

Schriftliche Prüfungsarbeit zum mittleren Schulabschluss 2012 im Fach Englisch

03. Mai 2012

**LÖSUNGEN UND
BEWERTUNGEN**

Transkripte der Hörtexte

Lösungsbögen für die Aufgaben zum Hörverstehen und Leseverstehen

Kriterienorientiertes Bewertungsraster für die Aufgaben zum Schreiben

Berechnungstabellen

Vordruck für das abschließende Gutachten

Listening Part 1: Conversations

Conversation 1

- customer: I bought these jeans here last week. I'm afraid I have to return them.
 assistant: Is there something wrong with them?
 customer: No, nothing's wrong with them. It's just – they don't look right.
 assistant: Well if they don't fit properly, I am sure we can fix that.
 customer: Don't get me wrong – they fit perfectly. But I wore them to a party and my boyfriend didn't like them much.
 assistant: I'm sorry, once you've worn them, you can't return them.

Conversation 2

- customer 1: Did you see that? I can't believe it.
 customer 2: Did I see what?
 customer 1: Do you see the guy in the torn jeans ... over there near the lift?
 customer 2: The one in the green shirt? What about him?
 customer 1: I'm sure he has just let a CD slip into his bag.
 customer 2: Really? That would be shoplifting. Do you think we should report it to one of the shop assistants?

Conversation 3

- customer 1: The food halls are on the seventh floor. Let's take the express elevator, it's right over there.
 customer 2: Hm, sorry, I'd rather not take the elevator. The last time I did, it got stuck between two floors and I had to spend nearly 30 minutes in there before someone managed to get us out. I almost panicked – you know how claustrophobic I can get.
 customer 1: Ouch, that sounds nasty. So let's take the escalator instead.
 customer 2: Okay...

Conversation 4

- customer 1: Have you got another 10 minutes to spare? I saw this great pair of jeans the other day. I'd like to know what you think of them.
 customer 2: Oh, sure. Where did you see them?
 customer 1: Just around the corner – at "The Wild Bunch". It'll only take a few minutes.
 customer 2: "The Wild Bunch" ? They're closed this week ... they're renovating.
 customer 1: Too bad, aww that's probably why the jeans were 20% off.
 customer 2: Could be, but I bet they'll have great re-opening offers next week, too.

Listening Part 2: Radio Ads

Ad 1: Scary Maths

There's some disturbing maths coming out of Mississippi schools. Every hour about 1.5 Mississippi kids drop out. Added up, that's about 36 kids every day, over a thousand a month, that's nearly 13,000 kids every year. And that's where the math really gets scary, because kids who drop out are twice as likely to end up on drugs; almost three times more likely to end up unemployed or on welfare; and ten times more likely to go to jail. That costs Mississippi more than 458 million dollars every year. But as disturbing as the numbers are, it's not about numbers, it's about lives.

That's why we've launched "On the Bus", a program designed to keep Mississippi kids in school. So get on the bus. Log on to "onthebus.ms" and see how you can help. Because if you can help subtract just one number from the drop-out rate, well that's one life changed forever.

A message from State Farm Insurance and the Mississippi Department of Education.
<http://www.onthebus.ms/> [12.03.2011]

Ad 2: SA rhythm

Hey there, South Africa, I want you to grab your pen, your pencils, your drumsticks, hoot your hula, tap on your desk, bang your foot, whatever you do, just get ready to play the rhythm that shows our country is alive with possibility. It's a simple rhythm in two parts. So, listen up – this is how the first part goes. (*music*)

And this is the second part. (*music*)

And that's it. Comes pretty naturally, doesn't it?

So, whoever you are and wherever you are, be a part of the rhythm of this nation.

Right, now let's put it all together. (*music*)

<http://www.brandsouthafrica.com/index.php/component/content/article/21-static/39-radio-ads.html>
[12.03.2011]

Ad 3: Identity Theft

(*music*)

McGruff: When crime prevention is your life, your days don't stay quiet for long. (*telephone ringing*) What did I tell you? My name – McGruff, the crime dog. I wear a trench coat.

Woman on phone: McGruff – I need help!

McGruff: That was a concerned citizen – and boy, did she sound concerned.

Woman: I'm very concerned.

McGruff: What did I tell you?

Woman: Somebody took out a loan in my name. They are pretending to be me and spending my money. I cannot ...

