

BM1

Aufnahmeprüfung 2022

Englisch

Kand.-Nr.: _____

Nachname _____

Vorname: _____

1. Reading Comprehension, Vocabulary _____ / 18 (20 minutes)

2. Grammar, Structures _____ / 17 (10 minutes)

3. Writing _____ / 15 (15 minutes)

Punkte _____ / 50

Note

Examinator*in: _____ Co-Examinator*in: _____

Allgemeine Hinweise:

- Dauer der Prüfung: **45 Minuten**
- Erlaubte Hilfsmittel: **Keine**
- Die Lösungen sind direkt auf die Aufgabenblätter zu schreiben.
- Die Reihenfolge der Aufgaben kann frei gewählt werden.
- Keine Abkürzungen. Unleserliche oder zweideutige Lösungen gelten als falsch.

A Reading Comprehension and Vocabulary

1. First read the text below carefully. Are the following statements (a.-f.) true or false or is no information given in the text (doesn't say)? Put a cross (x) into the correct box.

..... / 12 points

Millions of girls fall out of love with sports by their teens

Many girls who used to be very sporty have "fallen out of love" with physical activity as teenagers, a study reveals.

- 5 The reasons include body image, puberty and fear of judgement says *Women in Sport*, which surveyed 4,000 teenagers. It is a myth girls drop sport simply because their priorities change, the charity says, urging the sport, leisure and education sectors to work harder.
- 10 Half of the girls surveyed said they disliked being watched if they exercised and some seven girls in ten avoided sport when they were on their period. Other reasons included lack of confidence (61%), schoolwork pressures (47%) and feeling unsafe outdoors (43%).
- 20 Feeling self-conscious in gym or sports gear was another worry. One girl shared: "My school has a lot of unisex clothes. They're made for boys - when you are in puberty and have wider hips, they don't fit right. I have to wear skorts, a mixture between shorts and a skirt. But I feel vulnerable in them, even if there is no immediate threat and I'm not around the boys, I still don't feel comfortable." Some girls said they did not "have the right body shape", while others dislike becoming hot and sweaty. One of the girls, who was 16 years old, said: "I think it's not feeling comfortable in your own body and feeling you're not good enough compared with everyone else, which I feel the media has not really helped with."
- 30 Also, sport became too competitive as they grew older, some girls said, and they no longer felt able to join in just for fun.

- 35 Asked what would motivate them, many said making exercise more fun, with more opportunities outside school with friends. One of the girls, Isabella, says she also used to struggle with her confidence, but believes sport has helped her to overcome it, and is passionate about helping other girls through sport. She says: "I want to do my part and prove that being active can be fun and help overcome barriers. Over the years it has taught me various lessons that I will pass on to others I meet over the next couple of years at school."
- 40

- 45 *Women in Sport* chief executive Stephanie Hilborne said: "It's tragic that teenage girls are being pushed out of sport at such a scale. Teenage girls are not voluntarily leaving sport, they are being pushed out as a consequence of deep-rooted gender stereotypes. We must all do more to combat this trend and not continue to accept this as inevitable."

- 50 Kate Dale, from Sport England's *This Girl Can* campaign, said: "Sadly, this research is not surprising - the gender activity gap starts young. Over two-thirds of teenage girls have quit sport altogether by the time they are 16 and 17. This means that many girls grow into adults who miss out on the physical, social and mental rewards of an active lifestyle. Positive experiences with physical activity at a young age are vital for building healthy habits for life. It's also vital that girls see women and girls who look like them playing sport, to challenge the stereotypes of what women getting active should look like".
- 60

source: BBC, March 2022, adapted version

| | True | False | Doesn't say |
|---|------|-------|-------------|
| a. Girls stop doing sports because their priorities change. | | | |
| b. The biggest reason why girls no longer do sports is because they do not have enough confidence in themselves. | | | |
| c. One of the girls blames the media for not feeling good in her body. | | | |
| d. Boys are more focused on winning than girls. | | | |
| e. Stephanie Hilborne believes that girls want to leave sports. | | | |
| f. According to Kate Dale, girls need to see other females doing sports in order to challenge ideas about what active women should look like. | | | |

2. Vocabulary: Find a word in the text matching the following definitions:

..... / 6 points

- a. to show, to announce (*lines 1-15*)
- b. weak and without protection (*l. 16-29*)
- c. situations making it possible to do something (*l. 30-39*)
- d. of one's free will (*l. 40-49*)
- e. work involving studying and discovering facts (*l. 50-61*)
- f. to stop, to not do anymore (*l. 50-61*)

B Grammar and Structures**1. Choose the correct answer.**

..... / 5 points

a. Henry shoutedat the waiter.

- ☐ angrily ☐ angry ☐ angrily ☐ anger

b. We each other for ages.

- ☐ haven't seen ☐ didn't saw ☐ didn't see ☐ haven't see

c. I think, I invite her for lunch.

- ☐ will have ☐ want ☐ am going to ☐ will

d. Teresa is very proud her work.

- ☐ on ☐ with ☐ of ☐ in

e. The chair is the table.

- ☐ as expensive as ☐ so expensive like ☐ not expensive as ☐ expensive as

f. On our way home we by the police.

- ☐ are stopped ☐ stopped ☐ have been stopped ☐ were stopped

g. At least I managedmy temper.

- ☐ lose not ☐ to lose not ☐ not losing ☐ not to lose

h. Betty has played the piano for seven years,?

- ☐ has she? ☐ hasn't she? ☐ didn't she? ☐ did she?

i. He's the man wife had the car accident.

- ☐ whose ☐ who's ☐ witch ☐ which

j. If I had a higher salary, I an expensive car.

- ☐ will buy ☐ wouldn't bought ☐ would buy ☐ bought

2. Fill in the correct verb forms.

..... / 8 points

Daniel's passport

It happened last August at the airport. A few weeks before, a group of us (decide) to go to Greece together for a holiday. We (wait) in the queue at passport control when suddenly I (realize) that I (forget) my passport.

"I (be) late!", I told myself desperately. It was quite a shock. I (hurry) to a phone and (ring) my parents.

They (work) in the garden, but luckily my mother (hear) the phone. They (find) the passport and immediately (drive) to the airport with it. I (meet) them at the information desk. We had no time to talk, but I (say) goodbye to them earlier that morning.

I (run) all the way to the plane. I was just in time. When I got there, the passengers (sit) in their seats ready for take-off.

Right at this moment, I (sip) coffee back home in my office; I wish I had taken a picture of them all clapping.

