



Schriftliche Prüfungsarbeit zur erweiterten Berufsbildungsreife und zum mittleren Schulabschluss 2018 im Fach Englisch

Freitag, 4. Mai 2018

Lösungen und Bewertungen

- Transkripte der Hörtexte
- Lösungsbögen für die Aufgaben zum Hörverstehen und Leseverstehen
- Bewertungskriterien für die Aufgaben zum Schreiben
- Bewertungstabelle für die schriftliche Prüfungsarbeit
- Zusammenführung der Noten für den schriftlichen Teil und für die Überprüfung der Sprechfertigkeit (Anlage zum Formular MSA-02)
- Vordruck für das abschließende Gutachten

Listening Part 1: Short Messages

Message One

As usual Rihanna puts the whole world to shame when it comes to dressing - even when the singer is getting her teeth seen to. Who dresses this well for a visit to a doctor? Oh yes, Rihanna.

She was seen out in the Big Apple - you know, even Rihanna's dentist works in a cool place like Manhattan. She was wearing brown leather trousers with an oversized, furry jacket, a black baseball cap, and a baggy T-shirt, but still managed to look awesome and turn heads.

And she's got a lovely set of pearly white teeth to match.

RiRi has been loving her baggy T-shirts of late - and this time she wore one with a picture of the late Princess Diana and the title 'Princess of Wales'. The royal's birth and death years, 1961-1997, were printed on the front as well.

We imagine everyone will now be googling where to buy it.

She matched her top with thigh-high jean boots, which - we'd like to point out - are worth more than £2,000. *[Gulp]*.

No one can say that Rihanna doesn't put the effort in when it comes to looking cool.

Message Two

Hello, Kyle. It's Abe, calling about the vintage Philco radio you bought online from me last weekend. You're really lucky to have found such a unique item, my Ol' Betty. It really must be handled with care, so I can understand that you don't want me to mail it to you.

About the pick-up on Saturday: You wrote that you don't own a car. That's okay, because there's a bus - bus 73 from Atlanta - that gets in to the bus station here in Mason just before noon on Saturdays. Directly across the street there is a police station - Cobb County Police Station. I'll park in front of it. Let's meet there. *[jokingly]* You can never be too safe these days, you know.

I'll be coming from the hairdresser's and I'll be wearing boots and a long, light brown jacket. But you'll probably recognize me most by my dark hair and full beard. I don't wear glasses, don't have a tattoo or earring or anything like that.

Man, I sure am glad that my Ol' Betty is going to be in good hands. Listen, I've got to go now, but you can call me if anything comes up. See you on Saturday then.

Listening Part 2: Radio Ads

Ad 1: Less Meat

MALE: Millions of people all over the world go hungry while we waste our land and water resources. Did you know that raising animals for human consumption uses eight times as much water as growing fruits, vegetables and grains? And that the same amount of land can produce seventeen times more soybean protein than meat protein? For great vegetarian recipes, write People for the Ethical Treatment of Animals, that's PETA, Norfolk, Virginia 23510. Thanks.

<http://www.peta.org/media/psa/environment-radio-psa/> [05.04.2016]

Ad 2: Cell Phone

MALE: If you drive with a cellphone in one hand, expect a ticket in the other. That's right: Get caught talking, texting, or surfing the Web while driving in Illinois, you now face a fine of \$75 or more. And any crash involving the use of a handheld electronic device can send a driver to prison. Illinois Tollway, Secretary of State, IDOT State Police and AAA (Triple A) remind you: Drop it and drive. Using a handheld cellphone while driving is now illegal in Illinois. Learn more at dropitanddrive@illinois.com.

<http://multimedia.illinois.gov/iisradio/dropitanddrive.mp3> [05.04.2016]

Ad 3: Rating Video Games

FEMALE: With video games, I'm often choosing between what my kids want and what I think is best for them.

KID: Hey, Mom, how about this one?

FEMALE: Hmmm ... Rated T for teen with violence and suggestive themes ... Let me check the rating summary ... Frenetic combat, cries of pain, female warlords expose cleavage?!

KID: Eh, maybe the other one is better.

FEMALE: Rating summaries are free. Use them and you'll be armed with the world's most powerful weapon – knowledge.

