



# Lösungsvorschlag

Im Lösungsvorschlag können nicht alle möglichen Lösungen wiedergegeben werden.

## PART I: Reading

**TASK 1** [Matching sentences to headings; Focus: text structure, coherence and cohesion] (5)

A	B	C	D	E	F
5	6	0	4	7	2

**TASK 2** [True/False/Not in the Text; Focus: specific information] (10)

1 F    2 N    3 F    4 T    5 N    6 T    7 N    8 F    9 N    10 F

**TASK 3** [Sequencing; Focus: text structure, coherence and cohesion] (6)

1	2	3	4	5	6	7
E	C	A	G	B	F	D

Der Kandidat/Die Kandidatin erhält für jeden richtig erkannten Zusammenhang einen Punkt:  
1 Punkt, wenn auf E der Textteil C folgt, 1 Punkt, wenn auf C der Textteil A folgt, etc.

**TASK 4** [Mediation; Focus: main idea, specific information] (9)

Der Punkt kann nur dann vergeben werden, wenn der Aspekt inhaltlich 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.

- 1 Besuch der Häftlinge durch Familien und Anwälte 1
- 2 - das Atmen war schwierig  
- eine Art<sup>1</sup> Schneeblindheit 2
- 3 oft grausam, (doch) manchmal überraschenderweise<sup>1</sup> freundlich 1
- 4 - man musste sich gut benehmen, um eine Zeitung lesen zu dürfen  
- die Zeitung wurde (vorher) zensiert  
- politische Beiträge wurden herausgeschnitten/man erhielt eine Zeitung voller Löcher<sup>2</sup>  
**(zwei von drei möglichen Aspekten)** 2
- 5 Körper berührte beim Hinlegen gegenüberliegende Wände 1
- 6 - spärlich eingerichtet  
- Glühbirne brannte Tag und Nacht<sup>1</sup> 2

<sup>1</sup> Der unterstrichene Aspekt muss mit in der Antwort 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.

<sup>2</sup> Eine der angegebenen Alternativen genügt, um den Punkt zu erhalten.

## PART II: Use of English

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

- 1 (to) possess/possessed (l. 12)    2 (to) assume/assumed (l. 16)    3 (to) govern/governed (l. 25)  
 4 (to) reflect (l. 26)    5 (to) ascend/ascending (l. 39)

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

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

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

- 1 **social**    2 **equality**    3 **responsibility**  
 4 **contribute**    5 **improvement(s)**

### TASK 4 [Key word transformation; Focus: lexical and grammatical] (5)

- Instead of letting** hatred get the better of him, Mandela continued to fight in a non-violent way.
- If Mandela had not become** the country's first democratic president, South Africa's path into democracy might have been much harder.
- In 2009, **July 18 was formally declared** "Nelson Mandela International Day" by the UN.
- Mandela stood up for political issues. Let us all follow his footsteps **in order to transform** the world into a better place for all.
- It is not important how** small your actions are, they can help change the world for someone.

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 **have fought/**    2 **are**    3 **ourselves**    4 **as**    5 **to be**  
   **have been fighting**    **protected**
- 6 **better**    7 **ruled**    8 **in**    9 **respectfully**    10 **would/might (have to)**  
   **pay**

## PART III: Guided Writing

Die Bewertung des Guided Writing **muss** anhand der modifizierten Bewertungskriterien erfolgen. Das Bewertungsschema finden Sie auf Seite 2 der „Hinweise zur Korrektur und Bewertung der Prüfungsaufgaben“. Bitte beachten Sie auch die 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/Leistungserhebungen/Abschlussprüfungen (Realschule)/Englisch/Begleitmaterialien und Unterlagen für den Bereich „Guided Writing“). Es wird dringend empfohlen, für jeden Schülertext ein sog. „Justification Sheet“ (ebenfalls auf der Homepage des ISB zu finden) auszufüllen und der Abschlussprüfung beizulegen.

### TASK A und B (30)

#### Freie Schüleräußerung

#### TASK A und B:

Bitte beachten: Der Bereich 'suitable ending' (A) bzw. 'suitable beginning and ending' (B) zählt nicht als eigenständiger Prompt, sondern wird als fester Bestandteil der E-Mail bzw. des Bewerbungsschreibens 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: Why are the Oceans Important?