3. Make questions about the underlined words.

..... / 2 points

Examples: I'm going to arrive on Monday. →
Rob has seen a ghost.

→ When are you going to arrive?
→ What has Rob seen?

a. Christopher will be going to London by train.

.....

b. The film was really romantic.

.....

4. Make negative sentences.

..... / 2 points

Examples: She is a professional artist.
You have found your wallet.

→ She isn't a professional artist.
→ You haven't found your wallet.

a. Rachel missed class yesterday.

.....

b. He has found some coins in the garden.

.....

BM1

Aufnahmeprüfung 2022

Englisch

Kand.-Nr.: _____

Nachname _____

Vorname: _____

1. Reading Comprehension, Vocabulary _____ / 18 (20 minutes)

2. Grammar, Structures _____ / 17 (10 minutes)

3. Writing _____ / 15 (15 minutes)

Punkte _____ / 50

Note

Examinator*in: _____ Co-Examinator*in: _____

Allgemeine Hinweise:

- Dauer der Prüfung: **45 Minuten**
- Erlaubte Hilfsmittel: **Keine**
- Die Lösungen sind direkt auf die Aufgabenblätter zu schreiben.
- Die Reihenfolge der Aufgaben kann frei gewählt werden.
- Keine Abkürzungen. Unleserliche oder zweideutige Lösungen gelten als falsch.

A Reading Comprehension and Vocabulary

1. First read the text below carefully. Are the following statements (a.-f.) true or false? Put a cross (x) into the correct box.

..... / 12 points

Millions of girls fall out of love with sports by their teens

Many girls who used to be very sporty have "fallen out of love" with physical activity as teenagers, a study reveals.

5 The reasons include body image, puberty and fear of judgement says *Women in Sport*, which surveyed 4,000 teenagers. It is a myth girls drop sport simply because their priorities change, the charity says, urging the sport, leisure and education sectors to work harder.

10 Half of the girls surveyed said they disliked being watched if they exercised and some seven girls in ten avoided sport when they were on their period. Other reasons included lack of confidence (61%), schoolwork pressures (47%) and feeling unsafe outdoors (43%).

20 Feeling self-conscious in gym or sports gear was another worry. One girl shared: "My school has a lot of unisex clothes. They're made for boys - when you are in puberty and have wider hips, they don't fit right. I have to wear skorts, a mixture between shorts and a skirt. But I feel vulnerable in them, even if there is no immediate threat and I'm not around the boys, I still don't feel comfortable." Some girls said they did not "have the right body shape", while others dislike becoming hot and sweaty. One of the girls, who was 16 years old, said: "I think it's not feeling comfortable in your own body and feeling you're not good enough compared with everyone else, which I feel the media has not really helped with."

30 Also, sport became too competitive as they grew older, some girls said, and they no longer felt able to join in just for fun.

35 Asked what would motivate them, many said making exercise more fun, with more opportunities outside school with friends. One of the girls, Isabella, says she also used to struggle with her confidence, but believes sport has helped her to overcome it, and is passionate about helping other girls through sport. She says: "I want to do my part and prove that being active can be fun and help overcome barriers. Over the years it has taught me various lessons that I will pass on to others I meet over the next couple of years at school."

45 *Women in Sport* chief executive Stephanie Hilborne said: "It's tragic that teenage girls are being pushed out of sport at such a scale. Teenage girls are not voluntarily leaving sport, they are being pushed out as a consequence of deep-rooted gender stereotypes. We must all do more to combat this trend and not continue to accept this as inevitable."

50 Kate Dale, from Sport England's *This Girl Can* campaign, said: "Sadly, this research is not surprising - the gender activity gap starts young. Over two-thirds of teenage girls have quit sport altogether by the time they are 16 and 17. This means that many girls grow into adults who miss out on the physical, social and mental rewards of an active lifestyle. Positive experiences with physical activity at a young age are vital for building healthy habits for life. It's also vital that girls see women and girls who look like them playing sport, to challenge the stereotypes of what women getting active should look like".

source: BBC, March 2022, adapted version

| | True | False | Doesn't say |
|---|--------------|---------------|-------------|
| a. Girls stop doing sports because their priorities change. | | x (lines 6-7) | |
| b. The biggest reason why girls no longer do sports is because they do not have enough confidence in themselves. | x (l. 13) | | |
| c. One of the girls blames the media for not feeling good in her body. | x (l. 26-29) | | |
| d. Boys are more focused on winning than girls. | | | x |
| e. Stephanie Hilborne believes that girls want to leave sports. | | x (l. 45) | |
| f. According to Kate Dale, girls need to see other females doing sports in order to challenge ideas about what active women should look like. | x (l. 58-61) | | |

2. Vocabulary: Find a word in the text matching the following definitions:

..... / 6 points

- | | |
|---|-------------------|
| a. to show, to announce (lines 1-15) | reveal, to reveal |
| b. weak and without protection (l. 16-29) | vulnerable |
| c. situations making it possible to do something (l. 30-39) | opportunities |
| d. of one's free will (l. 40-49) | voluntarily |
| e. work involving studying and discovering facts (l. 50-61) | research |
| f. to stop, to not do anymore (l. 50-61) | quit, to quit |

B Grammar and Structures**1. Choose the correct answer.**

..... / 5 points

a. Henry shoutedat the waiter.

☐ angrily☐ angry☒ angrily☐ anger

b. We each other for ages.

☒ haven't seen☐ didn't saw☐ didn't see☐ haven't see

c. I think, I invite her for lunch.

☐ will have☐ want☐ am going to☒ will

d. Teresa is very proud her work.

☐ on☐ with☒ of☐ in

e. The chair is the table.

☒ as expensive as☐ so expensive like☐ not expensive as☐ expensive as

f. On our way home we by the police.

☐ are stopped☐ stopped☐ have been stopped☒ were stopped

g. At least I managedmy temper.

☐ lose not☐ to lose not☐ not losing☒ not to lose

h. Betty has played the piano for seven years,?

☐ has she?☒ hasn't she?☐ didn't she?☐ did she?

i. He's the man wife had the car accident.

☒ whose☐ who's☐ witch☐ which

j. If I had a higher salary, I an expensive car.

☐ will buy☐ wouldn't bought☒ would buy☐ bought

2. Fill in the correct verb forms.

..... / 8 points

Daniel's passport

It happened last August at the airport. A few weeks before, a group of us **had decided** (decide) to go to Greece together for a holiday. We **were waiting** (wait) in the queue at passport control when suddenly I **realized** (realize) that I **'d forgotten / had forgotten** (forget) my passport.