MALE: For more information, go to [esrb.org](http://www.esrb.org)

http://www.esrb.org/about/media_library.aspx [05.04.2016]

Ad 4: Fake ID

(sound of people celebrating)

MALE: So, you've got one of those fake IDs and you're planning on going to the bar this weekend with your friends? Know the facts first. In Illinois, if you get caught with a fake, your actual driver's license will be suspended for one year. It can also mean up to three years in prison and a \$25,000 fine. In fact, in the last two years, more than 1,200 people have had their driver's licenses suspended for using or making fakes. And if you're thinking about going to the same overseas company your buddy found on the Internet to get a good-looking ID, don't. By providing your information to these questionable businesses, you may become a victim of identity theft. The consequences of using fakes are real, and the penalties are

severe. It's not worth the risk - because it's not just about losing a fake ID, it's about losing your identity and your actual driver's license.

FEMALE: This message is brought to you by the Office of the Illinois Secretary of State.

<http://multimedia.illinois.gov/lisradio/fakeidFINAL.mp3> [05.04.2016]

Listening Part 3: Comic Heroes

Mr. Fantastic

My favorite comic hero? Hands down – it's Mr. Fantastic! He's been around forever - since the early 60s - and he's one of the most intelligent comic figures around. In his mid-20s he invents a spacecraft which takes him and three friends into space, where they are bombarded by cosmic radiation. When the crew returns to Earth, they find their bodies have changed dramatically. Mr. Fantastic is able to stretch his body into any shape he wants, for example, to flatten himself into a parachute or to form his hands into hammers.

One of the many unusual characters he encounters is Doctor Doom - once a fellow student of Mr. Fantastic's and later his arch-enemy. Doctor Doom swears revenge when he is wounded in an accident that leaves a scar on his face. For this accident he blames Mr. Fantastic.

What makes Mr. Fantastic so likeable is that not only is he the leader of a team of superheroes, but he is also a family man: he's married to another member of the team, and he is the father of a highly intelligent daughter and a son with superpowers himself. Sometimes, though, he is so obsessed with science and can get so focused on a challenge that he forgets about his own family.

Storm

In my opinion, the greatest comic book hero is a heroine, and her name is Storm. In fact, she is the first black female superhero in the world of comics.

Ororo "Storm" Munroe is the daughter of an African tribal princess from Kenya but grows up in New York and Cairo. She's a member of a fictional subspecies of humanity known as mutants, who are born with superpowers. Storm can fly on gales of wind, and she has the ability to control the weather. She can even cast lightning from her fingertips. So cool!

Now, there are downsides to having the ability to manipulate the weather, too. Storm's powers over the weather are affected by her emotions. So, if she can't control her emotions, a fit of rage could bring about a destructive storm. Could be very bad news for those around her. Also, Storm suffers from panic attacks in enclosed spaces.

Storm has seen more than her share of hardship and trauma throughout her life, and yet, she's got natural leadership skills. I really admire her. Her aim is to protect her people, and the Earth – and she does an awesome job.

Hawkeye

Sure, there's Superman, Spider-Man, and all those other hotshots, but no one beats Hawkeye.

Hawkeye's real name is Clint Barton. He grows up an orphan and runs away to join the circus, where he trains to become a star attraction as a master archer. As a result of years of dedicated training - first by criminals and later by superheroes - he is an exceptional fencer, a talented acrobat, an expert tactician and martial artist. And, yet, Hawkeye has no superhuman powers.

Being human means making mistakes. His problem is that he doesn't learn from his mistakes. He's had his fair share of messy romantic relationships: Black Widow, Scarlet Lady ... He is unlucky in love - always falling for the wrong women.

Hawkeye has plenty of evil villains and enemies to fight, the greatest of which is Crossfire, a former CIA agent. Hawkeye ruins Crossfire's plan for world domination, and ever since Crossfire has held a huge grudge against Hawkeye. Crossfire even puts a price on Hawkeye to have his arm cut off. Without his arm Hawkeye wouldn't be able to exercise his outstanding skills.

So, what do I like so much about Hawkeye? Well, he is a bad guy turned good and now uses his strength to do good. Isn't that great!