Task type and focus:	Multiple matching; Listening for gist
Text type:	Short monologues; 1 speaker
No. of questions/points:	5/5

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

### TASK 2: Surprising Facts about the Oceans

Task type and focus:	Multiple choice; Listening for specific information
Text type:	Interview; 2 speakers
No. of questions/points:	4/4

**1 B 2 C 3 D 4 D (4)**

### TASK 3: The Great Pacific Garbage Patch

Task type and focus:	Error spotting; Sound discrimination
Text type:	Report; 1 speaker
No. of minimal pairs/points:	6/6

flowing → floating winds → finds  
 account → amount slick → thick  
 215 → 250 rough → tough (6)

Bei dieser Aufgabe wird pro richtig korrigiertem Ausdruck ein Punkt vergeben. Übersteigt die Gesamtzahl der vom Schüler/von der Schülerin verbesserten Ausdrücke die Zahl der zu findenden Fehler, so wird pro überzähliger Verbesserung ein Punkt abgezogen. Die fehlerhaften Wörter im Text dürfen, müssen aber nicht markiert werden.

### TASK 4: Ocean Health

Task type and focus:	Note taking; Listening for specific information/detail
Text type:	Interview; 2 speakers
No. of questions/points:	4/7

- may wipe out a (complete) species  
 - other species are affected as well/can cause (marine) animals to starve<sup>1</sup> 2
- for their fins/fins are cut off<sup>1</sup>  
 - for shark-fin<sup>2</sup> soup/for an exclusive delicacy<sup>1</sup> (einer von zwei möglichen Aspekten) 1
- not enough oxygen  
 - global warming (einer von zwei möglichen Aspekten) 1
- source:* (coal-fired) power plants 1  
*health dangers:* - ends up on our dinner table/works its way up the food chain<sup>1</sup>  
 - toxic effects on (the) nervous<sup>2</sup> system  
 - (internal) organs/lungs/kidneys<sup>1</sup> may be damaged (zwei von drei möglichen Aspekten) 2

<sup>1</sup> Eine der angegebenen Alternativen genügt, um den Punkt zu erhalten.

<sup>2</sup> 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.

(7)

## TASK 5: Saving the Seas

Task type and focus:	Note taking; Listening for specific information/opinion/attitude
Text type:	Radio interview; 3 speakers
No. of questions/points:	8/8

<i>Ideas to save our seas:</i>	don't buy products with microplastics	- attend clean-up events - pick up trash every time you go  <b>(einer von zwei möglichen Aspekten)</b>	- eat sustainable fish (only) - use apps to find markets for sustainable fish  <b>(einer von zwei möglichen Aspekten)</b>	3
<i>Projects and initiatives:</i>	- (face) more threats (than ever before) - need protection  <b>(einer von zwei möglichen Aspekten)</b>	- realized (serious) damage to the eco-system - alarming stories from local fishermen/about how much harder it was to find fish <sup>1</sup>  <b>(einer von zwei möglichen Aspekten)</b>	protect 30 per cent of the ocean by 2030	3
<i>Further reading:</i>	'A Message of the Oceans'	no information given	(world's) oceans are an integrated system	2

<sup>1</sup> Eine der angegebenen Alternativen genügt, um den Punkt zu erhalten.

(8)

# Tapescripts

## TEXT 1: Why are the Oceans Important?

- 1 The ocean is home to millions of plants and animals. Most sea animals exist in the top two ocean zones. Sea plants, especially some algae, provide food and shelter to ocean animals. Did you know many of them are invisible to the naked eye?
- 2 The popularity of fish has increased in recent years because it's seen as being part of modern nutrition. It allows for more variety on menus. Rapid inland transport has made sea fish available in kitchens all over the world.
- 3 The evaporation of ocean water brings moisture to land areas. Further, ocean currents transport heat from the equator to the poles. The ocean acts as a global control system: it regulates the temperature and the concentration of carbon dioxide in the atmosphere.
- 4 With its amazing organisms the ocean offers opportunities for scientists to discover and develop new and innovative drugs. It may hold the key to the next cure, which is why we should protect and preserve it.
- 5 The ocean is subject to the impact of tidal streams, waves, currents or differences in salinity. It therefore works as a natural source for generating power, which is needed for the increasing demands in today's world.

