



**A Proposed Sequence of Subjects in CLIL Education Based on
Linguistic Requirements per Subjects - Pathway to CLIL**

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12.1 Research Results of Most Frequently Offered Subjects in Bilingual Strands

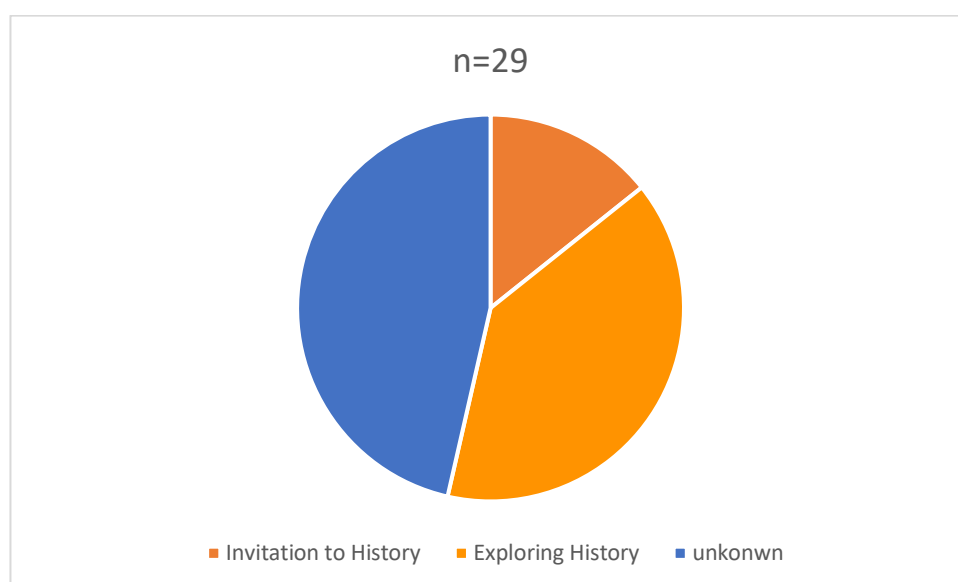
Out of the schools listed in Rhineland-Palatinate offering bilingual education, a minority provided concrete information on the subjects taught and the point in time at which those subjects are introduced into the bilingual strand. Subjects not mentioned could not be found online.

School	Maths	Biology	Geography	History	Social Sciences
Priv. Martin-Butzer-Gymnasium Dierdorf		9.	7.	8.	10.
Priv. Gymnasium Nonnenwerth Remagen		10.	7.	9.	9.
St.-Franziskus-Gymnasium und - Realschule Kaiserslautern			7./8.	9./10.	
Are-Gymnasium Bad Neuenahr-Ahrweiler			7./8.		
Peter-Wust-Gymnasium				7./8./9./10.	
Heinrich-Heine-Gymnasium Kaiserslautern			7./11.	8./10.	
Auguste-Viktoria-Gymnasium ²			7. - 10.	7. - 10.	11.
Carl-Bosch-Gymnasium Ludwigshafen					
Gauß-Gymnasium Worms					
Mons-Tabor-Gymnasium Montabaur ²			8. - 13.		
Hugo-Ball-Gymnasium Pirmasens					
Gymnasium am Kurfürstlichen Schloß Mainz ²					
Gymnasium am Römerkastell Bad Kreuznach					
Gymnasium am Römerkastell Alzey					
Gymnasium auf der Karthause Koblenz	7.				
Helmholtz-Gymnasium Zweibrücken					
GY Konz					
Hilda-Gymnasium Koblenz					
Hohenstaufen-Gymnasium Kaiserslautern					
Käthe-Kollwitz-Gymnasium Neustadt					
Karolinen-Gymnasium Frankenthal					
Geschwister-Scholl-Gymnasium					
Megina-Gymnasium Mayen ²					
Konrad-Adenauer-Gymnasium Westerburg					
Elisabeth-Langgässer-Gymnasium Alzey ²					
Werner-Heisenberg-Gymnasium Bad Dürkheim					
Johann-Wolfgang-Goethe-Gymnasium					
Otto-Hahn-Gymnasium Landau ²					

12.2 Research Results of Most Frequently Used Textbooks in Bilingual Strands

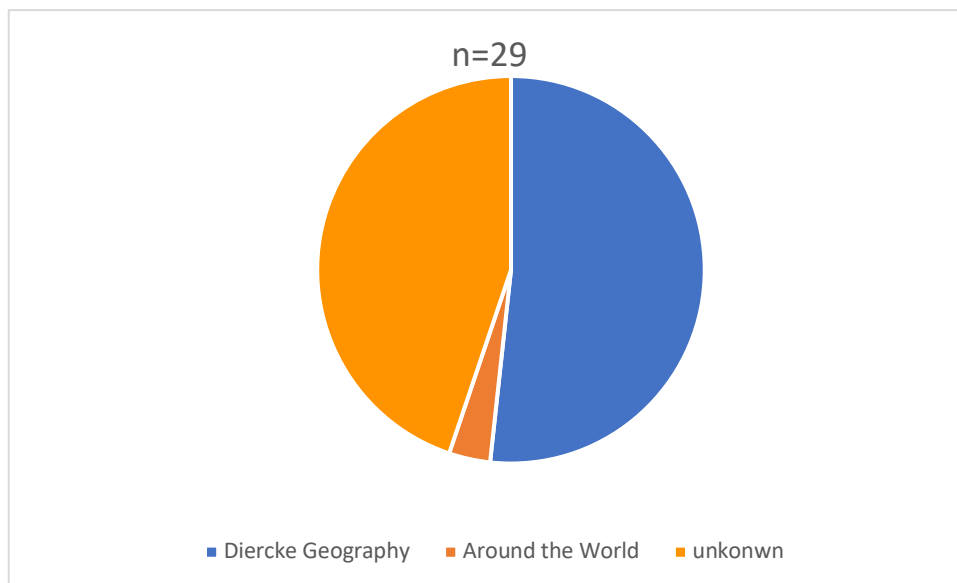
For History three comprehensive textbooks are available (see chapter 7.2.1), out of which two are frequently used. Out of 29 schools in Rhineland-Palatinate, 15 provided information on the selected textbooks online. For the remainder, this information

Invitation to History	4
Exploring History	11
Unknown/not accessible	13



For Geography, two comprehensive textbooks are available. Out of the 29 bilingual schools, 16 schools provided information on the selected Geography books online, the remaining information could not be retrieved online.

Diercke Geography	15
Around the World	1
unknown	13



12.3 Calculated Numerical Values Based on Text Inspector Results

For reasons of readability, the overviews of the numerical values calculated by *Text Inspector* are listed here in the order of appearance in the main document, chapter 7.5.

Exploring History 1, chapter 1:

Key Figure	Subchapter							
	1.1 Text	1.1 Source	1.2 Text	1.2 Source	1.3 Text	1.3 Source	1.4 Text	1.4 Source
EVP A1 (% of types)	27.63	37.93	39.74	33.79	34.87	36.24	37.17	42.34
EVP B2 (% of types)	7.89	9.91	9.61	13.24	7.14	12.76	9.95	11.26
EVP C1 (% of types)	3.51	3.02	2.18	1.83	3.78	3.31	3.14	3.15
BNC 50 th	650.00	440.00	430.00	630.00	520.00	400.00	510.00	380.00
above median CEFR-level (% of types)	0	31.89	22.27	1.37	13.86	27.02	28.82	31.24
BNC unlisted (% of types)	17.11	13.79	24.45	13.70	18.07	21.02	14.14	13.06
AWL (% of types)	6.01	8.19	5.22	8.56	5.42	6.27	7.69	4.50
Nominal Elements	4.50	3.46	3.24	4.10	3.63	4.41	4.05	3.08
Verbal Elements	2.14	1.85	1.92	2.55	2.07	2.75	2.68	2.00
MTLD	90.75	65.98	83.81	104.09	91.40	80.18	83.65	92.21
Flesch-Reading-Ease	52.47	64.85	57.30	60.42	61.95	52.87	53.12	63.30

Exploring History 1, Chapter 4

Key Figure	Subchapter													
	4.1 Text	4.1 Source	4.2 Text	4.2 Source	4.3 Text	4.3 Source	4.4 Text	4.4 source	4.5 Text	4.5 Source	4.6 Text	4.6 Source	4.7 Text	4.7 Source
EVP A1 <small>(% of types)</small>	45.71	37.31	37.40	34.84	34.75	50.92	38.46	38.03	46.79	54.11	37.50	39.66	38.36	30.67
EVP B2 <small>(% of types)</small>	8.57	11.42	9.16	9.71	11.37	9.98	13.12	9.83	11.70	6.49	12.95	9.48	10.34	13.50
EVP C1 <small>(% of types)</small>	2.86	3.55	1.53	3.32	2.69	2.64	2.26	2.56	3.40	0.87	1.34	1.72	2.59	7.36
BNC 50 th above median CEFR- level <small>(% of types)</small>	610.00	785.00	590.00	520.00	640.00	605.00	470.00	490.00	505.00	310.00	380.00	520.00	480.00	910.00
BNC unlisted <small>(% of types)</small>	10.00	15.74	17.18	18.36	21.17	8.67	14.93	19.23	8.30	11.69	17.41	23.28	18.97	18.40
Nominal Elements	2.91	3.36	3.41	3.64	4.08	2.40	3.88	4.15	2.70	3.36	3.81	4.23	3.32	7.89
Verbal Elements	1.62	1.88	1.62	1.40	1.58	1.25	2.12	1.69	1.30	2.08	1.96	1.38	1.45	3.11
MTLD	86.00	134.29	94.99	107.11	102.86	98.55	87.35	93.06	120.27	91.43	90.72	59.43	140.22	58.91
Flesch- Reading-Ease	49.20	50.96	64.44	56.83	50.35	65.25	51.73	59.16	62.53	72.76	50.29	49.71	61.16	38.02

Exploring History 2, Chapter 3

Key Figure	Subchapters											
	3.1 Text	3.1 Source	3.2 Text	3.2 Source	3.3 Text	3.3 Source	3.4 Text	3.4 Source	3.5 Text	3.5 Source	3.6 Text	3.6 Source
EVP A1 <small>(% of types)</small>	23.03	39.00	32.29	46.32	27.82	31.20	27.46	33.13	30.48	32.02	27.75	33.33
EVP B2 <small>(% of types)</small>	14.61	12.00	10.68	7.37	12.78	12.39	14.58	16.39	12.82	13.30	13.18	14.53
EVP C1 <small>(% of types)</small>	3.93	4.00	4.46	3.16	4.51	3.42	3.39	4.04	3.68	3.45	4.39	4.27
BNC 50 th	850.00	380.00	1015.00	1050.00	380.00	590.00	775.00	575.00	670.00	750.00	665.00	310.00
above median CEFR-level <small>(% of types)</small>	0	25.00	0	0	35.71	5.13	0	6.24	0	0	0	33.33
BNC unlisted <small>(% of types)</small>	23.03	21.00	20.92	21.05	23.68	25.64	16.95	17.51	18.33	24.14	22.60	20.51
AWL <small>(% of types)</small>	8.43	8.82	7.78	6.25	11.44	9.66	13.99	12.77	10.29	8.37	13.07	13.04
MTLD	94,82	77,82	125,04	70,09	114,56	88,37	94,76	112,52	80,12	79,52	70,71	88,67
Nominal Elements	6.42	2.91	3.87	4.56	5.05	3.48	4.32	3.30	4.12	4.32	4.61	3.85
Verbal Elements	2.83	2.00	2.46	2.11	3.23	1.86	2.89	1.85	2.28	2.11	2.24	1.62
Flesch- Reading-Ease	25.52	52.31	45.41	63.07	38.29	43.20	34.72	51.53	47.89	51.08	37.47	51.86

