

ANMERKUNGEN ZUR SCHULARBEIT

Fach: Englisch, achtjährig		Klasse: 8. Klasse (2. Schularbeit, 2. Semester)		
Kompetenzniveau: B2		Dauer der SA: 200 Minuten		
Teilbereiche	Themenbereich	Testformat/Textsorte	Anzahl/Items	Dauer ca.
LESEN	siehe Anmerkungen	siehe Anmerkungen	4	60'
HÖREN	siehe Anmerkungen	siehe Anmerkungen	4	40'
SIK	siehe Anmerkungen	siehe Anmerkungen	4	45'
SCHREIBEN	siehe Anmerkungen	Artikel	1	55'

Allgemeines:

Nachdem die Schülerinnen und Schüler bei dieser Schularbeit – der letzten vor der standardisierten Reifeprüfung – optimal auf die RP vorbereitet werden sollen, wurden Testhefte/Testbooklets aus der standardisierten Reife- und Diplomprüfung verwendet, abrufbar unter:

[Lesen: https://www.bifie.at/node/2152](https://www.bifie.at/node/2152)

[Hören: https://www.bifie.at/node/2151](https://www.bifie.at/node/2151)

[SiK: https://www.bifie.at/node/2153](https://www.bifie.at/node/2153)

Nach jedem Teilbereich wurde abgesammelt.

Die ausgewählten Testformate wurden auf die für die Reifeprüfung vorgegebenen Testformate und Textsorten abgestimmt.

Die Schularbeit nähert sich einer reinen Kompetenzüberprüfung (proficiency- Schularbeit) an, es gibt daher keine Angabe der Voraussetzungen.

Schularbeit: Performanz mit Korrektur

You see the following announcement in *Vienna Review*, an Austrian magazine read mainly by the international community.

Youth Concerns

We are inviting young readers to write an article on one of the problems faced by young people today: *The need to adhere to current beauty ideals at any cost*. We will print the three best articles.

In your **article**:

- explain one way of achieving this
- evaluate advantages / disadvantages of this measure
- suggest an alternative

Write an **article** of about **220 words**.

Performanz 1

Article

BEAUTY AT ANY COST	title
<p><i>We are confronted with beauty ideals every day, models are starring from advertisements and beautiful stars are pretending having a perfect life. Young people try to imitate these famous people, they begin being on dangerous diets or even use plastic surgery to become more like their role model. Often they exaggerate without considering their health and slides in mental illnesses.</i></p>	thesis
<p><i>Altering your physical appearance begins harmless, at first you might be dissatisfied with the colour of your hair, so you change it. Then you loose weight, because you think you are a little overweight and so the vicious circle starts. Some people start to operate nearly everything on their body, also if it is just to "stay" young.</i></p>	IP1 D1 Bsp D2 Bsp
<p><i>As a result many young people loose to much weight, are getting anorexic or other psychological problems. In their superficial world they are just living for the one and only achievement, being beautiful and popular. They have a wrong perception of their appearance what makes them feel uncomfortable and stressed. Often their whole character changes with it.</i></p>	IP2 D1 D2
<p><i>I think people should think more realistic, everybody knows that stars and models get prepared for their appearances in the medias. In my opinion it is much more interesting to be different, as it is a part of your trait how you look like. And if someone is really dissatisfied with his physical appearance, he should go and do sports, it makes you feel more comfortable in your own skin.</i></p>	BP3 D1 D2

(250 words)

Kommentar zur Performanz

Task Achievement: 8

Requirements of set task type mainly observed
Title meaningful and adequately worded
All content points addressed and fully developed
Relevant supporting details / examples are provided for all content points
Explains advantages / disadvantages well
Set word length (+/-10%) observed

Organisation and Layout: 9

Performance has a very clear overall structure at the text level
(Highly effective use of paragraphing) *it is effective but not highly effective (band 9)*
Develops points systematically
(Marks relationships between ideas in a very clear way) *in a not very clear way (band 9)*
(Uses a wide variety of linking devices) *a variety but not a wide variety (band 9)*
Follows standard layout for required task type throughout (visual) *(band 9)*

Lexical and Structural Range: 7

Expresses himself/herself clearly without much sign of having to restrict what he / she wants to say
Uses a good variety of structures
Uses a range of complex structures / sentence forms
Uses a wide range of vocabulary for the set task
Varies formulation to avoid repetition
Sometimes fails to express himself/herself appropriately in the set task *register and lexis not appropriate for article (band 7)*
Uses a good range of language to give clear descriptions / express viewpoints/ develop arguments as required in the set task

Lexical and Structural Accuracy: 8

Good structural control
(Occasional slips or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare) *slips are not only occasional (band 7)*
(Good control of spelling) *but some rather obvious errors (band 7)*
(Lexical accuracy is high; occasional incorrect word choice does not hinder communication) *but there are some incorrect word choices (band 7)*
Accurate use of linking devices
Meets almost all expected standard punctuation conventions
No re-reading necessary

Anmerkungen:

Der Artikel unterscheidet sich vor allem in Bezug auf Tonfall, Register, Wortwahl, aber auch teilweise in Strukturen von der linearen Erörterung (opinion essay). Darauf sollte besonderes Augenmerk gelegt werden.

