

**BENCHMARKS B1 EW042 "SPORTS ACCIDENT"**

Code 1: below level B1 (borderline below)

Write 110 to 140 words.

At Bjanuary in 2006 I had a sports injury at 8:30 in a sport lesson at school in Saarbrücken. I run to make me warm and then I fell and broce my food. It hurts if I stand up. I go to my teacher and he say I should go to the hospital. There I got a plaster and this paid my insurence. If I fall I was fall of my head and it hurts, too. The doctor said I ~~had~~ have a wound on my head and I shald be slow with my action which I doin my freezime and I'm not allowed to make sport for 6weeks.

(111 words)

	Target for Sports Accident: Level B1	Rater's Comments	Code*
<b>Task Fulfilment (TF)</b>			
TF1: Content points	<p>Student describes most of the following content points:</p> <ul style="list-style-type: none"> <li>▪ accident embedded in a situation</li> <li>▪ cause of accident</li> <li>▪ type of injury and/or part(s) of the body hurt</li> <li>▪ reaction to the accident</li> </ul>	<i>fulfilled, all bullets addressed</i>	<b>2</b>
TF2: Ideas relevant to the task	Student makes reference to school environment and an accident during a sports event (sports injury/car accident/ fight with resulting injury or accident).	<i>all points mentioned relevant</i>	
TF3: Register/ Tone	Student writes consistently in a neutral/ non-informal tone, since it is a report for the school.	<i>neutral tone</i>	
TF4: Text type requirements	Student writes a factual description (in most parts of the text); there should not be too many narrative parts.	<i>partly achieved (report and narrative parts)</i>	
TF5: Communicative effect	Student shows a clear picture of the sports accident because enough information is provided.	<i>communicative effect not achieved, more than occasional difficulties</i>	
<b>Organisation (O)</b>			
O1: Structure/ Thematic development	Student produces a straightforward connected text (narrative or descriptive) in a reasonably fluent manner <b>or</b> links a series of shorter discrete simple elements into a linear sequence of points in a reasonably fluent manner. Thematic development shows a logical order and is rounded off.	<i>no connected text, incoherent (code 0)</i>	<b>1</b>
O2: Language/ Cohesion	Student uses a number of common cohesive devices throughout the text, such as articles, pronouns, semantic fields, connectors, discourse markers (like 'so' (consecutive), 'in my opinion'). He/she shows reasonable control of common cohesive devices.	<i>range of cohesive devices not sufficient; cannot show sufficient control due to limited range (code 1)</i>	

<b>Grammar (G)</b>			
G1: Range	Student uses a range of frequently used structures (such as tenses, simple passives, modals, comparisons, complementation, adverbials, quantifiers, numerals, adverbs). Sentence patterns show simple variations (e.g. subordinate and coordinate clauses often beginning with 'when', 'but'; relative clauses and if-clauses).	<i>narrow range (should, past tense, negation); nearly no sentence variation (mainly subject-predicate-object) (code 1)</i>	<b>1</b>
G2: Accuracy	Student uses structures and sentence patterns reasonably accurately. Some local errors <sup>1</sup> occur, but it is clear what he/she is trying to express. Few global errors <sup>2</sup> may occur, especially when using more complex structures/ sentence patterns (e.g. relative clauses, if-clauses, passives and indirect speech).	<i>control not sufficient, more than some local errors (e.g. tenses not controlled); global errors (last sentence, which...) (code 1)</i>	
<b>Vocabulary (V)</b>			
V1: Range	Student shows a sufficient range of vocabulary (beyond basic) to express him/herself in familiar situations; some circumlocutions may occur in unfamiliar situations.	<i>limited range (code 1)</i>	<b>1</b>
V2: Accuracy	Student shows good control (i.e. adequate and appropriate use) of basic vocabulary. Some non-impeding <sup>3</sup> errors occur. Impeding <sup>4</sup> errors may occur occasionally, especially when expressing more complex thoughts or handling unfamiliar topics and situations.	<i>some control only; some spelling errors, frequent non-impeding errors; some lexical errors are impeding (e.g. wond, food, make me warm) (code 1)</i>	
<b>Overall</b>			<b>1</b>

\*Code definitions: 0 – insufficient evidence, 1 – below level B1, 2 – at level B1, 3 – above level B1

<sup>1</sup> *Local errors* are grammatical errors within one sentence which do not hinder understanding (e.g. mixing up of tenses, forgetting to mark agreement, problems with subordinate clauses, errors in word order). It is usually clear what the writer wants to express.

<sup>2</sup> *Global errors* are those grammatical errors which hinder understanding at the sentence level.

