; 1 Punkt, wenn H auf C folgt; 1 Punkt, wenn D auf H folgt; (= 7 Punkte)

Eine (teilweise falsche) Lösung, wie z. B. (B) / C / H / D / A / (F) / I / G / E wird demnach wie folgt bewertet:

0 Punkte für C nach Beispiel (B); 1 Punkt für H nach C; 1 Punkt für D nach H; 0 Punkte für A nach D; 0 Punkte für I nach Beispiel (F); 1 Punkt für G nach I; 1 Punkt für E nach G; (= 4 Punkte)

Der Kandidat bekommt 4 Punkte, da er die Zusammenhänge C / H und H / D sowie I / G und G / E richtig erkannt hat.

**TASK 3** [*Labelling*; Focus: detail, specific information] **(5)**



Für jede korrekt zugeordnete Zahl wird ein Punkt vergeben. Falsche Zuordnungen werden nicht zusätzlich mit einem Punktabzug geahndet. Verwendet ein Kandidat eine Zahl jedoch zweimal, so führt dies zu einem Punktabzug.

**TASK 4** [*Mediation*; Focus: specific information, main ideas] **(8)**

- |   |  |   |
|---|--|---|
| 1 | - Pfefferspray (immer/stets) bereithalten/griffbereit haben; (nicht im Rucksack verstauen)   |   |
|   | - spezielle Essensbehälter/Lebensmittelbehälter mitführen, die bärensicher sind/die von Bären nicht geöffnet werden können             | 2 |
| 2 | wenn man einen Bären nur einmal füttert, kann das seine Gewohnheiten verändern/... kann das dazu führen, dass er in deiner Nähe bleibt | 1 |
| 3 | - alles Essen (und Gewürze) doppelt in Plastik einpacken (um Gerüche zu vermindern)  |   |
|   | - (stark) gewürzte oder geräucherte Nahrungsmittel vermeiden   |   |
|   | - Lebensmittel (und alles, was damit in Berührung gekommen ist,) immer an einem Baum aufhängen   |   |
|   | - spezielle Essensbehälter/Lebensmittelbehälter mitführen, die bärensicher sind/die von Bären nicht geöffnet werden können             | 2 |

**(2 aus 4 möglichen Antworten; Antwort 4 zählt nur dann als Punkt, wenn sie nicht schon unter 1 genannt wurde)**

- 4 nach dem Kochen die Kleidung wechseln/die Kleidung, die man beim Kochen getragen hat, wechseln 1  
 5 - Geschirr direkt nach Gebrauch abwaschen und aufräumen/verstauen  
 - Spülwasser mindestens 300 Fuß vom Schlafplatz entfernt/in speziell ausgewiesenen Bereichen entsorgen 2

Der Punkt kann nur dann vergeben werden, wenn der Aspekt vollständig erkannt und wiedergegeben wurde. Für teilweise erfasste Inhalte kann kein Punkt vergeben werden. Sprachliche Abweichungen von der Musterlösung sind zulässig, sofern sie keine Auswirkungen auf den Inhalt haben.

## PART II: Use of English

**TASK 1** [Matching; Focus: lexical] (5)

A	B	C	D	E	F
2	5	0	6	3	1

**TASK 2** [Matching; Focus: lexical] (5)

- 1 **undoubtedly** (l. 6)                      2 **discover** (l. 14)                      3 **cluster** (l. 19)  
 4 **territory** (l. 23)                      5 **stroll** (l. 26)

**TASK 3** [Word formation; Focus: lexical and grammatical] (5)

- 1 **attracted**                      2 **safe**                      3 **aggressive**  
 4 **suggestions**                      5 **legally**

**TASK 4** [Key word transformation; Focus: grammatical] (5)

- 1 Lance Mackey almost collapsed **WHEN he had finished (/WHEN he finished)** in 1<sup>st</sup> position ...  
 2 But **INSTEAD of going to/... calling (for)** the doctor he called for the vets to examine ...  
 3 His **sponsor had to PAY** \$3,500 for Mackey's special 8-course meal.  
 4 He **didn't SUCCEED in finishing** the meal because he was so tired.  
 5 If they hadn't arranged a press conference, he **would have GONE to bed**.

Wenn die Lösung das vorgegebene KEY WORD nicht enthält oder das KEY WORD verändert wurde, kann der Punkt nicht vergeben werden. Umfasst die Lösung weniger als zwei bzw. mehr als fünf Wörter, kann ebenfalls kein Punkt vergeben werden. Bei Rechtschreibfehlern erfolgt nur dann ein Punktabzug, wenn die Verstöße sinnentstellend sind.