Rückmeldung an die Schülerin oder den Schüler

The text follows the writing conventions of an argumentative/opinion essay but not always those of an article. Please make sure that you adhere to text type requirements and you will find that *Task Achievement* will improve dramatically. Your arguments are valid and well-developed but the language used in an article is also different from that of an essay. You should look closer into appropriate lexis and register for different text types.

TA 8 / OL 9 / LSR 7 / LSA 8

Performanz 2

Article

<p style="text-align: center;"><i>The need to adhere to current beauty ideals at any cost</i></p> <p>We often ask ourselves how we can become more beautiful and if we are beautiful the way we are? There are different ways to become more beautiful. For example plastic surgery. If we want to look thinner and <u>have less fat</u>, we can do liposuction or a stomach lifting. These two <u>operations</u> guarantee people to look slimmer.</p>	<p>IP1, Bsp, D1 D2</p>
<p>The advantages of cosmetic surgery are, that people do not have to do anything on their own. They do not have to <u>do a diet</u> or exercise. Another advantage is, that it does not take long <u>untill</u> there is a difference. <u>A diet take</u> years till somebody can see a change, but with <u>a plastic surgery</u> people can see the result after one <u>maybe two ours</u>.</p>	<p>IP2 D1 D2 Bsp</p>
<p>There are also disadvantages of cosmetic operations. One disadvantage is, that it is really expensive. In Austria there is <u>no operation under 1000€</u> and most of the time the insurance <u>wont</u> pay for it. Another disadvantage is, that there is always the <u>risk of an operation</u>. <u>There is always the risk, that something goes wrong</u> and some people even die after <u>the operation</u> because the doctor <u>did something wrong</u>. <u>There are good news as well</u>. <u>There is no need to do plastic surgery</u>. <u>There are many other possibilities to get the body the society dream of</u>. <u>There are millions of different diets</u> and with sport and the right <u>nourishing</u> everybody can lose weight and look slimmer.</p>	<p>IP1 D1 D2 IP2, D1 D2</p>
<p>Plastic surgery is not always <u>an option</u>. Try to eat healthy and do more sport and everybody will feel comfortable in their skin. We are beautiful and <u>there is no need of cosmetic surgery</u>.</p>	<p>IP3 D1</p>

Kommentar zur Performanz

Task Achievement: 8

(Requirements of set task type almost fully observed) (*band 7*)

Title not adequately worded

(All content points addressed and fully developed) *developed, but not fully* (*band 9*)

(Relevant supporting details / examples are provided for all content points)

Set word length (+/-10%) observed

Organisation and Layout: 6

Performance has a satisfactory overall structure at the text level

(Generally follows paragraphing conventions) *no indentation or line in-between paragraphs (band 5)*

Develops points systematically

(Most relationships between ideas marked) *most is putting it too strongly (band 7)*

(Uses a variety of linking devices) *the number is not limited but ,variety' is not true either (band 7)*

(Follows standard layout for required task type most of the time (visual) *does not quite apply (band 5)*

Lexical and Structural Range: 5

Expresses him / herself clearly though there may be some signs of restriction

Uses a limited variety of structures

Uses some complex structures / sentence forms

Uses a limited range of vocabulary to cope with the set task

Few attempts to vary formulation

(Some lexical limitations cause repetition and / or frequent lifting of words from the prompt) *no lifting from the prompt but some repetition (band 5)*

Lexical and Structural Accuracy: 5

Good control of frequent patterns and structures

Any structural mistakes do not cause misunderstanding

Mistakes in spelling occur but do not hinder communication

Noticeable lexical and structural influence from other languages

Good control of elementary vocabulary but major errors still occur when expressing more complex thoughts

Relatively accurate use of linking devices

Reader seldom has to stop to re-read

Meets only some of the expected standard punctuation conventions

Anmerkungen:

Nicht passende Deskriptoren sind in Klammer gesetzt und die Abweichungen kursiv erklärt.

Rückmeldung an die Schülerin oder den Schüler

You need to work on extending your structural and lexical range as well as its accuracy. Make sure that you adhere to the English language conventions of paragraphing and punctuation.

Usually, English texts do not contrast advantages and disadvantages directly but list all the advantages or disadvantages one after the other in order to end with the strongest argument supporting the writer's opinion.

TA 8 / OL 6 / LSR 5 / LSA 5