Exploring History 2, Chapter 5

Key Figure	Subchapter								
	5.1 Text	5.1 Source	5.2 Text	5.2 Source	5.3 Text	5.3 Source	5.4 Text	5.4 Source	5.5 Text
EVP A1 (% of types)	28.54	37.91	35.97	41.54	28.76	25.82	28.90	34.79	26.22
EVP B2 (% of types)	12.48	8.09	10.91	11.79	12.72	13.09	11.44	12.62	13.72
EVP C1 (% of types)	3.77	1.69	2.52	5.13	3.23	4.73	2.97	5.43	3.96
BNC 50th	645.00	415.00	635.00	680.00	615.00	930.00	760.00	590.00	715.00
above median									
CEFR-level (% of types)	0	27.42	2.68	0	2.56	0	0	8.9	0
BNC unlisted (% of types)	19.31	20.00	16.05	16.92	24.92	22.55	18.77	16.91	22.87
AWL (% of types)	9.12	6.17	5.98	6.00	6.69	8.99	7.32	11.31	6.44
MTLD	79,71	84,16	73,07	66,46	82,23	68,34	87,15	85,10	103,63
Nominal Elements	3.62	3.81	2.48	3.67	3.52	5.77	3.38	8.72	4.73
Verbal Elements	1.89	2.62	2.09	3.67	2.02	2.23	2.08	3.94	2.15
Flesch- Reading-Ease	48.83	56.41	61.40	57.89	50.38	41.46	47.37	33.34	40.15

Diercke Geography Volume 1, chapter 1

Key Figure	Subchapter				
	1.1	1.2	1.3	1.4	1.5
EVP A1 (% of types)	33.78	35.73	39.73	37.91	38.72
EVP B2 (% of types)	7.43	9.78	10.54	11.89	11.46
EVP C1 (% of types)	0.68	1.09	1.42	1.81	1.73
BNC 50th	290.00	650.00	467.00	885.00	816.00
above median CEFR- level (% of types)	25.68	0	28.30	2.86	2.57
BNC unlisted (% of types)	15.70	16.16	14.38	15.48	12.85
AWL (% of types)	4.79	6.94	6.22	6.39	9.81
MTLD	41,01	75,64	85,32	83,38	79,59
Nominal Elements	1.65	2.20	3.30	2.38	2.86
Verbal Elements	0.77	1.27	1.45	1.26	1.32
Flesch-Reading-Ease	71.70	61.92	62.62	63.29	57.82

Diercke Geography Volume 1, chapter 2

Key Figure	Subchapters								
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9
EVP A1 (% of types)	43.90	35.88	35.33	43.92	35.14	31.88	36.33	44.32	31.74
EVP B2 (% of types)	3.66	10.99	10.40	5.22	9.46	11.94	9.67	6.72	9.57
EVP C1 (% of types)	2.44	2.06	1.32	0.92	2.25	2.81	1.00	0.89	1.30
BNC 50th above median CEFR- level (% of types)	360.00	672.00	727.00	773.00	1080.00	845.00	495.00	492.50	940.00
BNC unlisted (% of types)	23.72	18.55	19.11	13.08	19.72	18.21	15.52	13.95	21.62
AWL (% of types)	3.64	9.41	8.12	5.38	9.09	9.66	7.59	6.21	6.81
MTLD	55.13	69.99	60.19	89.26	56.67	6.,21	86.54	80.18	56.01
Nominal Elements	3.15	2.26	2.39	2.72	3.33	2.79	3.62	2.50	2.29
Verbal Elements	0.81	1.00	1.12	1.17	1.03	0.82	1.35	1.05	0.61
Flesch- Reading- Ease	68.00	56.24	61.27	67.40	42.64	58.21	58.41	63.42	54.09

Diercke Geography Volume 2, chapter 2

Key Figure	Subchapters							
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8
EVP A1 (% of types)	32.03	33.49	24.22	29.57	33.56	29.60	45.12	34.42
EVP B2 (% of types)	12.50	12.92	20.18	15.22	15.76	15.60	11.11	17.21
EVP C1 (% of types)	2.34	4.31	3.59	2.17	3.32	2.40	4.38	1.86
BNC 50th	555.00	870.00	910.00	1100.00	975.00	680.00	435.00	870.00
above median CEFR- level (% of types)	3.51	0	0	0	0	0	29.29	0
BNC unlisted (% of types)	13.18	13.40	13.00	17.84	11.18	12.40	13.80	11.01
AWL (% of types)	10.51	13.21	17.78	10.68	14.14	13.04	8.25	16.74
MTLD	73.22	71.28	106.25	93.72	67.44	90.06	72.81	78.97
Nominal Elements	3.71	4.79	5.52	5.83	3.39	5.24	4.58	4.14
Verbal Elements	1.47	1.12	1.57	1.96	1.76	1.60	2.16	2.05
Flesch- Reading- Ease	47.17	40.44	31.83	37.61	50.44	33.69	44.28	39.14

Diercke Geography Volume 2, chapter 7

Key Figure	Subchapters							
	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8
EVP A1 (% of types)	36.46	26.32	30.17	21.71	27.82	28.61	31.00	30.97
EVP B2 (% of types)	13.26	18.62	15.64	17.79	17.36	11.12	15.33	15.50
EVP C1 (% of types)	3.31	3.24	5.03	4.98	4.96	3.15	3.67	3.42
BNC 50th	780.00	495.00	580.00	690.00	990.00	575.00	565.00	625.00
above median CEFR-level (% of types)	0	25.10	6.71	0	0	2.85	1.31	1.67
BNC unlisted (% of types)	6.70	7.19	10.53	8.77	13.61	10.46	11.96	11.28
AWL (% of types)	6.15	16.73	14.36	20.21	16.82	16.18	14.52	15.06
MTLD	115.21	53.3	86.3	73.59	78.65	77.56	84.52	82.38
Nominal Elements	4.42	4.57	3.57	4.00	4.88	5.62	6.00	4.38
Verbal Elements	1.95	1.64	1.57	1.79	2.36	1.90	2.54	2.09
Flesch-Reading-Ease	55.26	41.49	34.77	37.51	41.89	45.39	31.81	38.88

Discover Biology Volume 1, chapter 2

Key Figure	Subchapters							
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8
EVP A1 (% of types)	39.74	49.65	47.83	40.48	44.51	40.94	41.99	40.39
EVP B2 (% of types)	8.30	7.69	5.59	11.32	8.53	11.81	9.09	6.80
EVP C1 (% of types)	0.44	0.70	1.24	1.98	2.24	0.79	4.33	1.33
BNC 50th	510.00	300.00	190.00	303.33	515.00	560.00	800.00	540.00
above median CEFR-level (% of types)	11.80	16.78	37.89	29.46	12.03	0.79	0	9.84
BNC unlisted (% of types)	12.83	6.38	7.14	5.88	5.28	8.13	9.65	10.57
AWL (% of types)	3.51	2.10	2.47	4.20	4.78	4.69	1.29	4.31
MTLD	60.84	61.96	69.03	90.00	58.77	51.59	102.75	52.47
Nominal Elements	2.97	2.11	2.94	2.95	1.66	4.60	3.18	2.29
Verbal Elements	2.10	2.21	2.41	1.87	1.15	2.80	2.00	1.56
Flesch-Reading-Ease	77.03	77.49	63.42	59.91	71.02	65.12	62.38	71.59

Discover Biology Volume 1, chapter 3

Key Figure	Subchapter									
	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10
EVP										
A1 <small>(% of types)</small>	38.41	38.89	46.51	41.55	45.87	38.95	42.98	46.72	33.79	38.89
EVP										
B2 <small>(% of types)</small>	9.14	10.42	8.08	11.27	6.42	8.61	11.80	8.62	8.97	9.72
EVP										
C1 <small>(% of types)</small>	1.73	4.17	1.00	3.52	3.67	0.75	2.75	1.17	1.38	1.39
BNC	485.0	340.0	310.0	580.0	190.0	490.0	625.0	180.0	190.0	420.00
50th	0	0	0	0	0	0	0	0	0	
above median CEFR- level <small>(% of types)</small>	13.59	29.17	25.72	4.93	37.61	9.73	1.09	38.70	44.14	23.61
BNC unlisted <small>(% of types)</small>	5.22	5.18	8.29	5.63	12.96	9.25	5.55	9.18	11.47	11.26
AWL <small>(% of types)</small>	5.85	9.59	5.44	4.86	6.36	4.43	9.39	6.93	2.76	5.53
MTLD	63.79	41.35	39.66	31.98	30.13	76.91	42.16	33.56	64.33	66.37
Nominal Elements	3.02	3.87	2.81	2.58	2.47	3.15	3.27	2.42	3.00	4.00
Verbal Elements	2.12	2.27	1.83	1.47	1.65	2.26	1.76	1.45	1.75	1.88
Flesch- Reading- Ease	61.46	60.12	66.76	70.52	52.85	67.03	66.17	65.99	67.72	61.32

Discover Biology Volume 1, chapter 4

Key Figure	Subchapters						
	4.1	4.2	4.3	4.4	4.5	4.6	4.7
EVP A1 (% of types)	49.21	44.86	46.47	42.73	45.17	43.48	44.97
EVP B2 (% of types)	8.90	8.96	7.64	5.45	7.01	4.35	6.51
EVP C1 (% of types)	4.71	1.67	1.85	0.91	1.75	1.09	1.78
BNC 50th	240.00	425.00	565.00	420.00	365.00	660.00	530.00
above median CEFR-level (% of types)	26.70	22.03	2.36	17.72	0.00	8.88	14.83
BNC unlisted (% of types)	5.00	9.31	6.48	10.90	8.16	12.28	6.20
AWL (% of types)	6.57	6.29	7.25	3.18	5.99	1.09	5.81
MTLD	72.94	87.22	81.90	77.64	91.73	82.59	81.39
Nominal Elements	3.65	3.24	3.13	2.80	3.02	2.67	3.47
Verbal Elements	3.47	1.66	1.65	1.93	2.11	1.42	2.21
Flesch- Reading- Ease	59.62	58.63	66.74	67.91	58.73	74.54	71.85

Discover Biology Volume 1, chapter 5

Key Figure	Subchapter									
	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	5.10
EVP A1 (% of types)	42.31	46.19	46.32	38.89	33.53	43.10	37.40	31.11	33.99	39.64
EVP B2 (% of types)	11.14	9.84	6.62	9.26	8.98	6.90	13.01	10.67	16.34	9.01
EVP C1 (% of types)	1.40	1.48	2.21	1.85	1.20	4.02	2.44	1.33	3.92	2.70
BNC	430.0	460.0	340.0	560.0	480.0	340.0	480.0	210.0	390.0	330.0
50th	0	0	0	0	0	0	0	0	0	0
above median CEFR-level (% of types)	27.92	27.55	19.13	12.34	10.18	21.27	15.45	39.55	35.29	21.62
BNC unlisted (% of types)	7.04	7.85	10.81	5.26	10.82	11.38	8.19	12.13	9.72	9.81
AWL (% of types)	7.14	4.71	3.65	6.06	3.03	5.11	7.26	6.17	9.74	6.31
MTLD	73.56	67.40	51.60	46.98	42.19	86.86	64.29	73.87	59.69	114.23
Nominal Elements	2.86	2.51	2.88	3.56	3.89	3.68	5.00	3.54	4.12	1.94
Verbal Elements	2.40	1.80	2.12	2.22	2.00	2.05	1.82	1.64	2.19	1.06
Flesch-Reading-Ease	61.58	74.82	79.04	58.67	64.07	64.27	53.09	55.35	53.59	74.02