"I **'ll be / will be / am going to be / 'm going to be** (be) late!", I told myself desperately. It was quite a shock. I **hurried** (hurry) to a phone and **rang** (ring) my parents.

They **were working** (work) in the garden, but luckily my mother **heard** (hear) the phone. They **found** (find) the passport and immediately **drove** (drive) to the airport with it. I **met** (meet) them at the information desk. We had no time to talk, but I **'d said / had said** (say) goodbye to them earlier that morning.

I **ran** (run) all the way to the plane. I was just in time. When I got there, the passengers **were sitting** (sit) in their seats ready for take-off.

Now I **am sipping** (sip) a delicious cocktail back home in my office; I wish I had taken a picture of them all clapping.

3. Make questions about the underlined words.

..... / 2 points

Examples: I'm going to arrive on Monday. →
Rob has seen a ghost.

→ When are you going to arrive?
→ What has Rob seen?

a. Christopher will be going to London by train.

How will Christopher be going to London?

b. The film was really romantic.

How was the film? / What was the film like?

4. Make negative sentences.

..... / 2 points

Examples: She is a professional artist.
You have found your wallet.

→ She isn't a professional artist.
→ You haven't found your wallet.

a. Rachel missed class yesterday.

Rachel didn't miss / did not miss class yesterday.

b. He has found some coins in the garden. (correct verb form **and** "any" for 1 point)

He has not / hasn't found any coins in the garden.

C Writing

1. Choose one of the following two subjects and write a text:

a. Should parents encourage their children to participate in sports or other activities outside of school? Explain why (not).

b. Is fashion important to you? Give your opinion.

Write between 100 - 130 words.

- Write clear paragraphs and come up with a title of your own
- Use different adverbs (always, never, sometimes, etc) and conjunctions (because, etc) to structure your text.

Content / 5 points

Organisation / 5 points

Language / 5 points

- Folgende Fragenstellungen können bei der Bewertung helfen. Die konkrete Punktevergabe liegt im Ermessen der/des Korrigierenden.
- *Content*: Gibt es inhaltliche Wiederholungen? Wie originell ist der Text? Gibt es eigenständige Aussagen? Sind die einzelnen Aussagen verknüpft oder nur aufgezählt?
- *Organisation*: Hat der Text einen Titel? Gibt es mindestens zwei klare Abschnitte? Wurden verschiedene Adverbien und Konjunktionen verwendet? Entspricht die Länge des Textes den Vorgaben?
- *Language*: Werden verschiedene Verben gebraucht? Gibt es sprachliche Wiederholungen? Wie korrekt bzw. wie verständlich sind die einzelnen Aussagen?
- Rechnet man zur jeweiligen Punktzahl +1, so erhält man zum Vergleich eine *lineare Note* für diesen Teilbereich (z.B. 4.5 Punkte = Note 5.5; 3 Punkte = Note 4; 2.5 Punkte = Note 3.5, etc.)
- Wird ein Text inhaltlich, organisatorisch oder sprachlich als *ungenügend* erachtet, so dürfen folgerichtig im jeweiligen Teilbereich *höchstens 2.5 Punkte* (oder weniger) resultieren.

BM1

Aufnahmeprüfung 2023

Englisch

Kand.-Nr.: _____

Nachname _____

Vorname: _____

1. Reading Comprehension, Vocabulary _____ / 18 (20 minutes)

2. Grammar, Structures _____ / 17 (10 minutes)

3. Writing _____ / 15 (15 minutes)

Punkte _____ / 50

Note

Examinator*in: _____ Co-Examinator*in: _____

Allgemeine Hinweise:

- Dauer der Prüfung: **45 Minuten**
- Erlaubte Hilfsmittel: **Keine**
- Die Lösungen sind direkt auf die Aufgabenblätter zu schreiben.
- Die Reihenfolge der Aufgaben kann frei gewählt werden.
- Keine Abkürzungen. Unleserliche oder zweideutige Lösungen gelten als falsch.

A Reading Comprehension and Vocabulary

1. First read the text below carefully. Are the following statements (a.-f.) true, false or doesn't the text say? Put a cross (x) into the correct box.

..... / 12 points

Is it time to shut down the zoos?

In a few days, a pair of two-year-old cheetahs, Saba and Nairo, will depart from the UK on a remarkable journey. The brothers will be taken from Howletts Wild Animal Park and flown to South Africa to begin a new life – in the wild. It will be the first time that cheetahs born in captivity have left the UK for rewilding in Africa, says Damian Aspinall, who runs Howletts. "There are only about 7,000 cheetahs left on the planet. This reintroduction is important because it will help to support the small population of cheetahs we have left in the wild." Aspinall believes that zoos should be closed because he thinks it is immoral to let animals suffer just because we are curious about them.

Yet zoos are a major part of British culture. About 30 million visits are made to animal collections every year, according to the British and Irish Association of Zoos and Aquariums. Many bigger zoos justify their existence for three clear reasons: education, research and conservation. Zoos argue that they allow the public to see the wonders of our planet's wildlife. They also help us understand the biology of animals in order to return them to the wild. In a world affected by climate change, the loss of space for animals and more and more humans, zoos provide protection for the world's endangered species.

One argument is that zoos educate visitors, particularly younger ones, about the wonders of the planet's wildlife. But Chris Draper of Born Free, the international charity that campaigns against keeping wild animals in captivity, disagrees. "Today, people get more from a TV nature documentary than they will

ever get from seeing animals in zoos. In captivity, an elephant or a giraffe is out of its natural environment and probably in an unnatural social grouping. Television or the internet are much better resources for understanding animals than a zoo."

One famous TV presenter, David Attenborough, disagrees. He says that his documentaries cannot compare to seeing a real animal. "People ought to be able to see what an animal looks like. And smells like. And sounds like. I think that is quite important. Actually, very important." Education certainly justifies a well-run zoo's existence, he insists. However, polar bears and large hunting mammals like lions are not suitable for being kept in zoos, says Attenborough. "I certainly agree with Mr Aspinall in saying you should not have lions in zoos." But Attenborough points out that now, lions are in danger of extinction and therefore could be kept in zoos that take good care of their animals.