McGruff: It's called identity theft and it's growing fast. Safeguard your personal information like your social security, credit card or bank account numbers – on the phone, online, even around the house because half of identity theft occurs by someone you think you know.

Learn more from the National Crime Prevention Council at NCPCC.org. Take it from McGruff: Keep your identity to yourself and take a bite out of crime.

A message from this station, the US Department of Justice, Crime Prevention, Coalition of America and the National Crime Prevention Council.

<http://www.ncpc.org/topics/neighborhood-watch> [12.10.2011]

Ad 4: Safer London

You are someone who lives in London, someone who takes the tube, gets the bus, hails a cab, you're someone who stands on the right, holds open doors, smiles at strangers. You are someone with a partner, friends and family, mates and colleagues. You are someone with hopes and fears, ambitions and dreams, a past and a future. And you are someone who knows that terrorists won't succeed, as long as someone calls the police to report anything suspicious. You are that someone. If you see anything suspicious, a bag, a vehicle or just the way a person's behaving, don't leave it to someone else. If you suspect it, report it. Call 999, Metropolitan Police. Working together for a safer London.

<http://content.met.police.uk/> [12.10.2011]

Listening Part 3: Ellis Island

(*introductory music*)

Guide's voice:

Good morning everybody and welcome to Ellis Island Immigration Museum here in New York Harbor. In front of you is the statue of Annie Moore, a 15-year-old girl from Ireland, who was the very first immigrant to set foot on this island when it opened as an immigration center in 1892.

When the center was closed in 1954, more than 12 million people had come to America through this port. To most, Ellis Island had been an Isle of Hope, a stopping point on the way to a better life – as it had been for Annie Moore.

Please press button A to listen to her story.

(music)

*Isle of hope, isle of tears,
Isle of freedom, isle of fears,
But it's not the isle you left behind.*

Annie's voice:

My name is Annie Moore and I was born in Ireland in 1877. My moment of glory I had on the first of January 1892 when I was the first person to set foot on Ellis Island.

We had set off from Cobh (say: Cove), Co. Cork, Ireland 12 days before. Oh, I remember that journey so well. I felt both excited and sad at the same time. Excited to see my parents and older siblings, who had left Ireland two years earlier in order to find work in America. You see, people couldn't get jobs in Ireland in those days and there were political problems with the British. America was the only hope. My family's hopes had been fulfilled. They had found jobs, a place to live and they had enough money for food and clothing. Life was better than it had been in Ireland. But I also felt so sad about leaving my home, my friends, my relatives in Ireland. I wondered if I would ever see them again. There were so many questions in my mind. What were the American people like? Would I find friends there? Were the streets really paved with gold? Did they eat Irish stew in America?

I remember the ship journey so well. I stood in line with my two younger brothers, Philip and Anthony. We were steerage passengers on the steamship Nevada. For us the conditions were miserable, with so many people crowded into a tiny, dark, foul-smelling space below deck. The whole journey was a nightmare. There weren't enough toilets or washrooms, it was freezing cold and people were constantly getting seasick.

I had to watch my brothers very closely to make sure they were safe. But at least I knew that they were healthy. This was important because there was going to be a medical inspection on arrival in New York. There we would be examined for symptoms of diphtheria, tuberculosis, typhoid and other weird diseases I couldn't even pronounce.

Anyway, to pass the time we played cards, sang, danced and talked. All around me I could hear Germans and Italians practicing their English. And most important of all were the rehearsals for answering the immigration inspectors' questions:

(stern male voice:)

*By whom was passage paid? Have you ever been in prison? Are you an anarchist?
Are you a polygamist?*

Annie's voice:

On the first of January 1892 the ship reached New York. The Statue of Liberty welcomed us as we sailed into the harbor. The greatness of Ms Liberty overcame us. Nobody said a word for she was like a goddess and we knew she symbolized the powerful country which was to be our future home. And then ... we saw Ellis Island.... and everyone started to cheer and cry.

Suddenly I heard someone shout "Ladies first"... and I remember being pushed ahead of a muscular German man by my brothers. Then I realized I was the first one off the ship! I was very surprised when an official gave me a \$10 gold piece. I had never seen so much money before in my whole life, and I did not know why he had given it to me. Was it because of my 15th birthday? Then he explained that Ellis

Island was new, and the \$10 was a present to the first person to set foot on the newly-opened Ellis Island immigration port.