Adapted from: Stickney, Robert R. "Food from the Sea" [online available on: <https://www.waterencyclopedia.com>]  
Weedmark, David. "Ocean Ecosystem for Kids" [online available on: <https://sciencing.com>]  
American Museum of Natural History. "The Ocean: Climate Control" [online available on: <https://amnh.org>]

## TEXT 2: Surprising Facts about the Oceans

- interviewer:** The oceans may make up 70 per cent of the Earth's surface, but we know very little about them. My guest today is Robert Vaughn, a marine scientist. Welcome, Professor Vaughn.
- R. Vaughn:** Hello, thank you for having me. And yes, you're right, when you're sitting on the beach you may not be aware what a complex thing the Earth's oceans actually are. ... We made it all the way to the moon a full four years before we saw the longest mountain range on Earth, lying deep down at the bottom of the ocean.
- interviewer:** That's the Mid-Oceanic Ridge, isn't it?

- R. Vaughn:** Correct. The global Mid-Oceanic Ridge system snakes across the Earth's surface, like the zig-zag stitches on a baseball, covering an impressive 65,000 kilometres. It has peaks higher than those in the Alps and it makes up almost a quarter of the Earth's total surface. The majority of the system is underwater, of course.
- interviewer:** That's impressive! I would have thought the largest mountain range was the Himalayas.
- R. Vaughn:** Yes, people only talk about what they can see. In fact, the oceans are rich with more than just marine life. In 1872, an English chemist discovered that microscopic fragments of gold are hidden in the water of all oceans. But even though the oceans hold nearly 18 million tons of gold, its concentration is only a few parts per trillion.
- There is, however, undissolved gold in and on the seafloor. It's located at least a mile or two underwater and encased in rock. Mining for this gold may not be worthwhile. Currently there isn't a cost-effective way to mine or take out this gold. If all of the gold were extracted from the world's oceans, each person on earth could have four kilograms of the precious metal.
- interviewer:** Oh really!
- R. Vaughn:** Well, there's more to marvel at: We have more detailed maps of Mars than we do of the ocean and we've only explored a miserly five per cent of the ocean floor. Two-thirds of all marine life remain unidentified. In fact, researchers recently found unique microbes down there. These do not require the sun to maintain their energy but get it from a chemical reaction instead. This life form is making scientists rethink where else they might find life in the solar system. Other recent discoveries have included a "ninja" shark with a dimly glowing head, in addition to a nesting ground where more than a thousand deep-sea octopuses huddled in the rocks with their eggs.
- interviewer:** That's amazing!
- R. Vaughn:** Exactly! There are also sounds from the depths of the oceans that cannot be explained with any certainty. The legendary "Bloop" is one of the loudest ocean sounds ever recorded, and for a long time no one knew for sure what made it. It seemed to mimic oceanic animal noises. However, the Bloop's volume was too great to be made by any sea creatures known to science. Today we know that it was caused by an underwater ice quake - large icebergs fracturing into pieces.
- interviewer:** Fantastic, let's listen to a recording of the Bloop ...

Adapted from: Vaughn, Aubrey. "15 Fun and Surprising Facts about the Earth's Oceans"  
 Hickok, Kimberly. "Ghostly Dumbo Octopus makes Rare Appearance in Dazzling Deep-Sea Video"  
 Deamer, Kacey. "7 Bizarre Facts about the Ocean" [all online available on: <https://www.livescience.com>]

### TEXT 3: The Great Pacific Garbage Patch

- The Great Pacific Garbage Patch – or GPGP for short – is the largest of five huge offshore plastic accumulations **floating** in the world's oceans. It is located halfway between Hawaii and California.
- The **amount** of the plastic in the GPGP is estimated to weigh approximately 80,000 tons. Experts suppose that a total of 1.8 trillion plastic pieces are drifting in the patch. This is equivalent to **250** pieces of rubbish for every human in the world – an enormous plastic count. Once plastic **finds** its way into the garbage patch, it falls apart into smaller micro-plastics under the effects of sun and waves.
- The vast majority of plastics are made of **thick** or hard polyethylene or polypropylene, as well as destroyed fishing nets and ropes. In terms of object count, 94 per cent of the total is represented by microplastics smaller than 0.5 cm. Once they become this small, microplastics are very **tough** to remove. In addition they are often mistaken for food by marine animals.