Mathematics Grade 7, Algebra and Geometry

Key Figure	Subchapter	
	Algebra	Geometry
EVP A1 (% of types)	49.21	55.91
EVP B2 (% of types)	7.29	6.07
EVP C1 (% of types)	1.41	2.08
BNC 50th	363.00	302.00
above median CEFR level (% of types)	24.52	21.93
BNC unlisted (% of types)	7.20	6.56
AWL (% of types)	6.78	2.59
MTLD	33.02	36.02
Nominal Elements	1.44	0.80
Verbal Elements	0.75	0.70
Flesch-Reading-Ease	74.05	70.57

Mathematics Grade 9, Algebra and Geometry

Key Figure	Subchapter	
	Algebra	Geometry
EVP A1 (% of types)	49.66	43.49
EVP B2 (% of types)	7.95	6.06
EVP C1 (% of types)	1.94	2.18
BNC 50th	266.00	307.00
above median CEFR level (% of types)	26.89	23.72
BNC unlisted (% of types)	7.38	11.63
AWL (% of types)	4.94	7.84
MTLD	33.05	41.88
Nominal Elements	1.45	1.48
Verbal Elements	0.85	0.63
Flesch-Reading-Ease	66.15	71.94

12.4 Topic Mapping of Maths Material to German Curriculum

topic	subtopic	grade in DE	grade in UK	grade in US	textbook
Graphs, tables, and terms	technical terms of graphs	7.1	Key Stage 2	7	Framework 7c, A5 (p.223); Grade 7 Workbook Section 6.6 & 12.3; Elevate LVL 34, Chapter 2
	relationship of data			7	
	proportional/inversely proportional			7	
	terms to calculate equations			7	
Angles and intersecting lines	angle/plain angle/ off-axis angle	7.2	Key Stage 2	7	Framework 7c, S5 (p.245); Grade 7 Workbook, Section 2; Grade 7 CGP KS3 Section 13; Elevate 1 LVL 56, Ch9
	acute/ reflex angle, adjacent angle			7	
	parallel/ parallelism			7	
	angular sum			7	
	polygon			7	
	perpendicular bisector			7	
	vertex			7	
	circle			7	
median	7				
Systems of linear equations	linear/simple equations	9.1	Key Stage 3	High School	Grade 7 CGP KS 3, Section 6.4 Elevate 1, LVL 45, Chapters 9&6
	linear relationship				
	substitution				
	accumulation				
	linear inequation				
	linear optimization				
	system of linear inequation				

Pythagoras Theorem

square shapes

elements of a right angled triangle

pq formula

9.2

Key Stage 4

8

8

8

8

GCSE Mathematics, Higher Course,
Edexcel

Topics in Mathematics were split between Algebra and Geometry and matched to the corresponding grades in Germany, the UK, and the US. Accordingly, material was selected from the English textbooks at hand; the selections are also listed in this table.

12.4 Data Treatment: Substitution of Technical Terms in Mathematics

Terms substituted with explanations from OALD.com, Longman Mathematics Handbook, or from the material itself:

Mathematical Term	Substitute	Source
inverse(Oxford University Press)	<i>opposite in amount or position to something else</i>	OALD
proportion(al)(Selkirk 1991: chap. proportion)	<i>two or more numbers or quantities which are always in the same ratio are said to be in</i>	Longman
ration		
square	<i>the product of any number with itself</i>	Longman
cylindrical	<i>a solid or hollow figure with round ends and long straight sides</i>	OALD
equation	<i>two expressions which are equal</i>	Longman
integer	<i>a whole number</i>	OALD
coefficient	<i>a number that is placed before another quantity and that multiplies it</i>	OALD

linear	<i>(...)able to be represented by a straight line</i>	OALD
quadrants	<i>a quarter of a plane bounded by the axes</i>	Longman
formula(e)	<i>a statement that links two variables</i>	OALD
rectangle	<i>a flat shape with four straight sides, two of which are longer than the other two, and four angles of 90°</i>	OALD
perimeter	<i>the total length of a closed curve,</i> <i>the total length of the outside edge of an area or a shape</i>	Longman OALD
triangle	<i>a flat shape with three straight sides and three angles</i>	OALD
angle	<i>the space between two lines or surfaces that join, measured in degrees</i>	OALD
protractor	<i>an instrument with a scale of angles marked on it</i>	Longman
reflex angle	<i>an angle of more than 180°</i>	OALD
tetrahedron	<i>a solid shape with four flat sides that are triangles</i>	OALD
isosceles	<i>a flat shape with two of its three straight sides the same length</i>	OALD

prism	<i>having a shape like a flat shape with four straight sides, two of which are longer than the other two, and four angles of 90°.</i>	OALD
equilateral	<i>having equal sides</i>	Longman
square-based	<i>having two sides equal in length</i>	Longman
quadrilaterals	<i>a flat shape with four straight sides</i>	OALD
parallelogram	<i>a flat shape with four straight sides, the opposite sides being the same distance apart at every point and equal to each other</i>	OALD
rhombus	<i>a flat shape with four equal sides and four angles which are not 90°</i>	OALD
trapezium	<i>a flat shape with four straight sides, one pair of opposite sides being parallel (= the same distance apart at every point) and the other pair not parallel</i>	OALD
symmetry	<i>the exact match in size and shape between two halves, parts or sides of something</i>	OALD
isometric paper	<i>relating to a style of drawing in three dimensions without perspective</i>	OALD

obtuse	<i>greater than 90° but less than 180°</i>	OALD
acute angle	<i>an angle of less than 90°</i>	OALD
hexagon	a 6-sided polygon	material
octagon	a 8-sided polygon	material
polygon	<i>a flat shape with at least three straight sides and angles, and usually five or more</i>	OALD
pentagon	a 5-sided polygon	material
heptagon	a 7-sided polygon	material
nonagon	a 9-sided polygon	material
dodecagon	a 12-sided polygon	material
decagon	a 10-sided polygon	material
tessellation	<i>an arrangement of shapes fitted closely together with no spaces in between, especially in a repeated pattern; the act of arranging something in this way</i>	OALD
scalene triangle	<i>flat shape whose three sides are all of different lengths</i>	OALD
rotational	<i>connected with the action of moving in a circle around a central fixed point</i>	OALD

Perpendicular	<i>forming an angle of 90° with another line or surface; <u>vertical</u> and going straight up</i>	OALD
Adjacent	<i>Next to something</i>	OALD
Bisect	<i>to divide something into two equal parts</i>	OALD
Concave	<i>Curving in</i>	OALD
Convex	<i>Curving out</i>	OALD
Polygon	<i>a flat shape with at least three straight sides and angles, and usually five or more</i>	OALD
Vertical	going straight up or down from a level surface or from top to bottom in a picture	OALD
Horizontal	flat and level; going across and parallel to the ground rather than going up and down	OALD
Theorem	a rule or principle, especially in mathematics, that can be proved to be true	OALD

Oxford University Press. inverse. *Oxford Advanced Learner's Dictionary*. Oxford University Press. <https://www.oxfordlearnersdictionaries.com> (15 July, 2021).

Selkirk, Keith. 1991. *Longman mathematics handbook: the language and concepts of mathematics explained*. Harlow: Longman [u.a.].

12.6 Mapping Tables of Discourse Function to Potential CEFR level

For all subjects analyzed, the discourse functions were evaluated independently of texts or tasks to arrive at a preliminary scope of potentially required CEFR levels before conducting the actual task analysis.

12.6.1 History

Each operating function has two sides of requirements/demand towards students: first, the information has to be received, hence receptive skills are addressed. The operating function “describe”, e.g., as simple as it may seem to describe something, requires students to identify and understand the aspect to be described. In History, descriptions can be based on an object in rem or a written source. After receptive processing, students need to put their findings either in oral production, hence productive skills of speaking are addressed. Likewise, students may also have to put their findings in writing, hence the productive skill of writing is required. Depending on the quality/complexity of the material to which the task and the corresponding operating function refers, different levels of the respective skills are addressed. In a source, e.g., that is given in rather colloquial yet historic language, the receptive side is probably less demanding and complex than in cases which refer to a complex text with a higher CEFR-level. The mapping of operating functions and CEFR levels refers to working with the textbook or written material. Therefore, listening as a receptive skill is not respected.

“Anforderungs bereich”	Operating Function	Definition ¹	Descriptor Skill ² : receptive/productive	Definition	CEFR- level
AFB1	Describe	Give details about what something or someone is like	Reading for information/argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	A2
				Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions. Can understand straightforward, factual texts on subjects relating to his/her interests or studies.	B1
			Speaking: Sustained Monologue: Giving Information	Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.	A1
				Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand.	B1

¹ Taken from Exploring History 1, 2010, half-title

² Taken from the CEFR - COMPANION VOLUME WITH NEW DESCRIPTORS

			Overall Production Written	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.	B1
			Written Reports and Essays	Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.	B1
AFB1	List	Write down information in a given order without commenting on it	Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	B1
			Overall Production Written	Can write simple, isolated phrases and/or sentences	A1
			Written reports and essays	Can write simple texts on familiar subjects of interest, linking sentences with connectors like “and”, “because” or “then”.	A2
AFB1	Show	Give information to be found in other material (sources, maps, etc.)	Reading for information/argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	A1
				Can identify specific information in simpler written material he/she encounters such as letters,	A2

				brochures and short newspaper articles describing events.	
			Sustained Monologue: giving information	Can explain the main points in an idea or problem with reasonable precision.	B1
				Can communicate detailed information reliably.	B2
			Overall Written Production	Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.	A2
				Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.	B1
			Written Reports and Essays	Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions. Can present a topic in a short report or poster, using photographs and short blocks of text.	B1
AFB2	Find out	Discover a fact or piece of information which is not explicitly mentioned	Reading for Information/Argument	Can obtain information, ideas and opinions from highly specialized sources within his/her field.	B2

			Written Reports and Essays	Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.	B1
			Sustained Monologue: giving information	Can explain the main points in an idea or problem with reasonable precision.	B1
				Can communicate detailed information reliably.	B2
AFB2	Compare	Put facts next to each other and decide what they have in common or what differentiates them – which factors are the same, similar, different or opposite	Reading for Information/Argument	Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.	B1
				Can obtain information, ideas and opinions from highly specialised sources within his/her field.	B2
			Overall Spoken Production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	B2
			Sustained Monologue: Putting a Case	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	B1
			Written reports and essays	Can evaluate different ideas or solutions to a problem	B2

AFB2	Analyze	Study or examine something in detail in order to understand and explain it	Reading Information/Argument for	Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.	B1
				Can obtain information, ideas and opinions from highly specialized sources within his/her field. Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	B2
				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	C1
			Overall Production Spoken	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	B2
				Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	C1
			Sustained Monologue: Giving Information	Can communicate detailed information reliably.	B2

				Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other.	C1
			Sustained Monologue: Putting a Case	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	B2
			Written Reports and Essays	Can summarize...about accumulated factual information...with some confidence.	B1
				Can synthesize information and arguments from a number of sources. Can evaluate different ideas or solutions to a problem.	B2
				Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	C1

