

AUFNAHMEPRÜFUNG 2016

ENGLISCH

12. März 2016

KEY

Prüfungsteil	Maximale Punktzahl	Erreichte Punkte
Hörverstehen	18	
Leseverstehen	25	
Textproduktion	20	
Total	63	

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Details and help for corrections

LISTENING

Part 1: 2 points for each correct answer.

Part 2: 1 point for each correct answer.

READING

Part 1: 2 points for each correct answer.

Part 2: 1 point for each correct answer.

Part 3: 1 point for each correct answer.

WRITING

Specifications for the correction of the writing task.

- If candidates do not write enough words they usually do not get the full amount of points for **task** (see details in table on p. 5). It is also explained in the table that if it is far too short the candidate gets only 1 point for **task**.
- If candidates write too many words they will not be penalised unless they write irrelevant things (see details in table on p. 5).

LISTENING

____ / 18 points

Part 1 Correct (A) or incorrect (B)?

____ / 12 points

1. **B**

2. **B**

3. **A**

4. **B**

5. **A**

6. **B**

Part 2 Choose the correct answer A, B or C

____ / 6 points

1. A **B** C

2. A **B** C

3. **A** B C

4. A B **C**

5. A **B** C

6. A B **C**

READING

____ / 25 points

Part 1 Mark the correct letter A, B, C or D on the answer sheet.

____ / 10 points

1. **A** B C D
2. A **B** C D
3. A B **C** D
4. **A** B C D
5. A **B** C D

Part 2 Mark the correct letter A, B, C or D on the answer sheet.

____ / 5 points

1. A B **C** D
2. **A** B C D
3. A B **C** D
4. A **B** C D
5. **A** B C D

Part 3 Mark the correct letter A, B, C or D on the answer sheet.

____ / 10 points

- | | |
|-----------------------------------|-----------------------------------|
| 1. A <u>B</u> C D | 6. <u>A</u> B C D |
| 2. <u>A</u> B C D | 7. A B <u>C</u> D |
| 3. A B C <u>D</u> | 8. A <u>B</u> C D |
| 4. A B C <u>D</u> | 9. A B C <u>D</u> |
| 5. A <u>B</u> C D | 10. A <u>B</u> C D |

WRITING KEY

____ / 20 points

	Task	Language	
9-10	Very good attempt at task, including all required content in full with little or no digression. Generally coherent, or requiring no effort by the reader.	Generally good control, and confident use of PET language. Coherent linking of sentences using simple cohesive devices. Language includes complex sentences and a range of structures and vocabulary. Language errors may still be present, but they are minor, due to ambition, and do not impede communication	9-10
7-8	Good attempt at task, covering all the content elements, with some elaboration. There may be some minor repetition or digression, though overall reasonably coherent and requiring minimal effort on the part of the reader	Reasonable control of language and linking of sentences. Language is either unambitious (i.e. avoiding complex structures and using a narrow range of vocabulary but accurate), or ambitious (i.e. attempting a range of structures and vocabulary) but with some errors, although the errors do not generally impede communication.	7-8
5-6	Reasonable attempt at task. May be a rather simple account with little elaboration, or a fuller attempt combining some repetition or digression. One significant element of required content may have been omitted. Coherent enough to make meaning clear, although a little effort may be required by the reader.	Evidence of some control of language, and simple sentence structure generally sound. Language likely to be unambitious, or if ambitious probably flawed. A number of errors may be present, e.g. in structures, tenses, spelling, articles, prepositions, but they do not generally impede communication. Linking of sentences not always maintained.	5-6
3-4	Some attempt at task, possibly indicating limited understanding of what is required. Two elements of required content may have been omitted, or there will be noticeable irrelevance or incoherence, which will require considerable effort by the reader. The task may be unfinished.	Erratic control of sentence structure and use of tenses, e.g. past simple not used appropriately in many cases. Language may be very simplistic/limited/repetitive. Errors in the spelling of PET vocabulary often occur. Language errors will impede communication at times. Punctuation may be noticeably absent, leading to incoherence of sentences.	3-4
1-2	Poor attempt at task, including little of relevance, and /or it is far too short or very incoherent.	Very poor control of language. Difficult to understand due to frequent errors in areas such as grammar, spelling or sentence construction. There may be a general absence of punctuation, leading to serious incoherence.	1-2
0	Candidate has misunderstood or misinterpreted task. Content bears no relation to task.	Achieves nothing. Language impossible to understand.	0

TRANSCRIPT OF THE RECORDINGS

Part 1

Look at the six sentences for this part. You will hear a conversation between a man, Ben, and a woman, Lucy about football. Decide if each sentence is correct or incorrect. If it is correct, put a tick in the box under A for YES. If it is not correct, put a tick in the box under B for NO.