Adapted from: The Ocean Cleanup. "The Great Pacific Garbage Patch" [online available on: <https://www.theoceancleanup.com>]

### TEXT 4: Ocean Health

- reporter:** The Oceans' health is in great danger and the oceanologist, Prof. Waters, is here with me now to tell us about the most urgent issues. Prof. Waters, let's start with the buzz word 'overfishing'.
- Mrs. Waters:** Well, actually overfishing is having some serious impacts on our oceans. Firstly, it may wipe out a complete species. Other species depending on those fish for survival are affected as well. In other words, overfishing can cause marine animals to starve.
- reporter:** Are there any species that are particularly affected by overfishing?
- Mrs. Waters:** Yes, indeed. Overfishing is a serious issue with sharks. Sharks are killed in tens of millions each year, mainly for their fins. Shark-fin soup is an exclusive delicacy. It's a common practice to catch sharks, cut off their fins, and toss the fish back into the ocean where they are left to die. This is horrendous.
- reporter:** That's awful! Shark finning is a practice that needs to end. Now let's talk about the ocean itself. What can you tell us about so-called 'dead zones'?
- Mrs. Waters:** You know, ocean dead zones are everywhere, and growing. They're areas in the oceans where life is impossible, because there is not enough oxygen. The number of dead zones is increasing at an alarming rate, with over 400 known to exist, and the number is expected to rise.
- reporter:** And what's the reason for this development?

**Mrs. Waters:** It's believed that global warming is one prime aspect for what's behind the changes in ocean behaviour that causes dead zones.

**reporter:** Prof. Waters, in how far does pollution affect the health of the oceans?

**Mrs. Waters:** Well, pollution is really getting out of hand. One of the scariest pollutants is mercury - also known as quicksilver. It literally ends up on our dinner table.

**reporter:** But where does the mercury come from?

**Mrs. Waters:** According to the Environmental Protection Agency, coal-fired power plants are the largest industrial source of mercury pollution in the country. The mercury is absorbed by organisms at the bottom of the food chain and as bigger fish eat smaller fish, it works its way back up the food chain right to us, most notably in the form of tuna.

**reporter:** And what exactly are the risks for us human beings?

**Mrs. Waters:** Mercury has toxic effects on the nervous system. Internal organs such as lungs or kidneys may also be damaged.

**reporter:** That's dramatic. Now let's talk about what can be done to save our oceans ...

Adapted from: -Heimbuch, Jaymi. "The Ocean has Issues" [online available on: <https://www.treehugger.com>]

## TEXT 5: Saving the Seas

**presenter:** Welcome to our radio podcast 'Saving the Seas'. With me in the studio today are wildlife biologist Jean Wiener from Haiti, Sylvia Earle, who has spent more than 60 years researching marine life, and Pierce Brosnan, the famous James Bond actor and activist in saving our oceans.

Now, Mr. Brosnan, who can save our oceans if not James Bond? But seriously, what can our listeners do in their everyday lives to protect our oceans?

**Mr. Brosnan:** Oceans cover more than 70 per cent of the Earth, and provide 50 to 85 per cent of the oxygen in the air we breathe. Put simply, if the oceans die, we die. That's why we – all of us – need to make some changes. Even small things can help. For example don't buy products with microplastics. Millions of these tiny pieces end up in our rivers, which eventually carry them out to the sea. There, fish and other sea life mistake them for food and devour them.

**Mr. Wiener:** What I want to add: you could attend clean-up events or just pick up trash every time you go. It's a quick and simple way to get involved.

**presenter:** Sounds like a good start, Mr. Wiener. What else do you suggest, Mrs. Earle?

**Mrs. Earle:** It's a fact that certain types of fish are so popular they are dying out from overfishing. So a good idea is eating sustainable fish only. There are apps that can help you find markets.

**presenter:** All of you have made personal contributions to preserving our oceans. What exactly did you do, Mr. Brosnan?

**Mr. Brosnan:** My wife and I are passionate about efforts to protect our planet's great whales and their ocean habitat. Therefore, we joined the International Whaling Commission in their ongoing fight to protect these magnificent creatures. Many people think we saved the whales in the 1970s, but surprisingly, whales face more threats today than ever before.

**presenter:** And what was your project about, Mr. Wiener?

**Mr. Wiener:** In 1989 I returned to Haiti, where I was born. I started the Foundation for the Protection of Marine Biodiversity in 1992 when I fully realized how serious damage to the ecosystem was. Local fishermen had told me alarming stories about how much harder it was to find fish.

**presenter:** Your project is called 'Mission Blue', Mrs. Earle, tell us more, please.

**Mrs. Earle:** Mission Blue goes on expeditions and produces documentaries about vital oceanic ecosystems worldwide. This way we try to reach viewers all over the world. Our principal aim is to protect 30 per cent of the ocean by 2030. This may not sound much but with less than four per cent of the ocean currently protected in any way, we still have a lot of work to do.