Others, like Jane Goodall, agree. Her research on chimpanzees has made her a famous advocate for the monkeys and their environment. "Groups who believe all zoos should be closed have not spent the time I have out in the wild," she once said. "They haven't seen the threats destroying chimpanzee habitat; they don't understand what it's like to watch a chimp struggle, wounded and lame from a wire snare. But I do."

source: The Guardian, February 2020, adapted version

| | True | False | Doesn't say |
|---|------|-------|-------------|
| a. Aspinall believes that animals benefit from being kept in zoos. | | | |
| b. Zoos help combat climate change. | | | |
| c. Zoos amongst others claim that they should remain open because they let the public discover the marvels of our planet. | | | |
| d. Chris Draper argues that people learn more about animals through the consumption of media than by visiting a zoo. | | | |
| e. According to David Attenborough, his work helps to understand animals in the same ways as zoos. | | | |
| f. Jane Goodall has observed chimpanzees suffering in the wild. | | | |

2. Vocabulary: Find a word in the text matching the following definitions:

..... / 6 points

- a. unusual in a way that surprises or impresses you (lines 1-15)
- b. to supply (l. 16-29)
- c. state of being kept in an enclosed area (l. 30-40)
- d. to examine differences and similarities (l. 41-50)
- e. elimination of all the remaining members of a species (l. 51-55)
- f. things regarded as dangerous (l. 56-65)

B Grammar and Structures**1. Choose the correct answer.**

..... / 5 points

a. You came in a sports car, ?

- ☐ didn't you ☐ did you ☐ came you ☐ don't you

b. I don't think it this afternoon.

- ☐ is raining ☐ going to rain ☐ will rain ☐ rains

c. Ian decided to the party.

- ☐ to not come ☐ come not ☐ not come ☐ not to come

d. I'm pleased the plan worked so

- ☐ good ☐ goodly ☐ well ☐ fine

e. Hadrian's Wall by the Romans in the 2nd century AD.

- ☐ built ☐ have been built ☐ was built ☐ has been built

f. It's a long time since I last her

- ☐ met ☐ meet ☐ have met ☐ did meet

g. Even if I went to bed earlier, I longer.

- ☐ didn't sleep ☐ don't sleep ☐ wouldn't sleep ☐ slept

h. Olivia is good crosswords.

- ☐ in ☐ on ☐ for ☐ at

i. Francis is much taller his older brother.

- ☐ than ☐ like ☐ as ☐ then

j. Is this the house you bought?

- ☐ who ☐ that ☐ which ☐ whose

2. Fill in the correct verb forms.

..... / 8 points

Moving house

I come from a very large family, and a couple of days ago my parents (decide) that they (spend) long enough living in an overcrowded house in Birmingham. "We (move) to the country", my father (say) one evening.

"I (sell) this house, and we (live) on a farm." So last week we (load) all our possessions into two hired vans, and for the last few days we have been trying to organize ourselves in our new home. Yesterday, for example, my three brothers and I (start) painting the downstairs rooms. Unfortunately, while I (mix) the paint, one of my sisters (open) the door. Nobody (tell) her that we (be) in the room. So instead of painting the walls, we (spend) all morning cleaning the paint off the floor. But worse things (happen) since then. This morning when I (wake up), water (drip) through the ceiling next to my bed.

3. Make questions about the underlined words.

..... / 2 points

Examples: Her performance was great.
We will meet in the library.

How was her performance?
→ Where will we meet?

a. Charlotte has seen a dolphin.

.....

b. Brad plays tennis twice a week.

.....

4. Make negative sentences...... / **2 points**

Examples: *He is a reasonable person.*
They have seen a ghost.

→ *He isn't a reasonable person.*
→ *They haven't seen a ghost.*

a. Amy left her house last night.

.....

b. The little bird was looking for its mother.

.....

C Writing

Choose one of the following two topics and write a text:

- a) Is it okay to eat meat? Give your opinion.**
- b) Why don't we treat all animals the same? Give your opinion.**

Write between 100 - 130 words.

- Write clear paragraphs and come up with a title of your own.
- Use different adverbs (always, never, sometimes, etc) and conjunctions (because, etc) to structure your text.

Content / 5 points

Organisation / 5 points

Language / 5 points

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

BM1

Aufnahmeprüfung 2023

Englisch

Kand.-Nr.: _____

Nachname _____

Vorname: _____

1. Reading Comprehension, Vocabulary _____ / 18 (20 minutes)

2. Grammar, Structures _____ / 17 (10 minutes)

3. Writing _____ / 15 (15 minutes)

Punkte _____ / 50

Note

Examinator*in: _____ Co-Examinator*in: _____

Allgemeine Hinweise:

- Dauer der Prüfung: **45 Minuten**
- Erlaubte Hilfsmittel: **Keine**
- Die Lösungen sind direkt auf die Aufgabenblätter zu schreiben.
- Die Reihenfolge der Aufgaben kann frei gewählt werden.
- Keine Abkürzungen. Unleserliche oder zweideutige Lösungen gelten als falsch.

A Reading Comprehension and Vocabulary

1. First read the text below carefully. Are the following statements (a.-f.) true, false or doesn't the text say? Put a cross (x) into the correct box.

..... / 12 points

Is it time to shut down the zoos?

In a few days, a pair of two-year-old cheetahs, Saba and Nairo, will depart from the UK on a remarkable journey. The brothers will be taken from Howletts Wild Animal Park and flown to South Africa to begin a new life – in the wild. It will be the first time that cheetahs born in captivity have left the UK for rewilding in Africa, says Damian Aspinall, who runs Howletts. "There are only about 7,000 cheetahs left on the planet. This reintroduction is important because it will help to support the small population of cheetahs we have left in the wild." Aspinall believes that zoos should be closed because he thinks it is immoral to let animals suffer just because we are curious about them.

Yet zoos are a major part of British culture. About 30 million visits are made to animal collections every year, according to the British and Irish Association of Zoos and Aquariums. Many bigger zoos justify their existence for three clear reasons: education, research and conservation. Zoos argue that they allow the public to see the wonders of our planet's wildlife. They also help us understand the biology of animals in order to return them to the wild. In a world where there are by climate change, the loss of space for animals and more and more humans, zoos provide protection for the world's endangered species.

One argument is that zoos educate visitors, particularly younger ones, about the wonders of the planet's wildlife. But Chris Draper of Born Free, the international charity that campaigns against keeping wild animals in captivity, disagrees. "Today, people get more from a TV nature documentary than they will

ever get from seeing animals in zoos. In captivity, an elephant or a giraffe is out of its natural environment and probably in an unnatural social grouping. Television or the internet are much better resources for understanding animals than a zoo."