AFB2	Assess	Carefully consider a situation, person or problem to make a judgement	Reading Information/Argument for	Can understand straightforward, factual texts of subjects relating to his/her study...provided he/she has enough time for re-reading.	B1
				Can obtain information, ideas and opinions from highly specialized sources within his/her field. Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	B2
				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	C1
			Overall Production Spoken	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	B1
				Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	B2
				Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	C1
			Sustained Monologue: Putting a Case	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.	B2

				Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	
				Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.	C1
			Written Reports and Essays	Can summarize, report and give his/her opinion about accumulated factual information ...	B1
				Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	C1
AFB3	Explain	Tell something in a way that helps to understand it better	Reading for Information/Argument	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	C1
			Sustained Monologue: Giving Information	Can communicate complex information and advice on the full range of matters related to his/her occupational role.	B2

				Can communicate detailed information reliably.	
				Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other.	C1
			Sustained monologue: putting a case	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.	B2
			Overall Written Production	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources	B2
			Written Reports and Essays	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	C1
				Can write a detailed description of a complex process.	B2
AFB3	Discuss	Talk about something in detail, coming to a reasoned opinion	Reading Information/Argument for	Can obtain information, ideas and opinions from highly specialized sources within his/her field. Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	B2

				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	C1
			Sustained Monologue: Putting a Case	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	B2
				Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.	C1
			Written Reports and Essays	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	C1
AFB3	Argue	Give reasons why you believe that something is wrong/tight or true/false	Reading for Information/Argument	Can understand straightforward, factual texts on subjects relating to his/her interests or studies.	B1

				Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).	
				Can obtain information, ideas and opinions from highly specialized sources within his/her field. Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	B2
				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	C1
			Sustained Monologue: Putting a Case	Can develop an argument well enough to be followed without difficulty most of the time. Can give simple reasons to justify a viewpoint on a familiar topic.	B1
				Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument. Can explain a viewpoint on a topical issue giving	B2

				the advantages and disadvantages of various options.	
				Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.	C1
			Written Reports and Essays	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	C1
AFB3	Give an opinion	State a reasoned opinion about a (historical) fact in this context	Reading Information/Argument for	Can obtain information, ideas and opinions from highly specialized sources within his/her field. Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	B2
				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	C1
			Sustained Monologue: Putting a Case	Can construct a chain of reasoned argument. Can explain a viewpoint on a topical issue giving	B2

				the advantages and disadvantages of various options.	
				Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.	C1
			Written Reports and Essays	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	B2
				Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	C1

12.6.2 Geography

For Geography, a list of operating functions for bilingual Geography classes published by the Ministry for Schools and Education of North Rhine-Westphalia serves as reference since Rhineland Palatinate published only a condensed version for this context, which covers only six functions, three each for the lower two “Anforderungsbereiche”. A closer look reveals that the definitions for those functions to be used in bilingual classes were attenuated, e.g. while “beschreiben” requires students to apply an appropriate use of subject-related terminology in connected and sequential description, the bilingual pendant “describe” requires only coherence but excludes the explicit mentioning of terminology. Furthermore, operating functions for the most challenging “Anforderungsbereich 3” are not defined for bilingual classes for RLP. Since the selected textbook, Diercke Geography for bilingual classes, uses operating functions addressing “Anforderungsbereich 3” in the target language, the RLP list of six operating functions for bilingual classes is complemented with entries from North Rhine-Westphalia.

“Anforderungs- bereich”	Operating Function	Definition ³	Descriptor Skill ⁴ : receptive/productive	Definition	CEFR- level
AFB1	Describe	Give details about what something or someone is like	Reading for information/argument	Can get the idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	A1
				Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	A2

³ Taken from Ministry for Schools and Education, North Rhine- Westphalia

⁴ Taken from the CEFR - COMPANION VOLUME WITH NEW DESCRIPTORS

				<p>Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.</p> <p>Can understand straightforward, factual texts on subjects relating to his/her interests or studies.</p>	B1
			Speaking: Sustained Monologue: Giving Information	Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.	A1
				Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand.	B1
			Overall production spoken	Can give a simple description or presentation (...) as a short series of simple phrases and sentences linked into a list.	A2
			Overall Production Written	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.	B1
			Written Reports and Essays	Can write simple texts on familiar subjects of interest, linking sentences with connectors (...)	A2

				Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.	B1
AFB1	Collect/ list (NRW)/ name	Gather and write down information without commenting on it	Reading for orientation	Can find specific information in practical, concrete, predictable texts provided they are written in simple language	A2
				Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Can scan through straightforward, factual texts (...) identify what they are about and decide whether they contain information that might be of practical use.	B1
			Sustained monologue: giving information	Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.	A1
				Can report straightforward factual information on a familiar topic, e.g. to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand.	B1

			Overall production spoken	Can give a simple description or presentation (...) as a short series of simple phrases and sentences linked into a list.	A2
			Overall Production Written	Can write simple, isolated phrases and/or sentences	A1
			Written reports and essays	Can write simple texts on familiar subjects of interest, linking sentences with connectors like “and”, “because” or “then”.	A2
AFB1	Present/ Outline (NRW)	Illustrate information and (factual) connections in an ordered manner, using either diagrams/pictures or verbal elaborations	Reading for information/argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	A1
				Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	A2
			Addressing Audiences	Can give a short, rehearsed basic presentation on a familiar subject (...) briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of questions.	A2

				<p>Can give a prepared straightforward presentation on a familiar topic in which the main points in an idea or problem are explained with reasonable precision.</p> <p>Can take follow up questions but may have to ask for repetition...</p>	B1
				<p>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. (...) in support of or against a particular point of view (...)</p> <p>Can take a series of follow up questions with a degree of fluency (...) which poses no strain for him/herself or the audience.</p>	B2
			Overall Production	Written Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.	A2
				Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.	B1
			Written Reports and Essays	<p>Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.</p> <p>Can present a topic in a short report or poster, using photographs and short blocks of text.</p>	B1

AFB1-2	Locate	To spatialize Case Studies/ regional or zonal examples in known topographic patterns	Reading for Orientation	Can recognize familiar names, words and very basic phrases in simple everyday material...	A1
				Can locate specific information (...) and isolate information required Can find specific, predictable information in simple everyday material (...)	A2
			Sustained Monologue: giving information	Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance	A1
				Can give simple directions (...) using basic expressions (...) along with sequential connectors (...)	A2
			Overall written production	Can write simple isolated phrases and sentences	A1
			Written reports and essays	Can write simple texts on familiar subjects of interest, linking sentences with connectors (...)	A2
AFB 1-2	Characterize	Describe spatial or factual aspects/processes based on typical criteria with distinct focus	Reading for information and argument	Can understand a short factual description or report within own field, provided that it is written in simple language and does not contain unpredictable detail	A2
				Can understand straightforward, factual texts on subjects relating to their interests or studies	B1

			Overall spoken production	Can give a simple description or presentation (...) as a short series of simple phrases and sentences linked into a list.	A2
				Can reasonable fluently sustain a straightforward description of a variety of subjects within their field of interest, presenting it as a linear sequence of points	B1
			Sustained monologue: giving information	Can explain the main points in an idea or problem with reasonable precision Can describe how to do something, giving detailed instructions	B1
				Can communicate detailed information reliably. Can give a clear, detailed description of (...) a procedure.	B2
			Written reports and essays	Can write simple texts on familiar subjects of interest, linking sentences with connectors (...)	A2
				Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions	B1
AFB 1-2	Point out	Highlight correlations of known or retrievable information in a systematic manner (graphically/verbally)	Reading for information and argument	Can understand a short factual description or report within own field, provided that it is written in simple language and does not contain unpredictable detail Can identify specific information in simpler written material (...)	A2

				Can understand straightforward, factual texts on subjects relating to their interests or studies	B1
			Overall spoken production	Can give a simple description or presentation (...) as a short series of simple phrases and sentences linked into a list.	A2
				Can reasonable fluently sustain a straightforward description of a variety of subjects within their field of interest, presenting it as a linear sequence of points	B1
			Sustained monologue: giving information	Can explain the main points in an idea or problem with reasonable precision Can describe how to do something, giving detailed instructions	B1
			Written reports and essays	Can write simple texts on familiar subjects of interest, linking sentences with connectors (...)	A2
				Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions	B1
AFB2	Compare	Put facts next to each other and decide what they have in common or what differentiates them – which factors are the same, similar, different or opposite	Reading for Information/Argument	Can understand the main points of short texts Can pick out the main information in (...) simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text	A2
				Can understand most factual information that he/she is likely to come across on familiar subjects	B1

				of interest, provided he/she has sufficient time for re-reading.	
				Can obtain information, ideas and opinions from highly specialized sources within his/her field.	B2
			Overall Production	Spoken Can give a simple description or presentation (...) as a short series of simple phrases and sentences linked into a list.	A2
				Can reasonable fluently sustain a straightforward description of a variety of subjects within their field of interest, presenting it as a linear sequence of points	B1
				Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	B2
			Sustained monologue: giving information	Can explain the main points in an idea or problem with reasonable precision	B1
			Addressing Audiences	Can give a prepared presentation on a familiar topic within their field outlining similarities and differences	B1

			Written reports and essays	Can summarize, report and give their opinion on accumulated factual information (...) within in their field with some confidence.	B1
AFB 2	Classify	Assign spatial and/or factual aspects to a distinct position in an order/pattern based on determined characteristics	Reading for information and argument	Can understand the main points of short texts Can pick out the main information in (...) simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text	A2
				Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.	B1
				Can obtain information, ideas and opinions from highly specialized sources within his/her field.	B2
			Overall production spoken	Can give a simple description or presentation (...) as a short series of simple phrases and sentences linked into a list.	A2
				Can reasonable fluently sustain a straightforward description of a variety of subjects within their field of interest, presenting it as a linear sequence of points	B1
			Sustained monologue: giving information	Can explain the main points in an idea or problem with reasonable precision	B1

				Can communicate complex information and advice on the full range of matters related to his/her occupational role. Can communicate detailed information reliably.	B2
			Sustained monologue: putting a case	Can briefly give reasons and explanations for opinions, plans and actions.	B1
				Can construct a chain of reasoned argument	B2
			Written reports and essays	Can write simple texts on familiar subjects of interest, linking sentences with connectors (...)	A2
				Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions	B1
AFB2	Explain	Tell something in a way that helps to understand it better	Reading Information/Argument for	Can understand a short factual description or report within their field, provided that it is written in simple language and does not contain unpredictable detail	A2
				Can understand straightforward, factual texts on subjects relating to their fields or studies Can understand short texts on subjects that are familiar or on current interest in which people give their points of view...	B1
				Can understand articles and reports concerned with contemporary problems in which the writer adopts particular stances or viewpoints	B2
				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer	C1

				points of detail including attitudes and implied as well as stated opinions.	
			Overall production spoken	Can give a simple description or presentation (...) as a short series of simple phrases and sentences linked into a list.	A2
			Sustained Monologue: Giving Information	Can explain the main points in an idea or problem with reasonable precision	B1
				Can communicate complex information and advice on the full range of matters related to his/her occupational role. Can communicate detailed information reliably.	B2
				Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other.	C1
			Sustained monologue: putting a case	Can give simple reasons to justify a viewpoint on a familiar topic Can develop an argument well enough to be followed without difficulty most of the time	B1
				Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	B2
			Overall Production Written	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources	B2
			Written Reports and Essays	Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and', 'because', or 'then'	A2

				Can summarize...about accumulated factual information...with some confidence.	B1
				Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	B2
				Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	C1
				Can write a detailed description of a complex process.	B2
AFB 2	Illustrate	Clarify correlations with the help of additional subject-related information (graphical/verbal), technical terms	Reading for information and argument	Can understand the main points of short texts Can pick out the main information in (...) simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text	A2
				Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.	B1
				Can obtain information, ideas and opinions from highly specialized sources within his/her field.	B2