**presenter:** Could you recommend any literature for those listeners who would like to learn a bit more, Mr. Brosnan?

**Mr. Brosnan:** I'd recommend Mrs. Earle's books 'The World Is Blue' and of course 'A Message of the Oceans'. They're both tremendous reading.

**Mrs. Earle:** There is a good introduction to life in the oceans called 'Marine Biology' by Peter Castro. It stresses that the world's oceans are an integrated system.

**presenter:** Thank you for this useful input. And thank you for coming!

**all:** It was a pleasure! Bye ...

Adapted from: Millennium Post. "Brosnan joins Save Whale Campaign" [online available on: <https://www.pressreader.com>]  
 The Goldman Environmental Prize. "Jean Wiener" [online available on: <https://www.goldmanprize.org>]  
 Mission Blue. Silvia Earle Alliance. "How to protect the Oceans" [online available on: <https://mission-blue.org>]



# Abschlussprüfung 2019

an den Realschulen in Bayern



Englisch

## Hinweise zur Bewertung und Korrektur der Prüfungsaufgaben

### 1 Allgemeine Hinweise

- 1.1 Die **Gesamtpunktzahl (150)** der Abschlussprüfung ergibt sich durch die Addition der im *Speaking Test* (30), im Hörverstehenstest (30) und im schriftlichen Teil (90) erreichten Punkte.
- 1.2 Die den einzelnen Prüfungsteilen beiliegenden **Lösungsvorschläge** bieten Hilfen für die Korrektur und Bewertung der Schülerantworten hinsichtlich der erwarteten inhaltlichen und sprachlichen Leistung. Da für eine Reihe von Aufgaben mehrere Lösungen möglich sind, können aus Platzgründen **nicht alle** richtigen Lösungen bzw. Lösungsvarianten aufgeführt werden.
- 1.3 Die Lehrkraft bewertet die jeweilige Schülerleistung unter Wahrung der Gleichbehandlung aller Prüfungsteilnehmer in fachlicher und pädagogischer Verantwortung. **Die unter Punkt 2 angeführten Bewertungshinweise sowie die gesonderten Anmerkungen in den Lösungsvorschlägen müssen jedoch unbedingt beachtet werden.**
- 1.4 Die beiden Kästchen am Ende jeder Seite dienen dem Erst- und Zweitkorrektor zur Registrierung der erzielten Punkte. Eine Einigung auf eine einheitliche Punktzahl ist nicht erforderlich.
- 1.5 Bei Schülerproduktionen müssen sowohl die **britische** als auch die **amerikanische** Schreibweise akzeptiert werden.

### 2 Hinweise zur Bewertung der Teilaufgaben

#### 2.1 LISTENING:

Im Bereich **Hörverstehen** erfolgt bei Grammatik- und Rechtschreibfehlern nur dann ein Punktabzug, wenn die Verstöße sinnentstellend sind.

#### 2.2 READING:

Im Bereich **Leseverstehen** erfolgt bei Grammatik- und Rechtschreibfehlern nur dann ein Punktabzug, wenn die Verstöße sinnentstellend sind.

#### Teilbereich MEDIATION:

Im Bereich der **sinngemäßen Übersetzung** (Sprachmittlung) wird keine wortwörtliche Übersetzung erwartet, sondern das Erfassen des Inhalts und seine sinngemäße Wiedergabe in gut verständlichem Deutsch. Die zu vergebenden Punkte beziehen sich auf Textinhalte und dürfen nur vergeben werden, wenn die Aufgabe textbezogen richtig gelöst wurde (siehe auch gesonderte Hinweise bei der Musterlösung). Die muttersprachliche Wiedergabe ist je nach Aufgabenstellung in Stichpunkten oder in ganzen Sätzen zu formulieren.

Verstöße gegen die Sprachrichtigkeit sind nach § 21 Abs. 1 Satz 4 RSO zu bewerten; über ihre Gewichtung ist unter Berücksichtigung ihrer Schwere in fachlicher und pädagogischer Verantwortung zu entscheiden. Rechtschreibfehler werden korrigiert, führen jedoch nicht zu einem Abzug von Punkten.

#### 2.3 USE OF ENGLISH:

Im Bereich **Use of English (Wortschatz/Grammatik)** ist grundsätzlich auf grammatikalische und orthografische Sprachrichtigkeit der Schülerantworten zu achten. Ausnahmen zu dieser Bestimmung sind ausdrücklich im Lösungsvorschlag bei der jeweiligen Aufgabe vermerkt.