One famous TV presenter, David Attenborough, disagrees. He says that his documentaries cannot compare to seeing a real animal. "People ought to be able to see what an animal looks like. And smells like. And sounds like. I think that is quite important. Actually, very important." Education certainly justifies a well-run zoo's existence, he insists. However, polar bears and large hunting mammals like lions are not suitable for being kept in zoos, says Attenborough. "I certainly agree with Mr Aspinall in saying you should not have lions in zoos." But Attenborough points out that now, lions are in danger of extinction and therefore could be kept in zoos that take good care of their animals.

Others, like Jane Goodall, agree. Her research on chimpanzees has made her a famous advocate for the monkeys and their environment. "Groups who believe all zoos should be closed have not spent the time I have out in the wild," she once said. "They haven't seen the threats destroying chimpanzee habitat; they don't understand what it's like to watch a chimp struggle, wounded and lame from a wire snare. But I do."

source: The Guardian, February 2020, adapted version

| | True | False | Doesn't say |
|---|------|-------|-------------|
| a. Aspinall believes that animals benefit from being kept in zoos. | | x | |
| b. Zoos help combat climate change. | | | x |
| c. Zoos amongst others claim that they should remain open because they let the public discover the marvels of our planet. | x | | |
| d. Chris Draper argues that people learn more about animals through the consumption of media than by visiting a zoo. | x | | |
| e. According to David Attenborough, his work helps to understand animals in the same ways as zoos. | | x | |
| f. Jane Goodall has observed chimpanzees suffering in the wild. | x | | |

2. Vocabulary: Find a word in the text matching the following definitions:

..... / 6 points

- | | |
|---|----------------------|
| a. unusual in a way that surprises or impresses you (lines 1-15) | remarkable |
| b. to supply (l. 16-29) | provide / to provide |
| c. state of being kept in an enclosed area (l. 30-40) | (in) captivity |
| d. to examine differences and similarities (l. 41-50) | compare / to compare |
| e. elimination of all the remaining members of a species (l. 51-55) | extinction |
| f. things regarded as dangerous (l. 56-65) | threats |

B Grammar and Structures**1. Choose the correct answer.**

..... / 5 points

a. You came in a sports car, ?

☐ didn't you☐ did you☐ came you☐ don't you

b. I don't think it this afternoon.

☐ is raining☐ going to rain☐ will rain☐ rains

c. Ian decided to the party.

☐ to not come☐ come not☐ not come☐ not to come

d. I'm pleased the plan worked so

☐ good☐ goodly☐ well☐ finee. Hadrian's Wall by the Romans in the 2nd century AD.☐ built☐ have been built☐ was built☐ has been built

f. It's a long time since I her.

☐ met☐ meet☐ have met☐ did meet

g. Even if I went to bed earlier, I longer.

☐ didn't sleep☐ don't sleep☐ wouldn't sleep☐ slept

h. Olivia is good crosswords.

☐ in☐ on☐ for☐ at

i. Francis is much taller his older brother.

☐ than☐ like☐ as☐ then

j. Is this the house you bought?

☐ who☐ that☐ which☐ whose

2. Fill in the correct verb forms.

..... / 8 points

Moving house

I come from a very large family, and a couple of days ago my parents **decided** (decide) that they **had spent** (spend) long enough living in an overcrowded house in Birmingham. "We **are going to move / are moving** (move) to the country", my father **said** (say) one evening.

"I **have sold / am going to sell** (sell) this house, and we **are going to live / are living** (live) on a farm." So last week we **loaded** (load) all our possessions into two hired vans, and for the last few days we have been trying to organize ourselves in our new home. Yesterday, for example, my three brothers and I **started** (start) painting the downstairs rooms. Unfortunately, while I **was mixing** (mix) the paint, one of my sisters **opened** (open) the door. Nobody **had told** (tell) her that we **would be / were going to be / were** (be) in the room. So instead of painting the walls, we **spent** (spend) all morning cleaning the paint off the floor. But worse things **have happened** (happen) since then. This morning when I **woke up** (wake up), water **was dripping** (drip) through the ceiling next to my bed.

3. Make questions about the underlined words.

..... / 2 points

Examples: Her performance was great.
We will meet in the library.

How was her performance?
→ Where will we meet?

- a. Charlotte has seen a dolphin.

What has Charlotte seen?

- b. Brad plays tennis twice a week.

How often does Brad play tennis?

4. Make negative sentences...... / **2 points**

Examples: *He is a reasonable person.*
They have seen a ghost.

→ *He isn't a reasonable person.*
→ *They haven't seen a ghost.*

a. Amy left her house last night.

Amy didn't leave / did not leave her house last night.

b. The little bird was looking for its mother.

The little bird was not looking / wasn't looking for its mother.

C Writing

Choose one of the following two topics and write a text:

a) *Is it okay to eat meat? Give your opinion.*

b) *Why don't we treat all animals the same? Give your opinion.*

Write between 100 - 130 words.

- Write clear paragraphs and come up with a title of your own.
- Use different adverbs (always, never, sometimes, etc) and conjunctions (because, etc) to structure your text.

Content / 5 points

Organisation / 5 points

Language / 5 points

Folgende Fragenstellungen können bei der Bewertung helfen. Die konkrete Punktevergabe liegt im Ermessen der/des Korrigierenden.

- *Content*: Gibt es inhaltliche Wiederholungen? Wie originell ist der Text? Gibt es eigenständige Aussagen? Sind die einzelnen Aussagen verknüpft oder nur aufgezählt?
- *Organisation*: Hat der Text einen Titel? Gibt es mindestens zwei klare Abschnitte? Wurden verschiedene Adverbien und Konjunktionen verwendet? Entspricht die Länge des Textes den Vorgaben?
- *Language*: Werden verschiedene Verben gebraucht? Gibt es sprachliche Wiederholungen? Wie korrekt bzw. wie verständlich sind die einzelnen Aussagen?
- Rechnet man zur jeweiligen Punktzahl +1, so erhält man zum Vergleich eine *lineare Note* für diesen Teilbereich (z.B. 4.5 Punkte = Note 5.5; 3 Punkte = Note 4; 2.5 Punkte = Note 3.5, etc.)
- Wird ein Text inhaltlich, organisatorisch oder sprachlich als *ungenügend* erachtet, so dürfen folgerichtig im jeweiligen Teilbereich *höchstens 2.5 Punkte* (oder weniger) resultieren.