Guide's voice:

Now, over 100 years later, a statue of Annie and her brothers stands on Ellis Island. A similar statue can be found in Cobh (say: Cove), Ireland, where they began their voyage. There is even a song about Annie's story. Press button B if you want to listen to it.

*Isle of hope, isle of tears,
Isle of freedom, isle of fears,
But it's not the isle you left behind.*

*On the first day of January,
Eighteen ninety-two,
They opened Ellis Island and they let
The people through.
And the first to cross the threshold
Of that isle of hope and tears,
Was Annie Moore from Ireland
Who was all of fifteen years.*

CHORUS:

*Isle of hope, isle of tears,
Isle of freedom, isle of fears,
But it's not the isle you left behind. (Fading out)*

Based on:

www.mayolibrary.ie/.../LifeStories/AnnieMoore/

http://www.ellisland.org/Eiinfo/press_AnnieMoore.asp

http://www.coedu.usf.edu/culture/Story/Story_Ireland.htm

http://www.rootstelevision.com/blogs/megans-rootsworld/2007/12/a_pair_of_ellis_island_videos.html

[12.02.2011]

Listening Part 4: CouchSurfing

Vincent: This is Vincent Canary from *TTR Radio*, and welcome to our weekly edition of "Have Your Say"! Ever heard about a thing called "CouchSurfing"? You think it's a way to get rid of old furniture? (*chuckle*) Far from it! CouchSurfing is all about . . . travelling. And today you have the chance to find out more from my guests here in the studio.

First let me introduce Dido Bransted, who has just turned 18 and wants to spend her summer holidays surfing Europe's couches.

Dido: Hi.

Vincent: Also here with us is her mother Linda, who will tell us why she is not too fond of the idea. Welcome, Linda.

Linda: Good afternoon.

Vincent: And last but not least, we have Jonathan Wilder, who travelled the world for a year after finishing school.

Jonathan, you've written about your various CouchSurfing experiences in a blog. Would you tell our listeners something about CouchSurfing in general, just to give them an idea...?

Jonathan: Sure. You know, it's only because of CouchSurfing that I was able to stay abroad for such a long time. This experience really changed the way I see the world.

But let me give you an idea of what CouchSurfing is all about: Let's say you want to go to Amsterdam for 4 days. First you go to the CouchSurfing-website and look for people from Amsterdam who have a "couch" on offer, which most often means a bed in their home. You explain what you are interested in doing while you're there and then you get several offers for places to stay. After choosing one of them, you contact your host, agree on the details of your travel plans and ...off you go to Amsterdam to meet new people who know the city really well!

Linda: But that's just the point, Jonathan. You have no idea who these people are you'll be staying with! I don't even want to think of what could happen to Dido...!

Dido: Oh come on, Mum, I'm already 18 and I know what I'm doing....

Linda: ...but that doesn't make it any less dangerous, Darling! You see, there are people out there who could do all sorts of

Jonathan: Hold on. I understand your worries, Mrs Bransted. But the CouchSurfing program has a system of safety features. It sort of works like a neighbourhood watch program. For example, the good and bad experiences people have had are published on the Internet, and if anything terrible has happened, these people are taken off the list. But - as always - there is no absolute guarantee. By the way, these safety features are there to protect both sides of the deal, hosts and guests.

Dido: See Mum, there's no need to worry. They're probably people just like us...

Linda: And would we have to let a stranger stay at our place, too?

Jonathan: You don't have to, Mrs Bransted. If you don't want to have somebody sleeping on your couch, you don't have to pay the hosts. Instead there are other ways Dido can show that she's thankful for her host's hospitality, like cooking a nice meal...

Dido: That's the whole idea, money's not important here. CouchSurfing is a really cheap way of travelling. I'll only need money for the trip itself, for food, bus tickets, stuff like that. Cool, eh!

Linda: Don't tell me there are people out there who don't expect to be paid...one way or another...

Dido: Oh Mum, you're being so negative! The people who make such an offer have a vision. They want to connect people, help make the world a better place.

Jonathan: You're right there, Dido. The first CouchSurfer, who later founded the organisation, was a student who didn't want to travel like Mr. Tourist anymore. You know, in and out of hotels, visiting postcard sights but never really getting to know the people and their culture. And there is a clear mission: Only when you experience a culture from within can real understanding and intercultural tolerance develop. And isn't this what a globalised world really needs?