Wenn die Schüler zur Lösung der Aufgaben die vorgegebenen Sätze bzw. Satzteile verändern, so entfällt der Punkt.

#### 2.4 GUIDED WRITING:

Die Bewertung der **schriftlichen Textproduktion** muss anhand der für das „Guided Writing“ festgelegten Bewertungskriterien (siehe Seite 2) erfolgen. Bitte beachten Sie auch die 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/Leistungserhebungen/Abschlussprüfungen/Englisch/Begleitmaterialien und Unterlagen für den Bereich "Guided Writing").

# RATING SCALE\*

	TASK ACHIEVEMENT (Content)	COHERENCE & COHESION (Organization, Linking)	GRAMMAR (Range, Accuracy)	VOCABULARY (Range, Accuracy)
7	<ul style="list-style-type: none"> <li>all content points included, <u>most</u><sup>1</sup> content points fully elaborated</li> </ul>	<ul style="list-style-type: none"> <li>ideas are organised <b>logically throughout the text</b></li> <li>uses a <b>number of appropriate</b> linking devices correctly</li> </ul>	<ul style="list-style-type: none"> <li><b>good range</b>, uses <b>some complex structures</b></li> <li><b>the majority</b> of sentences are <b>error-free</b>; text contains only <b>minimal errors</b> that <b>do not interfere</b> with comprehension</li> </ul>	<ul style="list-style-type: none"> <li><b>good range</b>; varied formulation to avoid repetition</li> <li><b>the majority</b> of sentences are <b>error-free</b>; text contains only <b>minimal errors</b> that <b>do not interfere</b> with comprehension</li> </ul>
6	Some features of 7 and some features of 5.			
5	<ul style="list-style-type: none"> <li>all content points included, <u>most</u><sup>1</sup> content points elaborated</li> </ul>	<ul style="list-style-type: none"> <li>ideas are <b>generally well</b> organised</li> <li>uses a <b>number of basic but appropriate</b> linking devices correctly</li> </ul>	<ul style="list-style-type: none"> <li><b>sufficient range</b>, uses <b>simple structures</b> and also <b>attempts at more complex structures</b></li> <li>text contains <b>occasional errors</b> but it is clear what he/she is trying to express</li> </ul>	<ul style="list-style-type: none"> <li><b>sufficient range</b>; can express ideas effectively</li> <li>text contains <b>occasional errors</b> but it is clear what he/she is trying to express</li> </ul>
4	Some features of 5 and some features of 3.			
3	<ul style="list-style-type: none"> <li><u>most</u><sup>1</sup> content points included, <u>two</u> content points elaborated</li> </ul>	<ul style="list-style-type: none"> <li>ideas are <b>loosely</b> organised</li> <li>uses <b>some basic linking devices</b>; these may be <b>repetitive</b></li> </ul>	<ul style="list-style-type: none"> <li><b>basic range</b>; uses <b>only simple structures</b></li> <li>text contains <b>frequent errors</b> that <b>can cause some difficulties</b> for the reader</li> </ul>	<ul style="list-style-type: none"> <li><b>basic range</b>; lexical gaps and repetition occur</li> <li>text contains <b>frequent errors</b> that <b>can cause some difficulties</b> for the reader</li> </ul>
2	Some features of 3 and some features of 1.			
1	<ul style="list-style-type: none"> <li><b>most</b> content points are <b>omitted, no elaboration</b> on points covered; there is <b>considerable irrelevance</b></li> </ul>	<ul style="list-style-type: none"> <li>there is a <b>lack of organisation and linking devices</b></li> </ul>	<ul style="list-style-type: none"> <li><b>no range</b>, only <b>simple structures attempted</b></li> <li>text contains <b>frequent errors</b> that severely <b>distort</b> the meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>no range</b>; vocabulary too basic to express ideas adequately</li> <li>text contains <b>frequent errors</b> that severely <b>distort</b> the meaning</li> </ul>
0	too little language for assessment		OR	totally irrelevant

<sup>1</sup> most: 3 out of 4 content points

## IMPRESSION OF GENERAL QUALITY:

2	Appropriate genre, format, style; text fulfils its purpose completely;
1	Few minor genre and/or format problems; style problems; text may not fully fulfil its purpose;
0	Several minor or major genre and/or format problems; style problems; text fails to fulfil its purpose;