Notenskala

| Punkte | Note |
|---------|------|
| 47.5-50 | 6 |
| 42.5-47 | 5.5 |
| 37.5-42 | 5 |
| 32.5-37 | 4.5 |
| 27.5-32 | 4 |
| 22.5-27 | 3.5 |
| 17.5-22 | 3 |
| 12.5-17 | 2.5 |
| 7.5-12 | 2 |
| 2.5-7 | 1.5 |
| 0-2 | 1 |

BM1

Aufnahmeprüfung 2024

Englisch

Kand.-Nr.: _____

Nachname _____

Vorname: _____

1. Reading Comprehension, Vocabulary _____ / 18 (20 minutes)

2. Grammar, Structures _____ / 17 (10 minutes)

3. Writing _____ / 15 (15 minutes)

Punkte _____ / 50

Note

Examinator*in: _____ Co-Examinator*in: _____

Allgemeine Hinweise:

- Dauer der Prüfung: **45 Minuten**
- Erlaubte Hilfsmittel: **Keine**
- Die Lösungen sind direkt auf die Aufgabenblätter zu schreiben.
- Die Reihenfolge der Aufgaben kann frei gewählt werden.
- Keine Abkürzungen. Unleserliche oder zweideutige Lösungen gelten als falsch.

A Reading Comprehension and Vocabulary

1. First read the text below carefully. Are the following statements (a.-f.) true or false or not given (Doesn't say) according to the text? Put a cross (x) into the correct box.

..... / 12 points

Cheating in sports

Anyone who loves sports will agree that cheating is bad. For example, it was simply wrong for Spain to enter people who were not actually disabled into the 2000 Sydney Paralympics basketball team.

- 5 But sometimes, it is hard to draw a line between what is cheating and what is not. Many sports encourage players to be 'sporting', that is, to play honestly and accept when they lose. However, in sports, the prizes for winning are great, so it is
- 10 natural for people to use different ways to win a game. Sometimes players cheat or bend the rules to get an advantage in a game.

- Gamesmanship is when you try to win a game by bending the rules or using dubious tactics. For example, when British Team cyclist Philip Hindes had a bad start in a team race in the 2012 Olympics, he didn't want to let his team down, and since he knew that if a rider fell early, the race would be restarted, he crashed his bike on purpose. Britain went on to win gold.
- 15
- 20

- Other examples of gamesmanship are when players fake injuries or waste time. This might give them a chance for a short rest, or it could annoy their opponent and affect their concentration. For example, at the 2016 Rio Olympics, badminton player Carolina Marins screamed and shouted every time her opponent made a mistake. This affected her opponent's feelings, and people thought she behaved rudely. Nevertheless, she won the gold medal without breaking any rules.
- 25
- 30

- When there is a grey area, it is the referee or umpire's job to decide whether cheating is taking place. Players can take advantage of this situation because referees aren't perfect and can't see everything. For example, in cricket, if the ball hits a batter's legs, he is out, and most batters know
- 35

- when they are out, so they should leave the field immediately. However, few cricketers are sporting. They wait until the umpire tells them to go because they want to stay in the game, and the umpire might not see what happened. This isn't considered cheating.
- 40

- There's no denying that Diego Maradona cheated in the 1986 World Cup quarterfinals between England and Argentina. In that particular match, Maradona infamously scored a goal using his hand. The referee, who missed the incident, awarded the goal, and unsurprisingly, Maradona didn't question the decision. But the game of football isn't always so forgiving of those who bend the rules, as Brazilian player Rivaldo knows. In the 2002 World Cup, he faked an injury during a match. Unlike Maradona, Rivaldo wasn't so lucky; he was caught out and was later fined, proving that the outcomes of such actions are not always in the player's favour.
- 45
- 50
- 55

- Sometimes, players might even try to lose on purpose. At the 2012 London Olympics, four women's badminton doubles teams from China, Indonesia and South Korea purposely played badly. They all wanted to lose because it would lead to an easier place in the tournament. Although none of the players broke any badminton rules, they were all disqualified for their poor sportsmanship.
- 60
- 65

| | <i>True</i> | <i>False</i> | <i>Doesn't say</i> |
|--|-------------|--------------|--------------------|
| a. There is no common attitude that cheating in sports is wrong. | | | |
| b. Because of Philip Hindes' accident the race had to be started once again. | | | |
| c. Carolina Marins' behaviour was generally considered polite. | | | |
| d. Like Maradona's, Rivaldo's team finally won the World Cup. | | | |
| e. Rivaldo's case confirms that sometimes, the results of certain actions differ from the athlete's intention. | | | |
| f. It can be possible to be banned from competitions without going against the official rules. | | | |

2. Vocabulary: Find a word or expression in the text matching the following definitions:

..... / 6 points

- a. limited physical or mental condition (*lines 1-8*)
- b. doubtful (*l. 9-16*)
- c. to disappoint (*l. 13-20*)
- d. regarded as (*l. 31-42*)
- e. to get punished (*l. 43-56*)
- f. fairness (*l. 57-65*)

B Grammar and Structures**1. Choose the correct answer.****..... / 5 points**

- a. Claire's company has been doing incredibly well the last five years.
☐ for ☐ to ☐ until ☐ since
- b. They tried to encourage
☐ themselves ☐ themselves ☐ theirs ☐ itself
- c. Shirley has a daughter ambition it is to be a photographer.
☐ who's ☐ that ☐ whose ☐ which
- d. Kenneth to Canada, but he wants to go one day.
☐ had never been ☐ was never going ☐ was never ☐ has never been
- e. Last week, Jamie was so sick sheate anything at all.
☐ normally ☐ mostly ☐ hardly ☐ occasionally
- f. If it doesn't rain tomorrow, we to the beach.
☐ go ☐ 've gone ☐ 'll go ☐ 're going
- g. You left yesterday's party quite early,?
☐ don't you ☐ wasn't you ☐ didn't you ☐ haven't you
- h. Johannesburg is much more densely populated many European cities.
☐ than ☐ like ☐ as ☐ then
- i. Nelson agreed advantage of the situation.
☐ to bring ☐ bringing ☐ taking ☐ to take
- j. Ian no longer depends money from his parents.
☐ with ☐ on ☐ through ☐ at

2. Fill in the correct verb forms.

..... / 8 points

Apollo 13

Even today, people (fascinate) by the 1969 Moon landing of Apollo 11. So, it is hard to understand why, in 1970, after only one more lunar landing (Apollo 12 in November 1969), people (lose) interest in space travel. A “been there, done that” kind of attitude perhaps?