**TASK 5** [Gapped text; Focus: grammatical] (10)

- 1 **rubbing**                      2 **be met**                      3 **on**                      4 **completely**                      5 **to use**  
 6 **which**                      7 **was thought**                      8 **have found**                      9 **where**                      10 **than**

## PART III: Guided Writing

Die Bewertung des Guided Writing **muss** anhand der modifizierten Bewertungskriterien erfolgen. Das neue Bewertungsschema finden Sie auf Seite 2 der „Hinweise zur Korrektur und Bewertung der Prüfungsaufgaben“. Bitte beachten Sie auch die überarbeiteten Materialien (FAQs, Guidelines, etc.) auf der Homepage des Staatsinstituts für Schulqualität und Bildungsforschung (ISB) unter [www.isb.bayern.de](http://www.isb.bayern.de) (Realschule/Guided Writing – Das neue Bewertungsschema). Es wird dringend empfohlen, für jeden Schüler ein sog. „Justification Sheet“ (ebenfalls auf der Homepage des ISB zu finden) auszufüllen und der Abschlussprüfung beizulegen.

**TASK A + B** (30)

Prompt , (Task A und Task B) gilt jeweils nur dann als beantwortet (*included*), wenn mindestens ein Grund angeführt wird, z. B.: *"I have quite some experience in... because..."*  
 Ohne Angabe eines Grundes (*"I have a lot of experience in gardening."*) werden sie als *not mentioned/not included* gewertet.

Bitte beachten: Der Bereich '*suitable beginning and ending*' zählt nicht als eigenständiger Prompt, sondern wird als fester Bestandteil des Bewerbungsschreibens bzw. der E-Mail vorausgesetzt.



# Lösungsvorschlag

**Allgemeine Hinweise:**

- Bei Grammatik- und Rechtschreibfehlern erfolgt nur dann ein Punktabzug, wenn die Verstöße sinnentstellend sind.
- Im Lösungsvorschlag können nicht alle möglichen Lösungen wiedergegeben werden.

**TASK 1: Jobs**

Task type and focus:	Multiple matching; Listening for gist
Text type:	Short monologues; 5 speakers
No. of questions/points:	5/5

A 4    B ---    C ---    D 5    E ---    F 3    G 2    H 1 (5)

**TASK 2: The Best Job in the World**

Task type and focus:	Multiple choice; Listening for specific information
Text type:	Interview; 3 speakers
No. of questions/points:	4/4

1 C    2 D    3 C    4 A (4)

**TASK 3: Mark Zuckerberg**

Task type and focus:	Error spotting; Sound discrimination
Text type:	Radio report; 1 speaker
No. of questions/points:	---/5

neat            à            sweet            properly    à            probably  
 Although      à            Also<sup>1</sup>            Loads        à            Lots<sup>1</sup> (5)  
 few             à            view

Bei dieser Aufgabe wird pro richtig korrigiertem Word ein Punkt vergeben. Übersteigt die Gesamtzahl der vom Schüler verbesserten Ausdrücke die Zahl der zu findenden Fehler, so wird pro überzähliger Verbesserung ein Punkt abgezogen.

<sup>1</sup> Schreibt der Schüler die Wörter am Satzanfang klein, wird der Punkt dennoch vergeben.

**TASK 4: Job Application**

Task type and focus:	Note taking; Listening for specific information/detail
Text type:	Telephone conversation; 2 speakers
No. of questions/points:	6/7

Name of Applicant: **Luigi Varesa**<sup>1</sup> 1  
 Job Experience: **junior consultant (for Smith & Sons) / 3 ½ years (for Smith & Sons)**<sup>2</sup> 1  
 Languages: **Italian, French, (Business) English**<sup>3</sup> 1  
 Interview: **(Wednesday/Wed) 21<sup>st</sup>, 10:45 (quarter to eleven/quarter to 11)**<sup>4</sup> 1  
 Left job because... **moving to Leeds / family reasons / private reasons**<sup>2</sup> 1  
 Why interested in this job? **(Brown and Brown is a) great company/wonderful firm; quality of products** 2

**(7)**

<sup>1</sup> Da der Name im Hörtext buchstabiert wird, kann der Punkt nur vergeben werden, wenn der Name richtig geschrieben ist.  
<sup>2</sup> Einer der genannten Aspekte genügt um den Punkt zu erhalten.  
<sup>3</sup> Es müssen alle 3 Sprachen genannt werden um den Punkt zu erhalten.  
<sup>4</sup> Es müssen das Datum und die Uhrzeit angegeben sein um den Punkt zu erhalten.