			Overall production	spoken	Can give a simple description or presentation (...) as a short series of simple phrases and sentences linked into a list.	A2
					Can reasonable fluently sustain a straightforward description of a variety of subjects within their field of interest, presenting it as a linear sequence of points	B1
			Sustained monologue: giving information		Can explain the main points in an idea or problem with reasonable precision	B1
					Can communicate complex information and advice on the full range of matters related to his/her occupational role. Can communicate detailed information reliably.	B2
			Sustained monologue: putting a case		Can briefly give reasons and explanations for opinions, plans and actions.	B1
			Addressing Audiences		Can give a short, rehearsed basic presentation on a familiar subject (...) briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of questions.	A2
					Can give a prepared straightforward presentation on a familiar topic in which the main points in an idea or problem are explained with reasonable precision.	B1

				Can take follow up questions but may have to ask for repetition...	
			Overall production written	Can write simple isolated phrases and sentences	A1
			Written reports and essays	Can write simple texts on familiar subjects of interest, linking sentences with connectors (...)	A2
				Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions	B1
AFB2-3	Analyze	Study or examine something in detail in order to understand and explain it	Reading Information/Argument for	Can understand the main points of short texts Can pick out the main information in (...) simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text	A2
				Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.	B1
				Can obtain information, ideas and opinions from highly specialized sources within his/her field. Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	B2
				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer	C1

				points of detail including attitudes and implied as well as stated opinions.	
			Overall Production Spoken	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	B2
				Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	C1
			Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within their field of interest	B1
				Can give clear, detailed descriptions on a wide range of subjects related to their field of interest	B2
			Sustained Monologue: Giving Information	Can explain the main points in an idea or problem with reasonable precision.	B1
				Can communicate detailed information reliably.	B2
				Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other.	C1
			Sustained Monologue: Putting a Case	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.	B2

				Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	
			Written Reports and Essays	Can summarize...about accumulated factual information...with some confidence.	B1
				Can synthesize information and arguments from a number of sources. Can evaluate different ideas or solutions to a problem.	B2
				Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	C1
AFB 2-3	Apply	Relate theories, models, norms to a specific example (case/spatial/facts)	Reading for information and argument	Can understand the main points of short texts Can pick out the main information in (...) simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text	A2
				Can understand most factual information that he/she is likely to come across on familiar	B1

				subjects of interest, provided he/she has sufficient time for re-reading.		
			Overall production	spoken	Can give a simple description or presentation (...) as a short series of simple phrases and sentences linked into a list.	A2
					Can reasonable fluently sustain a straightforward description of a variety of subjects within their field of interest, presenting it as a linear sequence of points	B1
			Sustained monologue:	giving information	Can explain the main points in an idea or problem with reasonable precision	B1
			Written reports and essays		Can write simple texts on familiar subjects of interest, linking sentences with connectors (...)	A2
					Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions	B1
AFB3	Assess	Carefully consider a situation, person or problem to make a judgement	Reading Information/Argument	for	Can understand straightforward, factual texts of subjects relating to his/her study...provided he/she has enough time for re-reading.	B1
					Can obtain information, ideas and opinions from highly specialized sources within his/her field. Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	B2
					Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	C1

			Overall Production Spoken	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	B1
				Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	B2
				Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	C1
			Sustained Monologue: Putting a Case	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	B2
				Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.	C1
			Written Reports and Essays	Can summarize, report and give his/her opinion about accumulated factual information ...	B1

				<p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p>	C1
AFB3	Discuss	Talk about something in detail, coming to a reasoned opinion	Reading Information/Argument for	Can understand straightforward, factual texts of subjects relating to his/her study...provided he/she has enough time for re-reading.	B1
				<p>Can obtain information, ideas and opinions from highly specialized sources within his/her field.</p> <p>Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.</p>	B2
				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	C1
			Sustained monologue: giving information	Can explain the main points in an idea or problem with reasonable precision	B1
				Can communicate detailed information reliably	B2
			Sustained Monologue: Putting a Case	Can give simple reasons to justify a viewpoint on a familiar topic	B1

				Can develop an argument well enough to be followed without difficulty most of the time	
				Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	B2
				Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.	C1
			Written Reports and Essays	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	C1
AFB3	Evaluate	Develop a qualified opinion/a well-founded, science-based point of view based on information and knowledge on	Reading Information/Argument for	Can understand straightforward, factual texts on subjects relating to his/her interests or studies.	B1

		the subject matter and disclose/ reflect upon criteria applied			
				Can obtain information, ideas and opinions from highly specialized sources within his/her field. Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	B2
				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	C1
			Sustained Monologue: Putting a Case	Can develop an argument well enough to be followed without difficulty most of the time. Can give simple reasons to justify a viewpoint on a familiar topic.	B1
				Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	B2

				Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.	C1
			Written Reports and Essays	Can evaluate different ideas or solutions to a problem	B2
				Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	C1
AFB3	Comment on	State a reasoned opinion about a fact/ a thesis	Reading Information/Argument for	Can identify specific information in simpler written material	A2
				Can understand straightforward, factual texts on subjects relating to his/her interests or studies.	B1
				Can obtain information, ideas and opinions from highly specialized sources within his/her field. Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	B2
				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social,	C1

				professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	
			Sustained Monologue: Putting a Case	Can develop an argument well enough to be followed without difficulty most of the time. Can give simple reasons to justify a viewpoint on a familiar topic.	B1
				Can construct a chain of reasoned argument. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	B2
				Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.	C1
			Sustained monologue: Describing Experience	Can describe everyday aspects of their environment (...)	A2
				Can describe events, real or imagined. Can narrate a story. Can reasonably fluently relate a straightforward narrative or description as a sequence of points.	B1

			Written Reports and Essays	Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.	B1
				Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	B2
				Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	C1
AFB 3	Verify	Question statements or theses with the help of specific situations and determine correct-/appropriateness, highlight possible discrepancies	Reading for information and argument	Can understand straightforward, factual texts on subjects relating to his/her interests or studies.	B1
				Can obtain information, ideas and opinions from highly specialized sources within his/her field. Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	B2
				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer	C1

				points of detail including attitudes and implied as well as stated opinions.	
			Sustained Monologue: Putting a Case	Can develop an argument well enough to be followed without difficulty most of the time. Can give simple reasons to justify a viewpoint on a familiar topic.	B1
				Can construct a chain of reasoned argument. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	B2
				Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.	C1
			Written Reports and Essays	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	B2
				Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	C1

AFB 3	Justify	Develop a reasoned argument and highlight topical correlations/connections on complex basic considerations/theses	Reading for information and argument	Can understand straightforward, factual texts on subjects relating to his/her interests or studies.	B1
				Can obtain information, ideas and opinions from highly specialized sources within his/her field. Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	B2
				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	C1
			Sustained Monologue: Putting a Case	Can give simple reasons to justify a viewpoint on a familiar topic. Can briefly give reasons and explanations for opinions, plans, and actions.	B1
				Can construct a chain of reasoned argument. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	B2
				Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.	C1

			Written Reports and Essays	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	B2
				Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	C1

12.6.3 Biology

All subjects or rather the teaching thereof are or is based on discourse within classes. To do so, a list of so-called discourse functions, i.e. verbs that trigger various classroom activities with differing demands fostering different learning outcomes. For Biology, the operating functions range from descriptions to drawing to mathematical operations. All of them have two sides of requirements/ demand towards students: first, the information has to be received, hence receptive skills are addressed. Afterwards, students have to put their findings both in words and in writing, which addressed the productive skills of speaking and writing. The evaluation of the task, the material and the required student output to work the task in a sufficiently appropriate manner define the level within the CEFR.

Anforderungs- bereich	Operating function	Definition ⁵	Descriptor receptive/productive ⁶ skill	Can-Do-Statement	CEFR- level
2	derive / deduce / draw conclusions from	Come to appropriate conclusions based on knowledge and findings.	Reading for information and argument	Can pick out the main information in (...) simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of a text	A2
				Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading Can understand straightforward, factual texts on subjects relating to their interests or studies	B1

⁵ based on Mapping of German discourse functions to English equivalents for Biology

⁶ Taken from the CEFR – COMPANION VOLUME WITH NEW DESCRIPTORS 2018

				<p>Can obtain information from highly specialized sources within their field.</p> <p>Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships</p>	B2
			Overall spoken production	<p>Can give a simple description or presentation of (...) living or working conditions, daily routines (...) as a short series of simple phrases or sentences linked into a list</p>	A2
			Sustained monologue: giving information	<p>Can explain the main points in an idea or problem with reasonable precision</p> <p>Can describe how to do something, giving detailed instructions</p>	B1
				<p>Can communicate detailed information reliably</p>	B2
			Sustained monologue: putting a case	<p>Can briefly give reasons and explanations for opinions, plans and actions</p>	B1
				<p>Can construct a chain of reasoned argument</p>	B2
			Written reports and essays	<p>Can give their impressions and opinions in writing about topics of personal interest (e.g. lifestyle and culture, stories) using basic everyday vocabulary and expressions</p>	A2
				<p>Can write a very brief report to a standard conventionalized format, which pass on accumulated factual information on familiar routine and non-routine matter within their field with some confidence</p>	B1

				Can write a detailed description of a complex process Can synthesize information and arguments from a number of sources	B2
				Can write clear, well-structured expositions of complex subjects, underlining relevant, salient issues	C1
2	Assess	Carefully consider a situation, person or problem to make a judgement on size/magnitude/scale	Reading Information/Argument for	Can understand straightforward, factual texts of subjects relating to his/her study...provided he/she has enough time for re-reading.	B1
				Can obtain information, ideas and opinions from highly specialized sources within his/her field. Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	B2
				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	C1
			Overall Spoken Production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	B1
				Can give clear, systematically developed descriptions and presentations, with	B2

				appropriate highlighting of significant points, and relevant supporting detail.	
				Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	C1
			Sustained Monologue: Putting a Case	Can express opinions on subjects relating to everyday life, using simple expressions	B1
				Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	B2
				Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.	C1
			Written Reports and Essays	Can summarize, report and give his/her opinion about accumulated factual information ...	B1

				<p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p>	B2	
2	analyse <i>BE</i> / analyze AE,	systematically take apart matter and elaborate on statements, characteristics, aspects or circumstances focussing on a specific problem	Reading Information/Argument	for	<p>Can understand the main points of short texts</p> <p>Can pick out the main information in (...) simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text</p>	A2
					<p>Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.</p>	B1
					<p>Can obtain information, ideas and opinions from highly specialized sources within his/her field. Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.</p>	B2

				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	C1
			Overall Spoken Production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	B2
				Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	C1
			Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within their field of interest	B1
				Can give clear, detailed descriptions on a wide range of subjects related to their field of interest	B2
			Sustained Monologue: Giving Information	Can explain the main points in an idea or problem with reasonable precision.	B1
				Can communicate detailed information reliably.	B2

				Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other.	C1
			Sustained Monologue: Putting a Case	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	B2
			Written Reports and Essays	Can summarize...about accumulated factual information...with some confidence.	B1
				Can synthesize information and arguments from a number of sources. Can evaluate different ideas or solutions to a problem.	B2
				Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	C1
2	apply	Relate obtained (biological) knowledge to a new problem/question at hand	Reading for information and argument	Can understand the main points of short texts Can pick out the main information in (...) simple articles in which figures, names,	A2

				illustrations and titles play a prominent role and support the meaning of the text	
				Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.	B1
			Overall spoken production	Can give a simple description or presentation (...) as a short series of simple phrases and sentences linked into a list.	A2
				Can reasonable fluently sustain a straightforward description of a variety of subjects within their field of interest, presenting it as a linear sequence of points	B1
			Sustained monologue: giving information	Can explain the main points in an idea or problem with reasonable precision	B1
			Overall written production	Can write simple, isolated phrases and/or sentences	A1
			Written reports and essays	Can write simple texts on familiar subjects of interest, linking sentences with connectors (...)	A2
				Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions Can summarize...about accumulated factual information...with some confidence.	B1
3	Hypothesize	Word a founded assumption concerning a biological phenomenon	Reading for information and argument	Can pick out the main information in (...) simple articles in which figures, names,	A2

				illustrations and titles play a prominent role and support the meaning of the text	
				Can understand straightforward, factual texts on subjects relating to their field of interest or studies.	B1
				Can obtain information from highly specialized sources within their field. Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships	B2
				Can understand in detail lengthy, complex texts, whether or not they relate to their own area of specialty, provided they can re-read difficult sections	C1
			Overall spoken production	Can give a simple description of (...) daily routines (...) as a short series of simple phrases or sentences linked into a list	A2
			Sustained monologue: giving information	Can describe the main points in an idea or problem with reasonable precision Can describe how to do something, giving detailed instructions	B1
				Can communicate detailed information reliably Can communicate complex information and advice on the full range of matters related to their occupational role	B2

				Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other	C1
			Sustained monologue: putting a case	Can briefly give reasons and explanations for opinions, plans and actions Can express opinions on subjects relating to everyday life, using simple expressions Can develop an argument well enough to be followed without difficulty most of the time	B1
				Can develop an argument systemically with appropriate highlighting of significant points, and relevant supporting detail	B2
			Written reports and essays	Can give their impressions and opinions in writing on topics of personal interest (...) using basic everyday vocabulary and expressions	A2
				Can summarize...about accumulated factual information...with some confidence. Can write a text on a topical subject of personal interest, using simple language (...) give and justify their opinion	B1
				Can synthesize information and arguments from a number of sources. Can evaluate different ideas or solutions to a problem.	B2

3	Evaluate	Contextualize data, single results or further elements, possibly compile a general statement and draw a conclusion accordingly	Reading for information and argument	Can understand straightforward, factual texts on subjects relating to his/her interests or studies.	B1
				Can obtain information, ideas and opinions from highly specialized sources within his/her field. Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	B2
				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	C1
			Sustained Monologue: Putting a Case	Can develop an argument well enough to be followed without difficulty most of the time. Can give simple reasons to justify a viewpoint on a familiar topic.	B1
				Can develop a clear argument, expanding and supporting his/her points of view at	B2

				<p>some length with subsidiary points and relevant examples.</p> <p>Can construct a chain of reasoned argument.</p> <p>Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	
				Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.	C1
			Written Reports and Essays	Can evaluate different ideas or solutions to a problem	B2
				<p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p>	C1
3	Justify	Attribute actual situations to rules, principles, or causal connections	Reading for information and argument	Can understand straightforward, factual texts on subjects relating to his/her interests or studies.	B1

				Can obtain information, ideas and opinions from highly specialized sources within his/her field. Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	B2
				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	C1
			Sustained Monologue: Putting a Case	Can give simple reasons to justify a viewpoint on a familiar topic. Can briefly give reasons and explanations for opinions, plans, and actions.	B1
				Can construct a chain of reasoned argument. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	B2
				Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.	C1
			Written Reports and Essays	Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and', 'because', or 'then'	A2

				Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	B2
				Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	C1
1	Name	Attribute terms and actual situations following a given structure	Reading for orientation	Can find specific information in practical, concrete, predictable texts provided they are written in simple language	A2
				Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Can scan through straightforward, factual texts (...) identify what they are about and decide whether they contain information that might be of practical use.	B1
			Sustained monologue: giving information	Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.	A1

				Can report straightforward factual information on a familiar topic, e.g. to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand.	B1
			Overall spoken production	Can give a simple description or presentation (...) as a short series of simple phrases and sentences linked into a list.	A2
			Overall Written Production	Can write simple, isolated phrases and/or sentences	A1
			Written reports and essays	Can write simple texts on familiar subjects of interest, linking sentences with connectors like “and”, “because” or “then”.	A2
1-3	calculate	determine by mathematical processes	Reading for orientation	Can locate specific information (...) and isolate information required	A2
				Can scan longer texts in order to locate desired information, and gather information from different parts of a text (...) to fulfill a specific task	B1
			Overall spoken production	Can produce simple mainly isolated phrases (...)	A1
				Can give a simple description of (...) daily routines (...) as a short series of simple phrases and sentences linked into a list	A2

			Sustained monologue: giving information	Can describe how to do something, giving detailed instructions	B1
				Can give a clear, detailed description of how to carry out a procedure	B2
			Overall written production	Can write simple isolated phrases and sentences	A1
				Can write a series of simple phrases and sentences linked with simple connectors	A2
2	Describe	Give details about what structures, actual situations or correlations are like using own words and appropriate subject-specific terminology	Reading information/argument for	Can get the idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	A1
				<p>Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.</p> <p>Can understand a short factual description or report within their own field, provided that it is written in simple language and does not contain unpredictable detail.</p> <p>Can pick out the main information in (...) simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text</p>	A2

				<p>Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.</p> <p>Can understand straightforward, factual texts on subjects relating to his/her interests or studies.</p>	B1
			Speaking: Sustained Monologue: Giving Information	Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.	A1
				Can give simple directions using basic expressions	A2
				Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand.	B1
			Sustained monologue: describing experience	Can use simple descriptive language to make brief statements about and compare objects and possessions	A2
				Can give straightforward descriptions on a variety of familiar subjects within their field	B1
			Overall spoken production	Can give a simple description or presentation (...) as a short series of simple phrases and sentences linked into a list.	A2

			Sustained monologue: describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences	A2
			Overall Written Production	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.	B1
			Creative writing	Can write very short basic descriptions of events, past activities and personal experiences.	A2
			Written Reports and Essays	Can write simple texts on familiar subjects of interest, linking sentences with connectors (...)	A2
				Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.	B1
3	Give an opinion/ judge	express a reasoned opinion based on the application of subject-related knowledge and methodology	Reading for information and argument	Can understand straightforward, factual texts on subjects relating to his/her interests or studies.	B1

				Can obtain information, ideas and opinions from highly specialized sources within his/her field. Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	B2
				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	C1
			Sustained Monologue: Putting a Case	Can present their opinion in simple terms, provided listeners are patient.	A2
				Can give simple reasons to justify a viewpoint on a familiar topic. Can briefly give reasons and explanations for opinions, plans, and actions.	B1
				Can construct a chain of reasoned argument. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	B2

				Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.	C1
			Written Reports and Essays	Can give their impressions and opinions in writing on topics of personal interest (...) using basic everyday vocabulary and expressions	A2
				Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	B2
				Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	C1
3	prove	Support or contradict a thesis/predicament applying factual/objective arguments and logical deduction	Reading for information and argument	Can understand straightforward, factual texts on subjects relating to his/her field of interest	B1

				Can obtain information (...) from highly specialized sources within his/her field	B2
			Reading for orientation	Can scan through straightforward factual texts (...) identify what they are about and decide whether they contain information that might be of practical use	B1
			Overall spoken production	Can reasonably fluently sustain a straightforward description (...) presenting it as a linear sequence of points	B1
			Sustained monologue: giving information	Can communicate detailed information reliably	B2
			Sustained monologue: putting a case	Can briefly give reasons for opinions, plans and actions	B1
				Can construct a chain of reasoned argument	B2
				Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.	C1
			Overall written production	Can write simple isolated phrases and sentences	A1
				Can write a series of simple phrases and sentences linked with simple connectors	A2
			Written reports and essays	Can summarize, report and give opinion about accumulated factual information	B1

				Can write an essay or report that develops an argument, giving reasons in support of or against a particular point of view (...)	B2
				Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues	C1
1	Present	To give an account of / to illustrate actual situations, correlations, methods, events, etc. in a structured manner	Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	A2
				Can understand straightforward, factual texts on subjects relating to his/her field of interest	B1
			Addressing Audiences	Can give a short, rehearsed basic presentation on a familiar subject (...) briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of questions.	A2
				Can give a prepared straightforward presentation on a familiar topic in which the main points in an idea or problem are explained with reasonable precision. Can take follow up questions but may have to ask for repetition...	B1

				<p>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. (...) in support of or against a particular point of view (...)</p> <p>Can take a series of follow up questions with a degree of fluency (...) which poses no strain for him/herself or the audience.</p>	B2
			Overall Written Production	Can write simple isolated phrases and sentences	A1
				Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.	A2
				Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.	B1
			Written Reports and Essays	<p>Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.</p> <p>Can present a topic in a short report or poster, using photographs and short blocks of text.</p>	B1

3	discuss	Talk about statements or theses in detail, contrast and come to a reasoned conclusion	Reading Information/Argument for	Can understand straightforward, factual texts of subjects relating to his/her study...provided he/she has enough time for re-reading.	B1
				Can obtain information, ideas and opinions from highly specialized sources within his/her field. Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	B2
				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	C1
			Overall spoken production	Can give a simple description or presentation of (...)daily routines as a short series of simple phrases and sentences linked into a list.	
			Sustained monologue: giving information	Can explain the main points in an idea or problem with reasonable precision	B1
				Can communicate detailed information reliably	B2
			Sustained monologue: describing experience	Can give detailed accounts of experiences, describing feelings and reactions.	B1

			Sustained Monologue: Putting a Case	<p>Can give simple reasons to justify a viewpoint on a familiar topic</p> <p>Can develop an argument well enough to be followed without difficulty most of the time</p>	B1
				<p>Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.</p> <p>Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.</p>	B2
				<p>Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.</p>	C1
			Written Reports and Essays	<p>Can write give their impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories) using basic everyday vocabulary and expressions.</p>	A2
				<p>Can summarize, report and give their opinion about accumulated factual information on familiar routine/non-routine matters within their field.</p>	B1

				<p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p>	C1
1	Document	Take note on data, observations from experiments/examinations applying subject-specific terminology and illustration	Overall spoken production	Can give a simple description of (...) daily routines (...) as a short series of simple phrases linked into a list	A2
			Sustained monologue: giving information	<p>Can report straightforward factual information on a familiar topic, for example the nature of a problem (...) provided they can prepare beforehand</p> <p>Can describe how to do something, giving detailed instructions</p>	B1
				Can give a clear, detailed description of how to carry out a procedure	B2
			Overall written production	Can write simple isolated phrases and sentences	A1
			Written reports and essays	Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and', 'because', or 'then'	A2

				Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions	B1
				Can write a detailed description of a complex process	B2
2	explain	Give information about an actual situation, contextualize regarding rules, principles and causes to help to understand it better	Reading Information/Argument for	<p>Can understand a short factual description or report within their field, provided that it is written in simple language and does not contain unpredictable detail</p> <p>Can pick out the main information in (...) simpler articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text</p>	A2
				<p>Can understand straightforward, factual texts on subjects relating to their fields or studies</p> <p>Can understand short texts on subjects that are familiar or on current interest in which people give their points of view...</p>	B1
				Can understand articles and reports concerned with contemporary problems in which the writer adopts particular stances or viewpoints	B2
				Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life,	C1

				identifying finer points of detail including attitudes and implied as well as stated opinions.	
			Overall spoken production	Can give a simple description or presentation (...) as a short series of simple phrases and sentences linked into a list.	A2
				Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest presenting it as a linear sequence of points	B1
			Sustained monologue: describing experience	Can use simple descriptive language to make brief statements about and compare objects and possessions	A2
				Can give a straightforward description on a variety of familiar subjects within their field	B1
			Sustained Monologue: Giving Information	Can explain the main points in an idea or problem with reasonable precision Can describe how to do something, giving detailed instructions	B1
				Can communicate complex information and advice on the full range of matters related to his/her occupational role. Can communicate detailed information reliably.	B2

				Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other.	C1
			Sustained monologue: putting a case	Can give simple reasons to justify a viewpoint on a familiar topic Can briefly give reasons for opinions, plans and actions. Can develop an argument well enough to be followed without difficulty most of the time	B1
				Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	B2
			Overall Written Production	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources	B2
			Creative writing	Can write straightforward, detailed descriptions on a range of familiar subjects within their field of interest	B1
			Written Reports and Essays	Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and', 'because', or 'then'	A2
				Can summarize...about accumulated factual information...with some confidence.	B1
				Can write an essay or report which develops an argument, giving reasons in support of or	B2

				<p>against a particular point of view and explaining the advantages and disadvantages of various options.</p> <p>Can write a detailed description of a complex process.</p>	
				<p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p>	C1

12.6.4 Mathematics

The Kultusministerkonferenz has compiled a list of mathematical discourse functions frequently used in Mathematics classes for German schools in foreign countries. This general list is specialized for “Gymnasium” and provides all discourse functions and elaborates on the activity connected to or the purpose of the discourse function. It is more extensive as the list provided by the Institut für Qualitätsentwicklung für das Bildungswesen, which published a base list for German standards in the A-level exams (Abitur). Rhineland-Palatinate curricular standards refer to the latter but for this study, the former seems more appropriate. As a preliminary step towards the mapping of those discourse functions to CEFR descriptors, as was done with the functions for History, those German terms are mapped to English equivalents. Since a comprehensive and equivalent list could not be retrieved, a list based on different sources serves as source for the analysis of the linguistic requirements for mathematical operating functions.

German Action Verb	Definition	English Equivalent	definition/context of use	Required Activity in Mathematics (and linguistic characteristics)	Bloom’s Level
angeben, nennen	Objekte, Sachverhalte, Begriffe oder Daten ohne nähere Erläuterung, Begründung und ohne Darstellung von Lösungsansätzen oder Lösungswegen aufzählen	Name	To identify, specify or mention by name (Margret Kilgo 2021: 9)	Read task, identify underlying concept and transfer this onto present task, name and describe required concept in the specific context	Comprehension/ Understand
Anwenden	Eine bekannte Methode auf eine Problemstellung beziehen	Apply	Apply requires a student to use mathematical knowledge in a variety of situations (New York State Education Department 2019)	Read task, identify underlying concept, make use of the concept in the specific context, describe approach and name result (sequence of simple and causal clauses)	Application/ Apply

Auswerten	Daten, Einzelergebnisse oder andere Elemente in einen Zusammenhang stellen, ggf. zu einer Gesamtaussage zusammenführen und Schlussfolgerungen ziehen	Analyze	Analyze requires students to examine carefully, take apart mathematically, and break down into components or essential characteristics to identify causes, key factors, and possible results. (New York State Education Department 2019)	Read task, describe broken down components, describes findings/results (conditionals, modals, compound and complex sentences, causal clauses)	Analysis/ analyze
Begründen	Sachverhalte unter Nutzung von Regeln und mathematischen Beziehungen auf Gesetzmäßigkeiten bzw. kausale Zusammenhänge zurückführen	Justify	Provide evidence while reasoning through solution. See relationships and connections. Identify conjectures and tests. (Sonoma County Office of Education 2021)	Read task, describe mathematical steps, applied rules and causes leading to result, conclusion, (conditionals, modals, compound and complex sentences)	Evaluation/ evaluate
Berechnen	Ergebnisse von einem Ansatz ausgehend durch Rechenoperationen gewinnen; gelernte Algorithmen ausführen	Calculate	Recall knowledge produced from memory (Sonoma County Office of Education 2021) and apply to determine solution	Read task, describe mathematical steps and operations leading to the result (simple and short phrases, single word or number)	Remember & Apply
Beschreiben	Strukturen, Sachverhalte oder Verfahren in eigenen Worten unter Berücksichtigung der Fachsprache fachlich	Describe	Describe requires that students illustrate their thinking or justifications through verbal (oral or written) statements that may refer to a drawing/	Read task, verbalize mathematical problem/aspect at hand (sequence of linked simple sentences)	Knowledge/ remember

	angemessen wiedergeben		diagram/model. (New York State Education Department 2019)		
Bestimmen/ Ermitteln	Zusammenhänge oder Lösungswege aufzeigen und unter Angaben von Zwischenschritten die Ergebnisse formulieren	Determine	Students apply their knowledge [...] on mathematical relationships, select and use appropriate strategies to solve problems, and link mathematical ideas to existing knowledge and understanding (NSW Education Standards Authority 2019).	Read task, describe iteration/sequence And solution (sequence of simple and causal clauses)	Comprehension/ Understand Application/ Apply
Beurteilen	Zu Sachverhalten ein selbstständiges Urteil unter Verwendung von Fachwissen und Fachmethoden formulieren und begründen	Evaluate	Students use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalizations and apply mathematical ideas [...], compare strength and weaknesses of different strategies and solutions (NSW Education Standards Authority 2019)	Read task, describe applied approach and conclusion justify using subject knowledge and methodology (sequence of simple, compound and complex sentences, causal and conditional clauses, modals)	Analysis/ Analyze
Beweisen	Aussagen im mathematischen Sinne ausgehend von Voraussetzung unter Verwendung bekannter Sätze und	Prove	Students explain and verify mathematical relationships [...] they use mathematical language and notation [...] (NSW Education Standards Authority 2019). Prove requires students to demonstrate that an argument is	Read task, describe possible mathematical approaches using technical terms, describe iterations (sequence of simple, compound and complex sentences, causal and conditional clauses, modals)	n.a.

	logischer Schlüsse verifizieren		universally true where each step and conclusion must be supported by evidence and/or reasoning. This can be shown through a variety of strategies. (New York State Education Department 2019)		
Entscheiden	Sich bei Alternativen eindeutig auf eine Möglichkeit festlegen	Decide	[Students] use mathematical terminology [...] and give valid reasons when it comparing and selecting from possible solutions, making connections with existing knowledge and understanding. (NSW Education Standards Authority 2019)	Read task, describe alternatives and name decision using precision (range of total physical response, simple single phrase answers to sequence of simple, compound and complex sentences, causal and conditional clauses, modals)	Knowledge/ Remember Analysis/ Analyze
Erklären	Sachverhalte mit Hilfe eigener Kenntnisse verständlich und nachvollziehbar machen und begründet in Zusammenhänge einordnen	Explain	Students use mathematical terminology [...] to communicate mathematical ideas, and link concepts and processes within and between mathematical contexts.(NSW Education Standards Authority 2019) Explain requires a student to provide verbal evidence to support a conclusion or solution (New York State Education Department 2019)	describe possible mathematical approaches using technical terms, describe iterations (sequence of simple, compound and complex sentences, causal and conditional clauses, modals)	Synthesis/ Create

Erläutern	Einen Sachverhalt durch zusätzliche Informationen (unter Nutzung von Beispielen) verdeutlichen	Illustrate	[Students] explain [...] giving examples [...] with enough clarity to be understood, [...] provide evidence while reasoning through solution (Sonoma County Office of Education 2021). When communicating mathematical ideas, [students] use appropriate mathematical language in [...] oral or graphical form. (NSW Education Standards Authority 2019)	Describe the problem and steps towards a solution, putting a case as to why solution works (sequence of simple, compound and complex sentences, causal and conditional clauses, modals)	Analysis/ analyze
Interpretieren/ Deuten	Zusammenhänge bzw. Ergebnisse begründet auf gegebene Fragestellungen beziehen	Interpret	Interpret requires students to make sense of and assign meaning to a mathematical task and explain the reasoning behind it (New York State Education Department 2019). [...] Students identify related problems [...] and apply formal definitions and generalizations and apply mathematical ideas (NSW Education Standards Authority 2019).	Read and understand task, describe problem/objective, describe and give reason for interpretation (sequence of simple, compound and complex sentences, causal clauses, modals)	Evaluation/ Evaluate
Prüfen/ überprüfen	Fragestellungen, Sachverhalte Probleme nach bestimmten fachlich üblichen bzw. sinnvollen Kriterien bearbeiten	Verify	Provide evidence while reasoning through solution. See relationships and connections. Identify conjectures and tests. (Sonoma County Office of Education 2021). [Students] apply their mathematical knowledge [...] in systematically	Read and understand task, describe problem/objective at hand, elaborate on approach/selected mathematical rules & operations and criteria, give reason for choice	Evaluation/ evaluate

			<p>exploring and solving problems [...] and give valid reason when [...] selecting from possible solutions (NSW Education Standards Authority 2019)</p> <p>Requires students to demonstrate that a mathematical concept is true or accurate (New York State Education Department 2019).</p>	(sequence of simple, compound and complex sentences, causal clauses, modals)	
Skizzieren	Die wesentlichen Eigenschaften eines Objektes, eines Sachverhaltes oder einer Struktur graphisch (evtl auch als Freihandskizze) darstellen	Sketch	requires students to communicate a mathematical problem concept through pictures, diagrams, models, symbols or algebraic expressions (New York State Education Department 2019) [by using] appropriate mathematical language [...] in graphical form (NSW Education Standards Authority 2019).	<p>Read and understand task, draw and explain/elaborate on steps in drawing, give reason for choice</p> <p>(sequence of simple, compound and complex sentences, causal clauses, modals)</p>	Application/ Apply
Untersuchen	Eigenschaften von Objekten oder Beziehungen zwischen Objekten anhand fachlicher Kriterien nachweisen	Analyze	<p>[...] requires students to examine carefully, take apart mathematically, and break down into components or essential characteristics to identify causes, key factors, and possible results (New York State Education Department 2019) .</p> <p>Students use suitable problem-solving strategies, which include selecting and organizing key information, [they] analyze and compare key data (NSW Education Standards Authority 2019) [and] provide evidence while reasoning through solution. See</p>	<p>Read and understand task/objective, give a detailed description of characteristics of single components/</p> <p>aspects, elaborate on and justify findings</p> <p>(sequence of simple, compound and complex sentences, causal and conditional clauses, modals)</p>	Analysis/Analyze

			relationships and connections. Identify conjectures and tests. (Sonoma County Office of Education 2021).		
Vereinfachen	Komplexe Terme oder Gleichungen auf eine Grundform oder eine leichter weiter zu verarbeitende Form bringen	Simplify	[Students make mathematical expressions] less complex or complicated (Margret Kilgo 2021) [...] by separating into parts in terms of simpler components that allows for students to see groupings, relationships, and patterns (New York State Education Department 2019).	Read and understand task/objective. Describe selected approach, Elaborate on approach and broken down elements, describe steps (sequence of simple, compound and complex sentences, causal and conditional clauses, modals)	Application/ Apply
Verleichen	Gemeinsamkeiten, Ähnlichkeiten und Unterschiede aufzeigen	Compare	Students compare by examining two or more objects, numbers or mathematical situations in order to determine similarities and differences (New York State Education Department 2019), [...] compare strength and weaknesses of different strategies and solutions (NSW Education Standards Authority 2019).	Read and understand task/objective, describe aspects to be compared, describe similarities and differences in detail (sequence of simple, compound and complex sentences, causal and conditional clauses, modals)	Analysis/ analyze
Zeichnen, graphisch darstellen	Ein maßstäblich hinreichend exakte graphische Darstellung anfertigen	Draw	[...] requires a student to create a picture, diagram or model to illustrate a mathematical concept (New York State Education Department 2019), using an appropriate level of precision.	Read and understand task, draw and explain/elaborate on steps in drawing, give reason for choice (sequence of simple, compound and complex sentences, causal and conditional clauses, modals)	Application/ apply
Zeigen	Aussagen unter Nutzung von gültigen Schlussregeln, Berechnungen,	Demonstrate	Students explain and verify mathematical relationships [...], and link mathematical ideas to existing knowledge [...]. [...]They	Read and understand task/objective, describe problem and selected approach, describe steps along the way to solution, give	Application/ apply

	Herleitungen oder logischen Begründungen tätigen.		demonstrate fluency in the solution of familiar and unfamiliar problems (NSW Education Standards Authority 2019). Students demonstrate understanding and application of the content through [...] mathematically appropriate method[s] that clearly communicate[s] the steps leading to the solution or conclusion needed (New York State Education Department 2019)	reason/justification for choice in detail (sequence of simple, compound and complex sentences, causal and conditional clauses, modals)	
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As a preliminary step towards the evaluation of the linguistic requirements in Mathematics, the previously mapped German discourse functions to English equivalents, are mapped now with the various applicable levels of the CEFR descriptors. All required skills will be mapped in all their possible levels of requirements. The methodology follows the one described in the process for History.