Linda: I do see your point there, Jonathan, and the idea of meeting people from all over the world when you're young and don't have much money sounds fascinating. But still – a girl travelling on her own ...

Vincent: I see. You don't want to spend the summer holidays worrying about her, is that right? Well, Dido, your Mum would probably feel better if you didn't travel by yourself.

Dido: I wasn't planning to in the first place. It's much more fun to travel with a friend. Fiona wants to come along.

Linda: Fiona? Aha, two girls! As if that makes a difference! ...

Vincent: (*interrupting them*) I think this is a perfect time for a break. We'll be back in a minute with Jonathan, who will be telling us some fascinating stories of his CouchSurfing travels across the world(*fading out*)

Based on:

<http://www.couchsurfing.org/about.html/faq> [22.11.2009]

Lösungen Hörverstehen**Part 1**

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

Part 2

Number	A	B	C
5	✓		
6			✓
7	✓		
8			✓

Part 3

Number	Yes	No
9	✓	
10		✓
11	✓	
12	✓	
13		✓
14		✓
15	✓	
16	✓	
17		✓
18		✓

Part 4

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

Lösungen Leseverstehen**Part 1**

Number	A	B	C	D
1				✓
2			✓	
3			✓	
4	✓			
5	✓			

Part 2 (Sydney)

Number	Name	A	B	C	D	E	F	G
6/7	a) Brodie and Jeanette Anstett				✓			✓
8/9	b) Priscilla Thornton			✓			✓	
10/11	c) Paul and Tony				✓	✓		
12/13	d) Clarisse Daniels	✓					✓	
14/15	e) Taylor March		✓			✓		

Part 3

Number	A	B	C	D
16				✓
17				✓
18			✓	
19				✓
20		✓		
21		✓		
22			✓	
23	✓			
24				✓
25				✓

Lösungen Schreiben

Writing Part 1: A Social Networking Site (5 P)

- Alle Eintragungen müssen sprachlich korrekt sein (Rechtschreibung, Lexik, Grammatik; Großschreibung zu Beginn einer Zeile ist akzeptabel).
- Jede sinnvolle Antwort wird akzeptiert.
- Der erste Punkt wird nur gegeben, wenn ein Name sowie Alter und Geschlecht angegeben und richtig geschrieben sind. Beim Alter ist eine Zahl zulässig. Bei der Angabe des Geschlechts werden lediglich *male/female* akzeptiert.
- Punkt 2 wird nur vergeben, wenn mindestens zwei Aspekte genannt werden (z. B. *(my) hair, being fit, sense of humour, personality, being a good a listener*). Nicht akzeptabel sind beispielsweise Aussagen wie *listening to my friend* oder *playing tennis*.
- Mögliche Antworten bei Punkt 3 sind *nothing, playing the guitar, drawing, languages*. Der Gebrauch der Infinitivformen ist nicht akzeptabel.
- Mögliche Antworten bei Punkt 4 sind z.B. *action films, sci-fi, westerns*. Akzeptabel sind auch Formulierungen wie *films like Mission Impossible, films about mountain climbing*. Die alleinige Nennung von Filmtiteln hingegen ist nicht ausreichend.
- Mögliche Antworten bei Punkt 5 u.a.: *(to) make new friends*.
- Es werden nur ganze Punkte vergeben.
- Wenn Schüler statt der geforderten Stichpunkte Sätze schreiben, wird der Punkt nur vergeben, wenn diese vollständig korrekt sind.

Writing Part 2: Finding a Job (10 P)

Korrekturhinweise

- Markieren Sie Fehler durch Unterstreichen und verwenden Sie am Rand die üblichen Korrekturzeichen (sp, gr, voc, ex)
- Markieren Sie besonders gelungene bzw. wenig gelungene/unklare Formulierungen durch den Hinweis L+ oder L- am Rand.
- Weist ein Schülertext Merkmale aus verschiedenen Punktbeschreibungen auf (z.B. „weitgehend klar strukturierter Text“ und „vereinzelte grobe Normverstöße“), so machen Sie bitte mittels einer kurzen Anmerkung für den Zweitkorrektor nachvollziehbar, warum Sie sich für mehr oder weniger Punkte entschieden haben.