Listening Part 4: Robots and Us

Host: Good evening, I am Hannah Ferguson and I'd like to welcome you to our weekly edition of *TechTalk*. As usual I have a special guest here with me in the studio. Let's welcome Professor Rashid Khan from the University of California, Berkeley, who is doing research on human-robot interaction. Good evening, Rashid.

Rashid: Good evening, everybody. Thanks for inviting me.

Host: Before we open our telephone lines to our listeners, let me describe something I saw on YouTube the other day. A really heart-breaking scene: an elderly Japanese couple are concerned about their pet dogs Ai, 15 years old, and Doggy, 13, who - because of their advanced age - have severe health problems. One can't walk well any more, and the other has a stiff neck, to name but a few of their problems. Their owners, Tomoko and Sadao, are desperate and in tears because they have to watch their dogs slowly fading away. They can find no remedy for their dogs' ailments ... You may be wondering what this has to do with *TechTalk*, but I can see Rashid smiling ... Rashid, you seem to know about Tomoko and Sadao's problem ...

Rashid: Yes, they are not looking for medical help but rather mechanical help. Spare parts. The case is well known: Ai and Doggy, they are AIBOs, robot dogs produced in Japan between 1999 and 2006. By the way, AIBO stands for "Artificial Intelligence Robot", and is the Japanese word for partner.

Host: And partners they are. The owners are extremely attached to their robot dogs. So it seems that even a robot dog is a man's best friend.

Rashid: Well, there was a lot of hype around them when they were first launched onto the market. Robots for private people were not very common back then: They were supposed to

be the future of pets ... no digestion, no walking the dog in the rain, and yet company and companionship ... but they are not very sophisticated, not state of the art anymore.

Host: Yes, they don't actually look real at all. They are shaped like dogs but look like robots, lots of metal, definitely machines, just funny gadgets, I thought...

Rashid: That's why the manufacturer has stopped maintaining them. So Ai and Doggy cannot be repaired any more, replacement parts are extremely hard to find. They are, in a way, dying. Something their owners could never have imagined. And they are truly sad and heartbroken after having lived with their robot pets for such a long time.

Host: Ah, and I see we have our first caller on the line ... Hello!

Jeremy: Hi, my name is Jeremy, and I remember AIBOs and Tamagotchis and all that stuff very well, but isn't it a little weird when you react like the Japanese couple towards something obviously inanimate like a stupid AIBO?

Rashid: No, Sadao and Tomoko are not weird at all, they are no exception to ...

Host: Sorry for interrupting you, Rashid, but there is another caller on the line. Let's hear what Samira has to say ...

Samira: Hi there! I'd like to support what Rashid just said. You see, I work in a nursing home for people suffering from dementia. There, we use cuddly toy seals to brighten up the patients' lives. And it works. The seals have big brown eyes and white fake fur. All they do is make some sounds, wag their tails, and blink at you when you stroke them: you should see how our patients' faces beam! They smile, seem to be happier... They don't mind stroking a fake animal which shows some kind of artificial reaction. In fact, they enjoy it. It works. It's amazing!

Rashid: Yes, I know several projects like this. Although we know that an object is not a living being, there are two aspects that sort of trick us into reacting emotionally. Firstly, this thing somehow resembles a living being with a face - and the eyes are especially important. Secondly, this thing reacts to us. We humans are communicative beings. We naturally "like" reaction.

Samira: And isn't this something quite natural? We all have emotional interactions with technology in our lives. Just yesterday when my computer crashed! You should've heard me shouting.

Host: Yeah, I can relate to that.

Rashid: Well, we are increasingly exposed to robots in our daily lives. In the future, we'll be short of carers in hospitals and old people's homes, for example. We will need more robots, and as a consequence, there'll be more human-robot interaction. But little is known about how these lifelike machines affect our emotions. And this is precisely what I am looking at in my research.

Host: Hmm, well, while preparing for this show, I realized that there is a lot of material which deals with how we can program robots to have feelings, but there isn't much material on how we feel towards robots.

Rashid: Well, there is scientific research. For one study, scientists tried to measure how people responded to robots on an emotional and neurological level. Volunteers were shown videos of a small dinosaur robot being treated either affectionately or violently. In the

affectionate video, people hugged and tickled the robot, and in the violent video, they hit or dropped it. The viewers' reactions were measured, and the experiment showed that people's emotions were almost the same as if they had seen the same being done to a human, that the brain reacts in much the same way whether a person witnesses love for or violence against a robot or a human.