<sup>3</sup> *Non-impeding errors* are those lexical/spelling errors, which can be resolved spontaneously.

<sup>4</sup> *Impeding errors* are those lexical/spelling errors, which are irresolvable or take a great deal of effort to resolve.

Write 110 to 140 words.

It was on the 8 January ~~at~~ in the sportshall. The time of the event was about three o'clock. I was picking up the balls from the ~~play~~ match before and ~~hearing~~ I was hearing music with a mp3-player. In the hall were me and ~~two~~ four other guys playing football. They kicked the ball ~~from~~ ~~on~~ to each other and the ball got faster. One of them could not stop the ball and the ball flew right ~~on~~ in my face. It hurts a lot and there was extremely ~~a~~ ~~much~~ a lot of blood in my face. My nose ~~broke~~ was broken. I fall down because it hurts so much. The four guys came to me and ~~they~~ one of them called a teacher. The teacher called an ambulance with his mobile-phone. The ambulance transported me to the hospital and there they asked a lot of questions during the analyse of my nose.

(145 words)

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<b>Task Fulfilment (TF)</b>			
TF1: Content points	<p>Student describes most of the following content points:</p> <ul style="list-style-type: none"> <li>▪ accident embedded in a situation</li> <li>▪ cause of accident</li> <li>▪ type of injury and/or part(s) of the body hurt</li> <li>▪ reaction to the accident</li> </ul>	<i>all points covered, some in detail</i>	<b>2</b>
TF2: Ideas relevant to the task	Student makes reference to school environment and an accident during a sports event (sports injury/car accident/ fight with resulting injury or accident).	<i>all relevant</i>	
TF3: Register/ Tone	Student writes consistently in a neutral/ non-informal tone, since it is a report for the school.	<i>tone neutral</i>	
TF4: Text type requirements	Student writes a factual description (in most parts of the text); there should not be too many narrative parts.	<i>report for school</i>	
TF5: Communicative effect	Student shows a clear picture of the sports accident because enough information is provided.	<i>communicative effect achieved</i>	
<b>Organisation (O)</b>			
O1: Structure/ Thematic development	Student produces a straightforward connected text (narrative or descriptive) in a reasonably fluent manner <b>or</b> links a series of shorter discrete simple elements into a linear sequence of points in a reasonably fluent manner. Thematic development shows a logical order and is rounded off.	<i>logical order, coherent structure (linear sequence) (code 3)</i>	<b>2</b>
O2: Language/ Cohesion	Student uses a number of common cohesive devices throughout the text, such as articles, pronouns, semantic fields, connectors, discourse markers (like 'so' (consecutive), 'in my opinion'). He/she shows reasonable control of common cohesive devices.	<i>a number of common devices shown e.g. before, and, one of them, there, pronouns, articles (a teacher → the teacher) and used throughout text; control of devices used (code 2)</i>	

Grammar (G)			
G1: Range	Student uses a range of frequently used structures (such as tenses, simple passives, modals, comparisons, complementation, adverbials, quantifiers, numerals, adverbs). Sentence patterns show simple variations (e.g. subordinate and coordinate clauses often beginning with 'when', 'but'; relative clauses and if-clauses).	<i>shows range of structures, e.g. past progressive, past and present tense, modals, negation, passive); shows simple variations (code 2)</i>	2
G2: Accuracy	Student uses structures and sentence patterns reasonably accurately. Some local errors <sup>5</sup> occur, but it is clear what he/she is trying to express. Few global errors <sup>6</sup> may occur, especially when using more complex structures/ sentence patterns (e.g. relative clauses, if-clauses, passives and indirect speech).	<i>correctness mostly given (e.g. passive structure is used correctly) but not always: mixes up tenses;; some local errors (e.g. it hurts a lot should be past tense) (code 2)</i>	
Vocabulary (V)			
V1: Range	Student shows a sufficient range of vocabulary (beyond basic) to express him/herself in familiar situations; some circumlocutions may occur in unfamiliar situations.	<i>sufficient range (e.g. pick up, fly into my face, to hurt, ambulance, broken nose, mobile phone), some idiomatic expressions (e.g. the ball flew right in my face) (code 2)</i>	2
V2: Accuracy	Student shows good control (i.e. adequate and appropriate use) of basic vocabulary. Some non-impeding <sup>7</sup> errors occur. Impeding <sup>8</sup> errors may occur occasionally, especially when expressing more complex thoughts or handling unfamiliar topics and situations.	<i>mostly good control; no spelling errors, some non-impeding errors (hearing music), no impeding errors (code 2)</i>	
<b>Overall</b>			<b>2</b>

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<sup>5</sup> *Local errors* are grammatical errors within one sentence which do not hinder understanding (e.g. mixing up of tenses, forgetting to mark agreement, problems with subordinate clauses, errors in word order). It is usually clear what the writer wants to express.

