

Kodierschema "Sports accident"

Target for Sports accident: Level B1		Code			
		0 insufficient evidence	1 below level B1	2 at level B1	3 above level B1
Task Fulfilment (TF)					
TF1: Content points	<p>Student describes most of the following content points:</p> <ul style="list-style-type: none"> ▪ accident embedded in a situation ▪ cause of accident ▪ type of injury and/or part(s) of the body hurt ▪ reaction to the accident 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).				
TF3: Register/Tone	Student writes consistently in a neutral/ non-informal tone, since it is a report for the school.				
TF4: Text type requirements	Student writes a factual description (in most parts of the text); there should not be too many narrative parts.				
TF5: Communicative effect	Student mainly achieves communicative effect, although occasional difficulty may be experienced by the reader. He/she shows a clear picture of the sports accident because enough information is provided.				
Organisation (O)					
O1: Structure/ Thematic development	<p>Student produces a straightforward connected text (narrative or descriptive) in a reasonably fluent manner, or links a series of shorter discrete simple elements into a linear sequence of points in a reasonably fluent manner.</p> <p>The thematic development shows a logical order and is rounded off.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.				

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G2: Accuracy	Student uses structures and sentence patterns reasonably accurately. Some local errors ¹ occur, but it is clear what he/she is trying to express.				
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.				
V2: Accuracy	Student shows good control (i.e. adequate and appropriate use) of basic vocabulary. Some non-impeding ² errors occur. Impeding ³ errors may occur occasionally, especially when expressing more complex thoughts or handling unfamiliar topics and situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹ *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.

² *Non-impeding errors* are those lexical/spelling errors which can be resolved spontaneously.

³ *Impeding errors* are those lexical/spelling errors which are irresolvable or take a great deal of effort to resolve.

Rating Scale B1

Level	Organisation (Structure and cohesion should have equal weighting)	Grammar (Accuracy should be treated in relation to range)	Vocabulary (Accuracy should be treated in relation to range)
B1	<p>Structure / Thematic development Produces a straightforward connected text (narrative or descriptive) in a reasonably fluent manner <i>or</i> 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>Longer texts might compensate for some jumpiness or a missing ending.</i> <i>Organisation in paragraphs not required, but might compensate for flaws in thematic development.</i></p> <p>Language / Cohesion 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'). Shows reasonable control of common cohesive devices. <i>The use of more elaborate cohesive devices may sometimes impede communication.</i></p>	<p>Range 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].</p> <p>Accuracy Structures and sentence patterns shown in the script are used reasonably accurately. Some local errors² occur, but it is clear what he/she is trying to express. Few global errors³ may occur, especially when using more complex structures/sentence patterns (e.g. relative clauses, if-clauses, passive and indirect speech). <i>Occasionally mother tongue influence may be noticeable.</i></p>	<p>Range Shows a sufficient range of vocabulary (beyond basic) to express him/herself in familiar situations; some circumlocutions may occur in unfamiliar situations.</p> <p>Accuracy Shows good control (i.e. adequate and appropriate use) of basic vocabulary.⁴ Some non-impeding⁵ errors occur. Impeding⁶ errors <i>may</i> occur occasionally, especially when expressing more complex thoughts or handling unfamiliar topics and situations. <i>Errors may occur in the field of collocations and complementation⁷.</i> <i>Some spelling errors may occur.</i> <i>Occasionally mother tongue influence may be noticeable.</i></p>

Footnotes

¹ *Elementary vocabulary*: names, dates, nationality and words that express needs within survival situations, surroundings, limited social demands, food, lodging, transport, etc.

² *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.

³ *Global errors* are those grammatical errors which hinder understanding at the sentence level.

⁴ Code 3 (“shows control of more than basic vocab”) cannot be awarded if Vocabulary Range is allotted code 1.

⁵ *Non-impeding errors* are those lexical/spelling errors, which can be resolved spontaneously.

⁶ *Impeding errors* are those lexical/spelling errors, which are irresolvable or take a great deal of effort to resolve.

⁷ The term *collocation* refers to two (or more) words typically being used together (marking idiomatic language use), e.g. “a handsome young guy”. Oxford English Dictionary states: the habitual occurrence of a word with another word or words with a frequency greater than chance. For example, “bread and butter”, “bosom buddy”, or “dead serious”.

Complementations are those elements that an adverb or verb requires in order to take on specific meaning; complementations could be prepositions or a certain form of a verb, e.g. compare the meaning of “to stop” in “He stopped smoking” as compared to “He stopped to smoke”.

⁸ *Idiomatic expressions* are groups of words, phrases or expressions that mark natural, typical language use. The vocabulary of a language allows for many combinations of words to form expressions, but only a few are actually used by native speakers. This natural, typical way of expressing something is called *idiomatic language use*.

(Documents consulted: Manual for linking examination to the CEFR; *Into Europe* Rating Scale; CEFR; DESI Rating Scales)