Then came Apollo 13 – launched on 11 April 1970 but without the public excitement of Apollo 11 or 12. After about 46 hours, with everything going smoothly, capsule communicator in Houston, Joe Kerwin, was able to joke that “we’re bored to tears down here”. Around 55 hours into the flight, the crew (do) a 49-minute TV transmission and all seemed well.

Minutes later, something happened that nobody (foresee): One oxygen tank (blow up) and another (fail). Then, Apollo 13’s commander, Captain James Lovell, (say) those famous words: “Houston, we’ve had a problem.” It turned out to be quite an understatement. The spacecraft (lose/still) power and oxygen – 200,000 miles from Earth!

Looping around the Moon, the natural trajectory meant, the spacecraft would (come) close to Earth but miss it and drift off into space. So, the team in Houston (come up with) a new return plan within just three days. The astronauts (leave) the spacecraft’s service module and entered the lunar module, known as “lifeboat”. They (have) only little water, it was very cold, and they feared running out of oxygen. People all over the world were glued to their TV sets. Four days into this emergency, they watched the drama develop, and end happily – as the lunar module and the three astronauts splashed down safely in the South Pacific.

Since 1970, the story of Apollo 13 (inspire) books, documentaries, and the 1995 film ‘Apollo 13’. Still today it (celebrate) as a testament to human resilience and teamwork. Nowadays, a number of nations (have) space programmes and want to send astronauts into space. In 2026, NASA (fly) the first woman and the first person of colour to the Moon with the United States Artemis Mission.

source: adapted from *Spotlight*, 5/2020 and *nasa.gov*

3. Make questions about the underlined words.

..... / 2 points

Examples: Her performance was great.
We will meet in the library.

How was her performance?
→ Where will we meet?

- a. Jack and Jill stood next to Jimmy.

.....

- b. Kate buys groceries twice a week.

.....

4. Make negative sentences.

..... / 2 points

Examples: He is a reasonable person.
They have seen a ghost.

→ He isn't a reasonable person.
→ They haven't seen a ghost.

- a. This caught my eye.

.....

- b. She had heard about the uprising.

.....

BM1

Aufnahmeprüfung 2024

Englisch

Kand.-Nr.: _____

Nachname _____

Vorname: _____

1. Reading Comprehension, Vocabulary _____ / 18 (20 minutes)

2. Grammar, Structures _____ / 17 (10 minutes)

3. Writing _____ / 15 (15 minutes)

Punkte _____ / 50

Note

Examinator*in: _____ Co-Examinator*in: _____

Allgemeine Hinweise:

- Dauer der Prüfung: **45 Minuten**
- Erlaubte Hilfsmittel: **Keine**
- Die Lösungen sind direkt auf die Aufgabenblätter zu schreiben.
- Die Reihenfolge der Aufgaben kann frei gewählt werden.
- Keine Abkürzungen. Unleserliche oder zweideutige Lösungen gelten als falsch.

A Reading Comprehension and Vocabulary

1. First read the text below carefully. Are the following statements (a.-f.) true or false or not given (Doesn't say) according to the text? Put a cross (x) into the correct box.

..... / 12 points

Cheating in sports

Anyone who loves sports will agree that cheating is bad. For example, it was simply wrong for Spain to enter people who were not actually disabled into the 2000 Sydney Paralympics basketball team.

- 5 But sometimes, it is hard to draw a line between what is cheating and what is not. Many sports encourage players to be 'sporting', that is, to play honestly and accept when they lose. However, in sports, the prizes for winning are great, so it is
- 10 natural for people to use different ways to win a game. Sometimes players cheat or bend the rules to get an advantage in a game.

- Gamesmanship is when you try to win a game by bending the rules or using dubious tactics. For
- 15 example, when British Team cyclist Philip Hindes had a bad start in a team race in the 2012 Olympics, he didn't want to let his team down, and since he knew that if a rider fell early, the race would be restarted, he crashed his bike on
- 20 purpose. Britain went on to win gold.

- Other examples of gamesmanship are when players fake injuries or waste time. This might give them a chance for a short rest, or it could annoy their opponent and affect their concentration. For
- 25 example, at the 2016 Rio Olympics, badminton player Carolina Marins screamed and shouted every time her opponent made a mistake. This affected her opponent's feelings, and people thought she behaved rudely. Nevertheless, she
- 30 won the gold medal without breaking any rules.

- When there is a grey area, it is the referee or umpire's job to decide whether cheating is taking place. Players can take advantage of this situation because referees aren't perfect and can't see
- 35 everything. For example, in cricket, if the ball hits

- a batter's legs, he is out, and most batters know when they are out, so they should leave the field immediately. However, few cricketers are sporting. They wait until the umpire tells them to
- 40 go because they want to stay in the game, and the umpire might not see what happened. This isn't considered cheating.

- There's no denying that Diego Maradona cheated in the 1986 World Cup quarterfinals between
- 45 England and Argentina. In that particular match, Maradona infamously scored a goal using his hand. The referee, who missed the incident, awarded the goal, and unsurprisingly, Maradona didn't question the decision. But the game of
- 50 football isn't always so forgiving of those who bend the rules, as Brazilian player Rivaldo knows. In the 2002 World Cup, he faked an injury during a match. Unlike Maradona, Rivaldo wasn't so lucky; he was caught out and was later fined, proving
- 55 that the outcomes of such actions are not always in the player's favour.

- Sometimes, players might even try to lose on purpose. At the 2012 London Olympics, four women's badminton doubles teams from China,
- 60 Indonesia and South Korea purposely played badly. They all wanted to lose because it would lead to an easier place in the tournament. Although none of the players broke any badminton rules, they were all disqualified for their poor
- 65 sportsmanship.

| | True | False | Doesn't say |
|---|--------------|----------------|-------------|
| a. There is no common attitude that cheating in sports is wrong. | | x (lines 1-2) | |
| b. Because of Philip Hindes' accident the race had to be started once again. | x (l. 18-20) | | |
| c. Carolina Marins' behaviour was generally considered polite. | | x (l. 26 – 28) | |
| d. Like Maradona's, Rivaldo's team finally won the World Cup. | | | x |
| e. Rivaldo's case confirms that sometimes, the results of certain actions differ from the athlete's intention | X (l. 55-56) | | |
| f. It can be possible to be banned from competitions without going against the official rules. | x (l. 63-65) | | |