## TASK 5: Educo Africa

Task type and focus:	Note taking; Listening for specific information/opinion/attitude
Text type:	Radio discussion; 4 speakers
No. of questions/points:	6/9

Programme for:	<b>(young) South Africans who have committed crimes<sup>1</sup></b>	1
Camp activities:	<b>long-distance marches, cross (icy) rivers, abseiling off cliffs, carry (heavy) rucksacks<sup>2</sup></b>	2
Aims of 24-h wilderness solo:	<b>look at (their/your) hopes (and fears), think about plans, find out what they/you want from life<sup>3</sup></b>	2
What Suleiman learned:	<b>mustn't fight each other, mustn't do wrong things, stand together (against gangsterism)<sup>4</sup></b>	1
What Carlita learned:	<b>to take responsibility, respecting others, respecting other people's property<sup>4</sup></b>	1
Effects on society:	<b>(9 out of 10/most/many young people) leave their gangs, give up drugs (and crime), start learning jobs<sup>3</sup></b>	2

<sup>1</sup> Der Aspekt „*crime*“ muss erwähnt sein, damit der Punkt vergeben werden kann.

<sup>2</sup> Zwei von vier möglichen Antworten.

<sup>3</sup> Zwei von drei möglichen Antworten.

<sup>4</sup> Eine von drei möglichen Antworten.

(9)

# Tapescripts

## TEXT 1: Jobs

**1** My principal task is to plan, design, and administer projects for clients. I also prepare information regarding specifications, materials, colour, equipment, estimated costs, and construction time. Most of all I like coordinating renovations. At present I'm working on the modernisation of our town hall.

**2** Well, I present menus, answer questions, and make suggestions regarding the dishes and the service. I also serve the courses from the kitchen or the bar. And I watch the guests so that I can respond quickly to their requests and react when they've finished the meal.

**3** I perform routine procedures related to preparing human biological samples for microbiological and chemical analysis. I also carry out procedures related to preparing water, food, and diagnostic specimens for analysis.

**4** My duty is to maintain law and order and serve in legal processes of courts. I enforce laws, investigate crimes, and arrest offenders. I also deal with traffic violations and write tickets. I question suspicious people, and I try and stop demonstrations becoming violent.

**5** I assist with examinations and sometimes even conduct specified laboratory tests. After that I clean and sterilize the instruments and equipment. I also administer injections and medications, and I maintain records of patients' vital data.

## TEXT 2: The Best Job in the World

Narrator: The position that the Queensland Tourist Board advertised recently must count as one of the best jobs in the world: caretaker of Hamilton Island.

Our reporter Susan Taylor talked to the man who's landed the job, Ben Southall.

S. Taylor: Ben, within the first 48 hours of the competition, there were more than 7,500 online applications. In the end, 34,000 people applied, each sending in a 60-second video résumé. They were told to be creative and they all were. What made your application stand out?

Ben: Well, the basic job requirements were simple: the ability to speak English, and some job experience. I once worked as a tour guide and a charity fundraiser in Africa. But what probably made the difference between me and the other competitors was my love of adventure. The jury were impressed by my video which included clips of me riding a lion and kissing a giraffe. I think that's what got me the job.

S. Taylor: What will your new job be like?

- Ben: As caretaker of Hamilton Island, I will live at Blue Pearl, a beautiful home with a stunning view of the South Pacific Ocean. Sounds horrible, doesn't it? But seriously, it's going to be really tough: I'll have to travel all round the island, which means I'll have to learn how to sail and survive away from civilisation. But my main job will be to update the existing homepage and report to a global audience via weekly blogs, photo diaries and videos so that the whole world can witness the beauty of this island.
- Narrator: Ben certainly sounds happy. But the Queensland Tourist Board is, too. The competition and advertising it cost about a million Dollars, but experts have calculated that the increase in interest in Queensland, Hamilton Island, and the Great Barrier Reef is worth 200 times that amount. And Ben's just had an unexpected pay rise. The value of the Australian Dollar has gone up since he got the job, and he'll earn the equivalent of 10,000 pounds more than he thought he would. So everyone's a winner.

### TEXT 3: Mark Zuckerberg

Imagine being 23 years old and worth more than a billion dollars. Pretty sweet, right?

It is indeed, but it's anything but common.

Mark Zuckerberg, the founder of Facebook, has followed in the footsteps of Bill Gates. At present, he's the 785th richest person in the world and he was listed as one of the most influential people by Time Magazine. Also ... he's not you.