Host: And the robot was only a toy. How strong will our feelings become when there are even more humanlike robots living with us in our homes?

Rashid: Do you mean we could even fall in love with them? Why not? Always beautiful, always kind ... easy to fall in love with.

Host: What a discomforting thought. And there are definitely other people out there who think that such a strong bond between a robot and a human is unhealthy. The question is whether we should take action to avoid this. We'll take a closer look after the break.
(music)

Lösungen Hörverstehen

Part 1: Short Messages

Number	A	B	C	D
1			✓	
2	✓			
3			✓	
4			✓	

Part 2: Radio Ads

Number	Ads	A	B	C	D	E	F
5	Ad 1						✓
6	Ad 2			✓			
7	Ad 3				✓		
8*	Ad 4	✓					

Part 3: Comic Heroes

Jede sinnvolle Antwort wird akzeptiert. Es werden nur ganze Punkte vergeben. Für jede Antwort kann maximal ein Punkt vergeben werden. Sollte die Schülerin / der Schüler bei einem Item mehrere Aspekte angeben (und damit u. U. die angegebene Wortzahl überschreiten), so kann der Punkt nur vergeben werden, wenn alle genannten Aspekte inhaltlich richtig sind.

Achtung:

Sprachliche Fehler führen nicht zu Punktabzug, solange die Aussage verständlich ist.

Im Folgenden finden Sie Beispiele für mögliche Antworten auf die Items 9-17:

- (9) (can) stretch body (into any shape) / flatten body into a parachute / form hands into hammers
- (10)* wounded in an accident / blames Fantastic for accident/scar / scar on his face
Nicht akzeptiert wird: blames Fantastic
- (11) leader / family man
Nicht akzeptiert wird: father
- (12) (can) fly (on gales of wind) / (can) control the weather / (can) cast lightning (from her fingertips)
- (13) can't control her emotions / (powers) affected by emotions / (suffers from) panic attacks (in (en)closed spaces)
- (14) natural leadership skills / protect her people/Earth
Nicht akzeptiert wird: does an awesome job
- (15) no superhuman powers / doesn't learn from mistakes / falling for wrong women
Nicht akzeptiert wird: unlucky in love
- (16)* ruins plan (for world domination)
- (17) bad guy turned good / uses strength to do good

Part 4: Robots and Us

Number	A	B	C
18		✓	
19			✓
20*		✓	
21*	✓		
22*			✓
23*			✓
24	✓		
25*		✓	

Lösungen Leseverstehen**Part 1: What to Do in and around New Orleans**

Number	Name	A	B	C	D	E	F	G
1/2	a) Jazzy		✓		✓			
3/4	b) Alejandro					✓	✓	
5/6	c) Alisha	✓						✓
7/8	d) Jonathan						✓	✓
9/10	e) Zainab			✓	✓			

Part 2: Short Texts

Number	A	B	C	D
11*			✓	
12*	✓			
13	✓			
14				✓
15				✓
16			✓	

Part 3: How Fake Images Change Our Memory and Behaviour

Number	A	B	C	D
17				✓
18*			✓	
19*		✓		
20		✓		
21*	✓			
22*			✓	
23*				✓
24*				✓
25*		✓		

Lösungen Schreiben

Part 1: Your Photo (5 P)

Inhaltliche Anforderungen

Bezugnahme auf die in der Aufgabenstellung geforderten inhaltlichen Punkte:

- wo das Foto gemacht wurde / woher das Foto kommt
- wer die Personen sind
- kurze Beschreibung der Situation

Jede in sich stimmige Deutung des Bildes wird akzeptiert.

Punkte	Bewertungskriterien
5	• Bearbeitung aller in der Aufgabenstellung geforderten Punkte • durchgängig klare sprachliche Darstellung
4	• Bearbeitung aller in der Aufgabenstellung geforderten Punkte • überwiegend klare sprachliche Darstellung
3	• Bearbeitung aller in der Aufgabenstellung geforderten Punkte • sprachliche Darstellung nicht immer klar - oder: • Bearbeitung aller bis auf einen der geforderten Punkte • klare sprachliche Darstellung der beiden anderen Punkte
2	• Aufgreifen von zwei der geforderten Punkte • sprachliche Darstellung überwiegend unklar - oder: - Der Text ist zu kurz (weniger als 30 Wörter).
1	• Aufgreifen von einem der geforderten Punkte • sprachliche Darstellung nicht nachvollziehbar - oder: - Der Text ist viel zu kurz (weniger als 20 Wörter).
0	Der Bezug zur Aufgabenstellung ist nicht erkennbar.