<sup>6</sup> *Global errors* are those grammatical errors which hinder understanding at the sentence level.

<sup>7</sup> *Non-impeding errors* are those lexical/spelling errors, which can be resolved spontaneously.

<sup>8</sup> *Impeding errors* are those lexical/spelling errors, which are irresolvable or take a great deal of effort to resolve.

Code 3: above level B1

Write 110 to 140 words.

During my stay at an American partner school the first of May at 12:00 o'clock during the sport lesson while playing football I broke my left foot because I fell unhappily because I tried not to run into another boy. Now I cannot really stand on my left foot and I cannot walk at all. The sports teacher called the school doctor who gave me a bandage. Then he sent me directly to the next hospital where they put my foot in a plaster. I didn't have to pay for the hospital but I had to pay for the taxi from the hospital back to the partner school.

(108 words)

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<b>Task Fulfilment (TF)</b>			
TF1: Content points	<p>Student describes most of the following content points:</p> <ul style="list-style-type: none"> <li>▪ accident embedded in a situation</li> <li>▪ cause of accident</li> <li>▪ type of injury and/or part(s) of the body hurt</li> <li>▪ reaction to the accident</li> </ul>	<i>more than expected (costs mentioned)</i>	<b>3</b>
TF2: Ideas relevant to the task	Student makes reference to school environment and an accident during a sports event (sports injury/car accident/ fight with resulting injury or accident).	<i>all relevant, even the additional point</i>	
TF3: Register/ Tone	Student writes consistently in a neutral/ non-informal tone, since it is a report for the school.	<i>adequate register</i>	
TF4: Text type requirements	Student writes a factual description (in most parts of the text); there should not be too many narrative parts.	<i>report</i>	
TF5: Communicative effect	Student shows a clear picture of the sports accident because enough information is provided.	<i>fully achieved – shows potential</i>	
<b>Organisation (O)</b>			
O1: Structure/ Thematic development	Student produces a straightforward connected text (narrative or descriptive) in a reasonably fluent manner <b>or</b> links a series of shorter discrete simple elements into a linear sequence of points in a reasonably fluent manner. Thematic development shows a logical order and is rounded off.	<i>coherent text, logical order (code 3)</i>	<b>2</b>
O2: Language/ Cohesion	Student uses a number of common cohesive devices throughout the text, such as articles, pronouns, semantic fields, connectors, discourse markers (like 'so' (consecutive), 'in my opinion'). He/she shows reasonable control of common cohesive devices.	<i>common cohesive devices (connectors: during, while, because; pronouns: where) (code 2)</i>	

<b>Grammar (G)</b>			
G1: Range	Student uses a range of frequently used structures (such as tenses, simple passives, modals, comparisons, complementation, adverbials, quantifiers, numerals, adverbs). Sentence patterns show simple variations (e.g. subordinate and coordinate clauses often beginning with 'when', 'but'; relative clauses and if-clauses).	<i>range of structures, e.g. progressive, present and past tense, complex verb structures (I tried not to run into), adverbials (code 2)</i> <i>variety of sentence structures, also complex sentences, e.g. sentence beginning with during my stay..., subordinate (because, where) and coordinate clauses, relative clauses (code 3)</i>	<b>3</b>
G2: Accuracy	Student uses structures and sentence patterns reasonably accurately. Some local errors <sup>9</sup> occur, but it is clear what he/she is trying to express. Few global errors <sup>10</sup> may occur, especially when using more complex structures/sentence patterns (e.g. relative clauses, if-clauses, passives and indirect speech).	<i>accuracy high (gets even participle constructions correct)</i> <i>some local errors, e.g. mother tongue influence shows in first sentence; no global errors (code 3)</i>	
<b>Vocabulary (V)</b>			
V1: Range	Student shows a sufficient range of vocabulary (beyond basic) to express him/herself in familiar situations; some circumlocutions may occur in unfamiliar situations.	<i>adequate vocabulary (bandages, plaster), variation given, phrases are idiomatic (e.g. sent me directly to the next hospital) (code 3)</i>	<b>3</b>
V2: Accuracy	Student shows good control (i.e. adequate and appropriate use) of basic vocabulary. Some non-impeding <sup>11</sup> errors occur. Impeding <sup>12</sup> errors may occur occasionally, especially when expressing more complex thoughts or handling unfamiliar topics and situations.	<i>also good control when expressing more complex thoughts</i> <i>minor spelling errors, no interference, no impeding errors (code 3)</i>	
<b>Overall</b>			<b>3</b>

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