Facebook was launched from Zuckerberg's Harvard dorm room on February 4, 2004 ... the rest is history. Today, it is one of the fastest growing social networking sites and the sixth-most-visited site in the world. Every day, some 70 million users of all ages log in for a view of their friends' profiles and to post information about themselves. Facebook is signing up nearly 1 million new users every week, and no one except Zuckerberg probably knows where the company is going.

But don't worry: not every college dropout gets to be head of a huge company by the time they're 23. Lots of successful people don't get their big break until they're 30. So don't kill yourself because you're not Mark Zuckerberg yet. Your career's not a sprint; it's a marathon.

### TEXT 4: Job Application

Mrs Goodman: Brown and Brown, Personnel Department... Jane Goodman speaking...

Applicant: Hello Mrs Goodman. My name is Luigi Varesa and I'm answering the advertisement for a financial adviser I found in the weekend edition of the Yorkshire Post.

Mrs G: Oh yes... what was your name again?

App.: Luigi Varesa – that's L-U-I-G-I V-A-R-E-S-A.

Mrs G: ... E-S-A. So, Mr Varesa, tell me about yourself.

App.: I was born and raised in Milan, Italy. I attended the University of Milan and received my master's degree in Economics. After that, I moved to London and started working as a junior consultant for Smith and Sons.

Mrs G: That's interesting... How long did you work for Smith and Sons?

App.: I was there for 3 ½ years. I left the company last month.

Mrs G: And why did you leave?

App.: It's not that I didn't like my old job, but I'm moving to Leeds for family reasons and I understood your company has an opening there, too.

Mrs G: Yes, that's right. So tell me, why are you interested in this particular position?

App.: I know that Brown and Brown is a great company and I'm impressed by the quality of your products. When I saw the advertisement, I jumped at the opportunity to work for such a wonderful firm.

Mrs G: I see... We have many international business clients. What other languages do you speak – apart from English?

App.: My mother tongue is Italian, I have a certificate in advanced French and my English is business fluent, of course. And I'm planning to take Spanish lessons.

Mrs G: Right... Well, I'd like you to come in for an interview next week so we can discuss things further. When would suit you?

App.: Well... anytime really.

Mrs G: How would Wednesday 21<sup>st</sup> suit you?

App.: That'd be fine... except for the afternoon.

Mrs G: How about quarter to eleven then?

App.: Perfect... see you then.

Mrs G: And don't forget to bring in your CV and references and so on...

App.: O.K. Thanks again Mrs Goodman. Goodbye.

Mrs G: Goodbye.

## TEXT 5: Educo Africa

- Speaker: Hello and welcome to another edition of "What's the right job for me?" I'm Julie Brown and my guests in the studio today are Steve Daniels, a social worker, and Carlita and Suleiman, two teenagers Mr Daniels was in charge of.
- Guests: Hello. Hi.
- Speaker: Mr Daniels, you're a social worker, but not a "typical" one, right?
- Mr Daniels: Well, yes, I work for an organisation called Educo Africa where I'm involved in a programme called YES.
- Speaker: Can you tell us a bit more about the programme?
- Mr Daniels: Sure, YES stands for Youth Empowerment Scheme. It's an 18-month-programme for young South Africans who have committed crimes. The offenders have to complete this programme to stay out of jail. We built special camps in the wilderness where the young people stay.
- Speaker: Suleiman and Carlita, you spent the last 18 months in one of those camps... what did you do there?
- Suleiman: We spent many days doing long-distance marches, crossing icy rivers and abseiling off cliffs.
- Speaker: Ooh...
- Carlita: Yeah, it was really tough... we had to carry heavy rucksacks and sleep outside...
- Speaker: And you never thought of giving up?
- Suleiman: To be honest, I was about to quit on day 11 when we had our wilderness "solo" – 24 hours without food, alone with leopards and snakes...
- Speaker: Sounds challenging! Mr Daniels, why do the young people have to do all this?
- Mr Daniels: Well, alone with their thoughts, the kids have a lot of time to look at their hopes and fears, to think about plans. We want them to find out what they want from life.
- Speaker: Suleiman, was this programme a success for you?
- Suleiman: Well, the camp helped me to realise that we mustn't do wrong things – that we mustn't fight each other but stand together against gangsterism.
- Speaker: And was it a success for you, too, Carlita?
- Carlita: It definitely was. Mr Daniels told me: "I cannot change the world as one person, but I can change the world for one person". That's what happened for me. I learned to take responsibility and to respect others and their property.
- Speaker: And what does the social worker say?
- Mr Daniels: You know, I think society as a whole benefits. Nine out of ten young people in YES leave their gangs, give up drugs and crime, and start learning jobs. Believe me, when I watch these young people becoming strong adults I wouldn't want to do anything else...