2. Vocabulary: Find a word or expression in the text matching the following definitions:

..... / 6 points

- | | |
|---|------------------------|
| a. limited physical or mental condition (lines 1-8) | disabled |
| b. doubtful (l. 9-16) | dubious |
| c. to disappoint (l. 13-20) | to let down / let down |
| d. regarded as (l. 31-42) | considered |
| e. to get punished (l. 43-56) | was (to be/get) fined |
| f. fairness (l. 57-65) | sportsmanship |

B Grammar and Structures**1. Choose the correct answer.**

..... / 5 points

- a. Claire's company has been doing incredibly well the last five years.
☒ for ☐ to ☐ until ☐ since
- b. They tried to encourage
☐ themselves ☒ themselves ☐ theirs ☐ itself
- c. Shirley has a daughter ambition it is to be a photographer.
☐ who's ☐ that ☒ whose ☐ which
- d. Kenneth to Canada, but he wants to go one day.
☐ had never been ☐ was never going ☐ was never ☒ has never been
- e. Last week, Jamie was so sick sheate anything at all.
☐ normally ☐ mostly ☒ hardly ☐ occasionally
- f. If it doesn't rain tomorrow, we to the beach.
☐ go ☐ 've gone ☒ 'll go ☐ 're going
- g. You left yesterday's party quite early,?
☐ don't you ☐ wasn't you ☒ didn't you ☐ haven't you
- h. Johannesburg is much more densely populated many European cities.
☒ than ☐ like ☐ as ☐ then
- i. Nelson agreed advantage of the situation.
☐ to bring ☐ bringing ☐ taking ☒ to take
- j. Ian no longer depends money from his parents.
☐ with ☒ on ☐ through ☐ at

2. Fill in the correct verb forms.

..... / 8 points

Apollo 13

Even today, people **are fascinated** (fascinate) by the 1969 Moon landing of Apollo 11. So, it is hard to understand why, in 1970, after only one more lunar landing (Apollo 12 in November 1969), people **lost / had lost** (lose) interest in space travel. A “been there, done that” kind of attitude perhaps?

Then came Apollo 13 – launched on 11 April 1970 but without the public excitement of Apollo 11 or 12. After about 46 hours, with everything going smoothly, capsule communicator in Houston, Joe Kerwin, was able to joke that “we’re bored to tears down here”. Around 55 hours into the flight, the crew **did / was doing** (do) a 49-minute TV transmission and all seemed well.

Minutes later, something happened that nobody **had foreseen** (foresee): One oxygen tank **blew up** (blow up) and another **failed** (fail). Then, Apollo 13’s commander, Captain James Lovell, **said** (say) those famous words: “Houston, we’ve had a problem.” It turned out to be quite an understatement. The spacecraft **was still losing** (lose/still) power and oxygen – 200,000 miles from Earth!

Looping around the Moon, the natural trajectory meant, the spacecraft would **come** (come) close to Earth but miss it and drift off into space. So, the team in Houston **came up with** (come up with) a new return plan within just three days. The astronauts **left** (leave) the spacecraft’s service module and entered the lunar module, known as “lifeboat”. They **had** (have) only little water, it was very cold, and they feared running out of oxygen. People all over the world were glued to their TV sets. Four days into this emergency, they watched the drama develop, and end happily – as the lunar module and the three astronauts splashed down safely in the South Pacific.

Since 1970, the story of Apollo 13 **has inspired** (inspire) books, documentaries, and the 1995 film ‘Apollo 13’. Still today it **is (being) celebrated** (celebrate) as a testament to human resilience and teamwork. Nowadays, a number of nations **have** (have) space programmes and want to send astronauts into space. In 2026, NASA **will fly/is going to fly** (fly) the first woman and the first person of colour to the Moon with the United States Artemis Mission.

source: adapted from Spotlight, 5/2020 and nasa.gov

3. Make questions about the underlined words.

..... / 2 points

Examples: Her performance was great.
We will meet in the library.

How was her performance?
→ Where will we meet?

- a. Jack and Jill stood next to Jimmy.

Who stood next to Jimmy?

- b. Kate buys groceries twice a week.

How often does Kate buy groceries?

4. Make negative sentences.

..... / 2 points

Examples: He is a reasonable person.
They have seen a ghost.

→ He isn't a reasonable person.
→ They haven't seen a ghost.

- a. This caught my eye.

This did not / didn't catch my eye.

- b. She had heard about the uprising.

She had not / hadn't heard about the uprising.

C Writing

1. Choose one of the following two subjects and write a text:

- a. *Is cheating always a no-go? Give your opinion by using examples.*
- b. *Should people be sent to the Moon again? Why / Why not? Give your opinion.*

Write between 100 - 130 words.

- **Write clear paragraphs and come up with a title of your own.**
- **Use different adverbs (always, never, sometimes, etc) and conjunctions (because, etc) to structure your text.**

Content / 5 points

Organisation / 5 points

Language / 5 points

- Folgende Fragenstellungen können bei der Bewertung helfen. Die konkrete Punktevergabe liegt im Ermessen der/des Korrigierenden.
- *Content*: Gibt es inhaltliche Wiederholungen? Wie originell ist der Text? Gibt es eigenständige Aussagen? Sind die einzelnen Aussagen verknüpft oder nur aufgezählt?
- *Organisation*: Hat der Text einen Titel? Gibt es mindestens zwei klare Abschnitte? Wurden verschiedene Adverbien und Konjunktionen verwendet? Entspricht die Länge des Textes den Vorgaben?
- *Language*: Werden verschiedene Verben gebraucht? Gibt es sprachliche Wiederholungen? Wie korrekt bzw. wie verständlich sind die einzelnen Aussagen?
- Rechnet man zur jeweiligen Punktzahl +1, so erhält man zum Vergleich eine *lineare Note* für diesen Teilbereich (z.B. 4.5 Punkte = Note 5.5; 3 Punkte = Note 4; 2.5 Punkte = Note 3.5, etc.)
- Wird ein Text inhaltlich, organisatorisch oder sprachlich als *ungenügend* erachtet, so dürfen folgerichtig im jeweiligen Teilbereich *höchstens 2.5 Punkte* (oder weniger) resultieren.

Notenskala

| Punkte | Note |
|---------|------|
| 47.5-50 | 6 |
| 42.5-47 | 5.5 |
| 37.5-42 | 5 |
| 32.5-37 | 4.5 |
| 27.5-32 | 4 |
| 22.5-27 | 3.5 |
| 17.5-22 | 3 |
| 12.5-17 | 2.5 |
| 7.5-12 | 2 |
| 2.5-7 | 1.5 |
| 0-2 | 1 |