Part 2: Lying (12 P)

Korrekturhinweise

- Markieren Sie Fehler durch Unterstreichen und verwenden Sie am Rand die üblichen Korrekturzeichen (sp, gr, voc, ex)
- L+ am Rand: besonders gelungene Formulierungen
L – am Rand: Formulierungen, die es den Lesern erschweren oder unmöglich machen, den Inhalt zu verstehen
- Für die inhaltliche und sprachliche Ausführung werden jeweils maximal 6 Punkte vergeben (s. Bewertungstabellen). **Umfasst der Schülertext weniger als 50 Wörter, können im Bereich Sprache nur maximal 3 Punkte vergeben werden.**

Inhaltliche Anforderungen

Bezugnahme auf die in der Aufgabenstellung geforderten inhaltlichen Punkte:

- reaction if they caught a good friend lying to them
- reasons for lying about how one really feels
- other situation(s) in which lying is okay
- description of world in which everybody always tells the truth

Punkte	Bewertungskriterien für den Inhalt
6	• Bearbeitung aller in der Aufgabenstellung geforderten Punkte • durchgängig präzise, sehr gut strukturiert, anschaulich, logisch • durchgängig Bezug auf die Aufgabe
5	• Bearbeitung aller in der Aufgabenstellung geforderten Punkte • präzise, gut strukturiert, anschaulich, logisch • durchgängig Bezug auf die Aufgabe Wird <u>ein</u> Punkt weniger ausführlich bearbeitet, kann dies durch eine besonders ausführliche Darstellung der anderen Punkte ausgeglichen werden.
4	• Bearbeitung aller bis auf einen der geforderten Punkte • meist strukturiert, logisch, anschaulich • mit einer unwesentlichen Ausnahme Bezug auf die Aufgabe oder: • teilweise Bearbeitung aller in der Aufgabenstellung geforderten Punkte • meist strukturiert, logisch, anschaulich • mit einer unwesentlichen Ausnahme Bezug auf die Aufgabe
3	• Bearbeitung von zwei der geforderten Punkte • meist strukturiert, logisch, anschaulich • mit unwesentlichen Ausnahmen Bezug auf die Aufgabe oder: • teilweise Bearbeitung aller bis auf einen der geforderten Punkte • teilweise strukturiert, anschaulich, logisch • mit unwesentlichen Ausnahmen Bezug auf die Aufgabe
2	• Aufgreifen von zwei der geforderten Punkte • ansatzweise logisch und/oder anschaulich • mit gelegentlichen Ausnahmen Bezug auf die Aufgabe oder: Der Text ist zu kurz (weniger als 80 Wörter).
1	• Aufgreifen von einem der geforderten Punkte • nicht strukturiert/logisch/anschaulich • teilweise Bezug auf die Aufgabe oder: Der Text ist viel zu kurz (weniger als 50 Wörter).
0	Der Bezug zur Aufgabenstellung ist nicht erkennbar.

Punkte	Bewertungskriterien für die Sprache
6	- durchgängig verständlich bei seltenen Normverstößen - umfangreicher, differenzierter Wortschatz - durchgängig sicherer Gebrauch einfacher und komplexer Strukturen - der Aufgabe durchgängig angemessene Textgestaltung
5	- durchgängig verständlich bei gelegentlichen Normverstößen - umfangreicher, der Aufgabe angemessener Wortschatz - sicherer Gebrauch einfacher Strukturen - Verwendung geläufiger komplexer Strukturen - der Aufgabe angemessene Textgestaltung
4	- überwiegend verständlich bei einigen Normverstößen - der Aufgabe angemessener Wortschatz - meist sicherer Gebrauch vor allem einfacher Strukturen - der Aufgabe insgesamt angemessene Textgestaltung
3	- wesentliche Aussagen verständlich bei mehreren Normverstößen - einfacher Wortschatz - einfache Strukturen - der Aufgabe meist angemessene Textgestaltung
2	- wesentliche Aussagen teilweise verständlich bei zahlreichen Normverstößen - ungenauere Verwendung von einfachem Wortschatz - unkorrekte Verwendung einfacher Strukturen - der Aufgabe teilweise angemessene Textgestaltung
1	Wesentliche Aussagen sind ansatzweise verständlich bei fehlerhaftem Gebrauch von Wortschatz und Strukturen.
0	Der Text ist aufgrund gravierender Normverstöße unverständlich. oder: Der Text ist so kurz, dass eine sprachliche Bewertung nicht möglich ist.