Inhaltliche Anforderungen

- Bezugnahme auf die in der Aufgabenstellung geforderten inhaltlichen Punkte (*future plans, money versus job satisfaction, ideas of where/how to get help on planning your future, ideas about life after school*).

Punkte	Bewertungskriterien für den Inhalt
5	Auf alle in der Aufgabenstellung geforderten Punkte wird in einer durchweg aussagekräftigen Darstellung eingegangen.
4	Alle geforderten Punkte werden aufgegriffen und meist aussagekräftig formuliert. Wird <u>ein</u> Punkt weniger ausführlich bearbeitet, kann dies durch eine besonders ausführliche Darstellung der anderen Punkte ausgeglichen werden.
3	Alle bis auf einen der geforderten Punkte werden bearbeitet und die Aussagen meist aussagekräftig formuliert.
2	Die geforderten Punkte werden nur zum Teil bearbeitet. Die Darstellung ist stellenweise nicht aussagekräftig. Der Text ist ggf. zu kurz (weniger als 80 Wörter).
1	Die geforderten Punkte werden überwiegend nicht bearbeitet. Der Text ist ggf. viel zu kurz (weniger als 50 Wörter).
0	Der Bezug zur Aufgabenstellung ist nicht erkennbar.

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. Vereinzelte 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)

Writing Part 3: Mediation – Two Tickets (10 P)

Von den Schülerinnen und Schülern wird eine sinngemäße Übertragung (keine wörtliche Übersetzung!) **zweier** Veranstaltungen 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). Bitte beachten Sie die Korrekturhinweise auf Seite 10. Wird nur ein Text gemittelt, kann jeweils nur maximal die Hälfte der Punktzahl für Inhalt und Sprache vergeben werden.

Erwartete Inhaltspunkte:

Der Text umfasst eine knappe inhaltliche Beschreibung von zwei gewählten Veranstaltungen. Es ist jeweils eine allgemeine Information obligatorisch zu nennen. Von den anderen müssen mindestens je zwei genannt werden.

Linie 1

Allgemeine Information
e.g. This is a (very successful) musical about Berlin.
weitere Informationen
<ul style="list-style-type: none"> • a young girl from the country arrives in Berlin • she is looking for a musician / Prince Charming • she goes to different districts of Berlin using the underground (Line 1) • she meets a lot of different people • a musical about life in the city • sad, funny and thought-provoking • (...)

Arena Tour

Allgemeine Information
e.g. This is a guided tour of a big hall.
weitere Informationen
<ul style="list-style-type: none"> • the most modern multifunctional hall in Europe • visitors can see and hear about things spectators normally do not experience • tour lasts 60 minutes • visitors can see different parts of the hall, including backstage area / changing rooms • guides talk about architecture / technical details / events • (...)

Mega Manga Convention

Allgemeine Information
e.g. This is an exhibition of mangas.
weitere Informationen
<ul style="list-style-type: none"> • you can sell and buy mangas • you can meet professional illustrators of manga comics • you can attend different workshops • there are performances on stage • you can come in your own costumes • every day there are rock or pop concerts • (...)

Punkte	Bewertungskriterien für den Inhalt
6	Die allgemeinen Informationen und mindestens je zwei weitere inhaltliche Aspekte werden aussagekräftig und der Schreibabsicht angemessen aufgeführt.
5	Die allgemeinen Informationen und mindestens je zwei weitere inhaltliche Aspekte werden nachvollziehbar aufgeführt. Die Schreibabsicht wird erkennbar.
4	Die allgemeinen Informationen und mindestens je zwei weitere inhaltliche Aspekte werden aufgeführt. Die Darstellung ist weitgehend nachvollziehbar.
3	Die allgemeinen Informationen und mindestens ein weiterer inhaltlicher Aspekt werden aufgeführt. Die Darstellung ist noch nachvollziehbar.
2	Nur wenige inhaltliche Aspekte werden genannt oder die Darstellung ist schwer nachvollziehbar.
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. Vereinzelt 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**

Note	Punkte
1+	75
	74
1	73
	72
	71
1-	70
	69
2+	68
	67
2	66
	65
	64
2-	63
	62
3+	61
	60
3	59
	58
	57
	56
3-	55
	54
4+	53
	52
4	51
	50
	49
	48
	47
4-	46
	45
5+	44
	43
5	42
	41
	40
	39
	38
5-	37
	36
6	35
	34
	-
	0

Mittlerer Schulabschluss

Zusammenführung der Noten für den schriftlichen Teil und für die Überprüfung der Sprechfertigkeit in der 1. Fremdsprache¹

Die beiden Noten für den schriftlichen Teil und die Sprechfertigkeit werden mit Tendenz vergeben. Die Gesamtnote wird daraus im Verhältnis 3:2 (schriftlicher Teil : Sprechfertigkeit) errechnet und kaufmännisch gerundet. Ab ,50 wird die schwächere Note erteilt.