You have now 30 seconds to look at the questions for Part 1.

(30 seconds)

Now we are ready to start.

Listen carefully. You will hear the recording twice.

Ben	Hi Lucy. Did you see the match last night.
Lucy	Yes, I did actually Ben. I enjoyed it.
Ben	I am going to go after school and play a game with the others. Do you want to come?
Lucy	Ok, but I don't like playing I will just watch.
Ben	I will be playing in midfield so I won't score many goals. Alex scored 25 last season. He is our best player.
Lucy	I don't think so. It is not just about scoring goals: I would say you are the most important player as you do most of the work.
Ben	I am not looking forward to the practise sections though.
Lucy	Why not?
Ben	At the start we do so many fitness exercises. They are boring. They take up most of the time we play again at the end but only for a few minutes. I like playing after school with my friends much more.
Lucy	Who's your favourite team Ben?
Ben	Manchester United of course. They are great. You are a Liverpool supporter aren't you?
Lucy	I was because my dad was a fan. And when I was younger I had no choice.
Ben	And now you support Manchester too?
Lucy	Yes, but City I am afraid not United.
Ben	Have you ever been to a live game at a stadium?
Lucy	No, I wouldn't mind going but it can be a dangerous place you hear so much about hooliganism.
Ben	Oh I wouldn't worry about that if I were you. There has been a lot of changes over the year, in policing use of cameras, crowd control the hooligans are less able to cause troubles nowadays.
Lucy	Maybe we should go to a game this month.
Ben	Yes, it will be great. We can go to see United against Arsenal in two weeks. My dad knows how to get tickets and...
Lucy	Wait a minute. Does it have to be that game? I am only interested in City. Imagine me being surrounded by rival fans.
Ben	Well, I am sorry. But for me is the Red Devils or nothing.
Lucy	Let's leave it for now.

Part 2

Now turn to Part 2 questions 7 to 12.

You will hear someone talking about a race he entered with his wife. For each question choose the correct answer a, b or c.

You now have 45 seconds to look at the questions for part 2. **(45 seconds)**

Now we are ready to start. Listen carefully. You will hear the recording twice.

My wife and I were preparing for the race for about two years. It seemed very romantic and challenging - the idea of us against the ocean without engines or modern equipment.

On the good days we were fishing and enjoying the sunset over the endless sea.

The few bad days or when storm struck and we were holding on to each other in the cabin trying not to be sea sick.

It wasn't cheap to enter the race. In all, we spend nearly £30,000 and missed work for three months without pay.

Apart from that, the time and effort needed for the months of physical training can't be calculated. The preparation certainly helped us built up the most valuable quality: determination and mental strength, something that would be vital in the Atlantic.

It was in the summer of 1995 when I first saw the advert for the race. We were one of twelve teams who entered immediately. It clearly stated that the contest was for two person crews in a standard seven meter rowing boat. It was due to stand in October and finish in the late December.

The fact that my wife was racing with me, gave us extra motivation. I knew that as a husband and wife team, working together will be no problem.

At that time no other female had rowed across the Atlantic. There were six other females entering the race, a mother and son, another husband and wife team and two all-female teams.

We knew that this race would have a special significance for women, so we chose to name our boat Hannah Snell. Hannah Snell was a woman who joined the Navy Royal Marines in 1723 disguised as a man. She fought well but eventually her captain found out the truth when she got injured in a battle.

We thought she seemed inspirational and worth naming our boat after. I remember how at the very start of the race that the atmosphere between the teams was in fact very friendly. It was more like we were facing the ocean together rather than trying to beat each other.

Perhaps it was the mix of families on the boats that helped. As we lined up for the start we could see black clouds on the horizon. It was going to be a tough voyage.

That is the end of Part 2

GRADING CHART

Punkte	Note								
63	6.0	50	5.0	37	3.9	25	3.0	13	2.0
62	5.9	49	4.9	36	3.9	24	2.9	12	2.0
61	5.8	48	4.8	35	3.8	23	2.8	11	1.9
60	5.8	47	4.7	34	3.7	22	2.7	10	1.8
59	5.7	46	4.7	33	3.6	21	2.7	09	1.7
58	5.6	45	4.6	32	3.5	20	2.6	08	1.6
57	5.5	44	4.5	31	3.5	19	2.5	07	1.6
56	5.4	43	4.4	30	3.4	18	2.4	06	1.5
55	5.4	42	4.3	29	3.3	17	2.3	05	1.4
54	5.3	41	4.3	28	3.2	16	2.3	04	1.3
53	5.2	40	4.2	27	3.1	15	2.2	03	1.2
52	5.1	39	4.1	26	3.1	14	2.1	02	1.2
51	5.0	38	4.0					01	1.1