***Part 3: Mediation – Volunteer Gap Year (8 P)**

Von den Schülerinnen und Schülern wird eine sinngemäße Übertragung (keine wörtliche Übersetzung!) eines Textes 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. Es muss sich erkennbar um eine persönliche Email handeln.

Für die inhaltliche Übertragung und die sprachliche Ausführung werden jeweils maximal 4 Punkte vergeben (s. Bewertungstabellen). Bitte beachten Sie die Korrekturhinweise zu Aufgabe 2.

Erwartete Inhaltspunkte:

Der Text beschreibt das Freiwillige Jahr der gewählten Person. Die allgemeine Information ist obligatorisch zu nennen und muss zeigen, was die Person macht/gemacht hat. Es müssen mindestens vier weitere Informationen über die Arbeit und die Erfahrungen der Freiwilligen genannt werden. Für das Nennen von Informationen, die für den Schreibanlass nicht relevant sind, werden keine Inhaltspunkte vergeben.

Sandra: Freiwilliges Soziales Jahr

Allgemeine Information
Sandra worked at a Waldorf kindergarten (Berlin, Pankow).
Weitere Informationen
• had to get used to a lot of different things • worked with a group of 16 children and two kindergarten teachers • accompanied children and helped teachers • was free to choose tasks • well-organized daily routine • liked the way the children were treated • positive atmosphere because of close contact to children's parents • enjoyed seminars where she met people with similar experiences / where she did something different from the work at kindergarten

Mehmet: Freiwilliges Ökologisches Jahr

Allgemeine Information
Mehmet is working at the Trappenkamp forest adventure park (near Hamburg).
Weitere Informationen
• working in a leisure park with butterflies and other animals • living on the grounds with two other volunteers • arranges various activities for families and children, e.g. tours through the forest • does gardening in the butterfly garden • prepares activities by collecting materials in the forest • prepared a big Christmas event in the forest • great opportunity to do environmental work outdoors • has gained social experience because he is working with others

Punkte	Bewertungskriterien für den Inhalt
4	- klare, gut strukturierte Bearbeitung der Aufgabenstellung - Darstellung der allgemeinen Information - Darstellung von mindestens vier weiteren inhaltlichen Aspekten - durchgehend adressatengerechte und situationsangemessene Darstellung
3	- vorwiegend klare, strukturierte Bearbeitung der Aufgabenstellung - Darstellung der allgemeinen Information - Darstellung von drei weiteren inhaltlichen Aspekten - überwiegend adressatengerechte und situationsangemessene Darstellung
2	- im Allgemeinen klare Bearbeitung der wesentlichen Teile der Aufgabenstellung - Darstellung der allgemeinen Information - Darstellung von zwei weiteren inhaltlichen Aspekten - in Teilen adressatengerechte und situationsangemessene Darstellung
1	- ansatzweise Darstellung von Teilen der allgemeinen Information und/oder weiteren inhaltlichen Aspekten - ansatzweise adressatengerechte und situationsangemessene Darstellung erkennbar
0	kein erkennbarer Zusammenhang zur Aufgabenstellung

Punkte	Bewertungskriterien für die Sprache
4	- durchgängig verständlich bei seltenen Normverstößen - umfangreicher Wortschatz, angemessen verwendet - durchgängig sicherer Gebrauch einfacher und komplexer Strukturen - der Aufgabe durchgängig angemessene Textgestaltung
3	- durchgängig verständlich bei gelegentlichen Normverstößen - einfacher, der Aufgabe angemessener Wortschatz - meist sicherer Gebrauch einfacher Strukturen; Verwendung einzelner komplexer Strukturen - der Aufgabe meist angemessene Textgestaltung
2	- überwiegend verständlich bei wiederholten Normverstößen - einfacher, der Aufgabe meist angemessener Wortschatz - meist sicherer Gebrauch einfacher Strukturen - der Aufgabe teilweise angemessene Textgestaltung
1	Verständlichkeit stark eingeschränkt durch fehlerhaften Gebrauch von Wortschatz und Strukturen
0	unverständlich