Bsp.: 2,49 ergibt noch die Note 2, ab 2,50 ergibt sich die Note 3.

		Sprechfertigkeit																
		1+	1	1-	2+	2	2-	3+	3	3-	4+	4	4-	5+	5	5-	6	
		(0,7)	(1,0)	(1,3)	(1,7)	(2,0)	(2,3)	(2,7)	(3,0)	(3,3)	(3,7)	(4,0)	(4,3)	(4,7)	(5,0)	(5,3)	(6,0)	
schriftliche Leistungen	1+	(0,7)	1	1	1	1	1	1	2	2	2	2	2	2	2	3	3	
	1	(1,0)	1	1	1	1	1	2	2	2	2	2	2	2	2	3	3	3
	1-	(1,3)	1	1	1	1	2	2	2	2	2	2	2	3	3	3	3	3
	2+	(1,7)	1	1	2	2	2	2	2	2	2	3	3	3	3	3	3	3
	2	(2,0)	1	2	2	2	2	2	2	2	3	3	3	3	3	3	3	4
	2-	(2,3)	2	2	2	2	2	2	2	3	3	3	3	3	3	3	4	4
	3+	(2,7)	2	2	2	2	2	3	3	3	3	3	3	3	4	4	4	4
	3	(3,0)	2	2	2	2	3	3	3	3	3	3	3	4	4	4	4	4
	3-	(3,3)	2	2	3	3	3	3	3	3	3	3	4	4	4	4	4	4
	4+	(3,7)	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	5
	4	(4,0)	3	3	3	3	3	3	3	4	4	4	4	4	4	4	5	5
	4-	(4,3)	3	3	3	3	3	4	4	4	4	4	4	4	4	5	5	5
	5+	(4,7)	3	3	3	4	4	4	4	4	4	4	4	5	5	5	5	5
	5	(5,0)	3	3	4	4	4	4	4	4	4	4	5	5	5	5	5	5
	5-	(5,3)	3	4	4	4	4	4	4	4	5	5	5	5	5	5	5	6
	6	(6,0)	4	4	4	4	4	5	5	5	5	5	5	5	5	6	6	6

¹ Eine evt. notwendige zusätzliche mündliche Prüfung wird 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.

Mittlerer Schulabschluss 2012 im Fach Englisch

Abschließendes Gutachten für

Schriftliche Prüfung	Punkte
Hörverstehen	von 25
Leseverstehen	von 25
Schreiben	von 25
Gesamt	von 75

Note der schriftlichen Prüfung (mit Tendenz):

Überprüfung der Sprechfertigkeit (mit Tendenz):

Gesamtnote (gemäß beigefügter Tabelle, ohne Tendenz):

.....
Datum

Gutachter/in (Name und Dienstbezeichnung)

ggf. Zweitbegutachtung

- Eine Zweitbegutachtung wurde vorgenommen.
- Nach vollständiger Durchsicht der Arbeit und der Korrektur schließe ich mich dem vorstehenden Gutachten an.
- Nach vollständiger Durchsicht der Arbeit und der Korrektur schließe ich mich dem vorstehenden Gutachten nicht an. Mein Zweitgutachten ist beigefügt.

.....
Datum

Zweitgutachter/in (Name und Dienstbezeichnung)

ggf. zusätzliche mündliche Prüfung

- Eine zusätzliche mündliche Prüfung hat stattgefunden.

a.	Note der zusätzlichen mündlichen Prüfung (ohne Tendenz):	
b.	Gesamtnote aus schriftlicher Prüfung und Sprechfertigkeit x 2:	
c.	Summe von a. und b.:	
	Gesamtergebnis (c. geteilt durch 3, kaufmännisch gerundet):	

Gesamtergebnis der Prüfungsleistung im Fach Englisch:

.....
Datum

Fachausschussvorsitzende/r (Name und Dienstbezeichnung)