**Bewertungstabelle für die schriftliche Prüfungsarbeit
zur erweiterten Berufsbildungsreife und zum mittleren Schulabschluss
2018 in der 1. Fremdsprache**

EBBR-Note		Punkte		MSA-Note
1	+	75	+	1
	+	74	+	
	+	73		
	+	72		
	+	71	-	
	+	70	-	2
	+	69	+	
	+	68	+	
	+	67		
	+	66		
	+	65		3
	+	64	-	
	+	63	-	
	+	62	+	
	+	61	+	
	+	60		4
	+	59		
	+	58		
	+	57		
	+	56	-	
	+	55	-	5
	+	54	+	
	+	53	+	
1	+	52		
	+	51		
	+	50		
		49		5
2		48		
	-	47		
	+	46	-	
	+	45	-	
		44	+	
3		43	+	5
	-	42		
	-	41		
	+	40		
	+	39		
		38		
		37		
		36		
		35		
	-	34		
	-	33		

EBBR-Note		Punkte		MSA-Note
4	+	32		5
	+	31		
		30		
		29		
		28		
5		27		6
		26		
	-	25		
	+	24	-	
	+	23	-	
		22		
		21		
		20		
		19		
		18		
6		17		6
		16		
		15		
	-	14		
	-	13		
		12		
		11		
		10		
		9		
		8		
		7		
		6		
		5		
		4		
		3		
		2		
		1		
		0		

Mittlerer Schulabschluss / Erweiterte Berufsbildungsreife**1. Fremdsprache: Zusammenführung der Noten für den schriftlichen Teil und für die Überprüfung der Sprechfertigkeit¹**

Die beiden Noten für den schriftlichen Teil und für die Überprüfung der Sprechfertigkeit werden mit Tendenz vergeben.

Für die Nutzung der Tabelle müssen sich beide Noten auf dasselbe Niveau beziehen (MSA oder eBBR). Die Gesamtnote wird im Verhältnis 3:2 (schriftlicher Teil : Sprechfertigkeit) errechnet und kaufmännisch gerundet.

		Note für die Sprechfertigkeit															
Note der schriftlichen Leistung	Note	1+	1	1-	2+	2	2-	3+	3	3-	4+	4	4-	5+	5	5-	6
	1+	1	1	1	1	1	1	1	2	2	2	2	2	2	2	3	3
	1	1	1	1	1	1	2	2	2	2	2	2	2	2	3	3	3
	1-	1	1	1	1	2	2	2	2	2	2	2	3	3	3	3	3
	2+	1	1	2	2	2	2	2	2	2	2	3	3	3	3	3	3
	2	1	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3
	2-	2	2	2	2	2	2	2	3	3	3	3	3	3	3	4	4
	3+	2	2	2	2	2	3	3	3	3	3	3	3	3	4	4	4
	3	2	2	2	2	3	3	3	3	3	3	3	4	4	4	4	4
	3-	2	2	3	3	3	3	3	3	3	3	4	4	4	4	4	4
	4+	2	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4
	4	3	3	3	3	3	3	3	4	4	4	4	4	4	4	5	5
	4-	3	3	3	3	3	4	4	4	4	4	4	4	4	5	5	5
	5+	3	3	3	3	4	4	4	4	4	4	4	5	5	5	5	5
	5	3	3	4	4	4	4	4	4	4	4	5	5	5	5	5	5
	5-	3	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5
	6	4	4	4	4	4	4	4	5	5	5	5	5	5	5	6	6

¹ Eine zusätzliche mündliche Prüfung wird ggf. gesondert berücksichtigt. In diesem Fall wird aus der gemäß der obigen Tabelle ermittelten, gerundeten Note und der Note für die zusätzliche mündliche Prüfung die Endnote im Verhältnis 2:1 ermittelt.