English operating function	definition/context of use	Required Activity in Mathematics (and linguistic characteristics) (Sonoma County Office of Education 2021)	Descriptor Skill: Receptive/productive	Definition	CEFR-level
Name	To identify, specify or mention by name (Margret Kilgo 2021: 9)	Read task, list objects, aspects, terms, or data, without mentioning approaches or solutions	Reading for orientation	Can find specific information (...) in simpler written material	A2
				Can find and understand relevant information in everyday material (...)	B1
			Sustained Monologue: Giving Information	Can give a simple description of an object...using basic words, phrases, and formulaic expressions	A1
				Can report straightforward factual information on a familiar topic	B1
			Overall spoken production	Can give a simple description...as a short series of simple phrases linked to a list	A2
			Written overall production	Can write simple isolated phrases and sentences	A1

				Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'	A2
Apply	Apply requires a student to use mathematical knowledge in a variety of situations (New York State Education Department 2019)	Read task, identify underlying concept, make use of the concept in the specific context, describe approach and name result (sequence of simple and causal clauses)	Reading for orientation	Can find and understand simple, important information	A1
				Can find specific information in practical (...) texts...provided they are written in simple language	A2
			Reading for information and argument	Can understand straightforward factual texts in subjects relating to their field of interest	B1
			Sustained monologue: giving information	Can give simple directions (...) using basic expressions (...) along with sequential connectors	A2
				Can describe how to do something, giving detailed instructions	B1

				Can give clear, detailed descriptions of how to carry out a procedure	B2
				Can give instructions on carrying out a series of complex professional or academic procedures	C1
			Overall written production	Can write simple isolated phrases and sentences	A1
				Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'	A2
			Written reports and essays	Can summarize, report (...) about accumulated factual information on familiar routine and non-routine matters	B1
				Can write a detailed description of a complex process	B2
Justify	Provide evidence while reasoning through solution. See relationships and connections. Identify conjectures and tests.	Read task, describe mathematical steps, applied rules and causes leading to result, conclusion, (conditionals,	Reading for information and argument	Can identify specific information in simpler written material	A2

	(Sonoma County Office of Education 2021)	modals, compound and complex sentences)			
				Can understand straightforward, factual texts on subjects relating to his/her (...) studies	B1
				Can obtain information (...) from highly specialized sources within his/her field	B2
			Overall spoken production	Can give a simple description (...) as a short series of simple phrases and sentences linked into a list	A2
			Sustained monologue: giving information	Can describe how to do something, giving detailed instructions	B1
				Can explain the main points with reasonable precision	B1
			Sustained monologue: putting a case	Can briefly give reasons and explanations (...) for actions	B1
			Overall written production	Can write simple isolated phrases and sentences	A1
				Can write a series of simple phrases and sentences linked with simple connectors	A2

			Written reports and essays	Can summarize, report and give opinion about accumulated factual information (...)	B1
				Can write a detailed description of a complex process	B2
Calculate	Recall knowledge produced from memory (Sonoma County Office of Education 2021) and apply to determine solution	Read task, describe mathematical steps and operations leading to the result (simple and short phrases, single word or number)	Reading for orientation	Can find and understand simple, important information	A1
				Can locate specific information (...) and isolate information required	A2
				Can scan longer texts in order to locate desired information, and gather information from different parts of a text (...) to fulfill a specific task	B1
			Overall spoken production	Can produce simple mainly isolated phrases (...)	A1
				Can give a simple description of (...) daily routines (...) as a short series	A2

				of simple phrases and sentences linked into a list	
			Sustained monologue: giving information	Can describe how to do something, giving detailed instructions	B1
				Can give a clear, detailed description of how to carry out a procedure	B2
			Overall written production	Can write simple isolated phrases and sentences	A1
				Can write a series of simple phrases and sentences linked with simple connectors	A2
Describe	Describe requires that students illustrate their thinking or justifications through verbal (oral or written) statements that may refer to a drawing/diagram/model. (New York State Education Department 2019)	Read task, verbalize mathematical problem/aspect at hand (sequence of linked simple sentences)	Reading for information and argument	Can get an idea of the content of simpler informational material and simple description, especially if there is visual support.	A1
				Can understand a short factual description (...), provided that it is written in simple language and does not contain unpredictable detail	A2

				Can understand most factual information (...) provided that he/she has sufficient time for re-reading	B1
				Can obtain information (...) from highly specialized sources within his/her field	B2
			Overall spoken production	Can give a simple description of (...) daily routines (...) as a short series of simple phrases and sentences linked into a list	A2
			Sustained monologue: giving information	Can give a simple description of an object [...] while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance	A1
				Can describe how to do something, giving detailed instructions	B1
				Can explain the main points with reasonable precision	B1
				Can give a clear, detailed description of how to carry out a procedure	B2

				Can give instructions on how to carry out complex professional or academic procedures	C1
			Sustained monologue: putting a case	Can briefly give reasons and explanations	B1
				Can construct a chain of reasoned argument	B2
				Can argue a case for a complex issue, formulating points precisely and employing emphasis effectively	C1
			Overall written production	Can write simple isolated phrases and sentences	A1
				Can write a series of simple phrases and sentences linked with simple connectors	A2
				Can write straightforward connected text (...) by linking a series of shorter discrete elements into a linear sequence	B1
			Written report and essays	Can synthesize information and arguments from a number of sources	B2

				Can expand and support points of view at some length with subsidiary points, reasons and relevant examples	C1
Evaluate	Students use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalizations and apply mathematical ideas [...], compare strength and weaknesses of different strategies and solutions (NSW Education Standards Authority 2019)	Read task, describe applied approach and conclusion justify using subject knowledge and methodology (sequence of simple, compound and complex sentences, causal and conditional clauses, modals)	Reading for information and argument	Can understand straightforward, factual texts on subjects relating to his/her field of interest	B1
				Can obtain information (...) from highly specialized sources within his/her field	B2
			Reading for orientation	Can scan through straightforward factual texts (...) identify what they are about and decide whether they contain information that might be of practical use	B1
			Overall spoken production	Can reasonably fluently sustain a straightforward	B1

				description (...) presenting it as a linear sequence of points	
			Sustained monologue: giving information	Can communicate detailed information reliably	B2
			Sustained monologue: putting a case	Can briefly give reasons for opinions, plans and actions	B1
				Can construct a chain of reasoned argument	B2
				Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.	C1
			Overall written production	Can write simple isolated phrases and sentences	A1
				Can write a series of simple phrases and sentences linked with simple connectors	A2
			Written reports and essays	Can summarize, report and give opinion about accumulated factual information	B1
				Can write an essay or report that develops an argument, giving reasons in support of or against a particular point of view (...)	B2

				Can evaluate different ideas or solutions to a problem	B2
				Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues	C1
Prove	<p>Students explain and verify mathematical relationships [...] they use mathematical language and notation [...] (NSW Education Standards Authority 2019).</p> <p>Prove requires students to demonstrate that an argument is universally true where each step and conclusion must be supported by evidence and/or reasoning. This can be shown through a variety of strategies. (New York State Education Department 2019)</p>	<p>Read task, describe possible mathematical approaches using technical terms, describe iterations (sequence of simple, compound and complex sentences, causal and conditional clauses, modals)</p>	Reading for information and argument	Can understand a short factual description (...), provided that it is written in simple language and does not contain unpredictable detail	A2
				Can understand straightforward, factual texts	B1

				on subjects relating to his/her field of interest	
				Can obtain information (...) from highly specialized sources within his/her field	B2
			Reading for orientation	Can scan through straightforward factual texts (...) identify what they are about and decide whether they contain information that might be of practical use	B1
			Overall spoken production	Can reasonably fluently sustain a straightforward description (...) presenting it as a linear sequence of points	B1
			Sustained monologue: giving information	Can communicate detailed information reliably	B2
			Sustained monologue: putting a case	Can briefly give reasons for opinions, plans and actions	B1
				Can construct a chain of reasoned argument	B2
				Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.	C1

			Overall written production	Can write simple isolated phrases and sentences	A1
				Can write a series of simple phrases and sentences linked with simple connectors	A2
			Written reports and essays	Can summarize, report and give opinion about accumulated factual information	B1
				Can write an essay or report that develops an argument, giving reasons in support of or against a particular point of view (...)	B2
				Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues	C1
Decide	[Students] use mathematical terminology [...] and give valid reasons when it comparing and selecting from possible solutions, making connections with existing knowledge and understanding. (NSW	Read task, describe alternatives and name decision using precision (range of total physical response, simple single phrase answers to sequence of simple, compound and complex sentences, causal and	Reading for information and argument	Can understand a short factual description (...), provided that it is written in simple language and does not contain unpredictable detail	A2

	Education Standards Authority 2019)	conditional modals)	clauses,			
					Can understand straightforward, factual texts on subjects relating to his/her field of interest	B1
					Can obtain information from highly specialized sources	B2
				Reading for orientation	Can find specific information in practical, concrete, predictable texts, provided they are written in a simple language	A2
					Can find and understand relevant information in everyday material (...)	B1
				Overall spoken production	Can give a simple description of (...) daily routines (...) as a short series of simple phrases and sentences linked into a list	A2
					Can reasonably fluently sustain a straightforward description (...) presenting it as a linear sequence of points	B1
					Can give clear, detailed descriptions (...) with appropriate highlighting of	B2

				significant points and relevant supporting detail	
			Sustained monologue: putting a case	Can present his/her opinion in simple terms, provided listeners are patient	A2
				Can briefly give reasons for opinions, plans and actions	B1
				Can explain a viewpoint on a topical issue giving the advantages/disadvantages of various options	B2
				Can argue a complex issue, formulating points precisely and employing emphasis effectively	C1
			Overall written production	Can write a series of simple phrases and sentences linked with simple connectors	A2
			Written reports and essays	Can write a series of simple phrases and sentences linked with simple connectors	A2
				Can summarize, report and give opinion about accumulated factual information	B1
				Can write an essay or report that develops an argument,	B2

				giving reasons in support of or against a particular point of view (...)	
				Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues	C1
Explain	<p>Students use mathematical terminology [...] to communicate mathematical ideas, and link concepts and processes within and between mathematical contexts.(NSW Education Standards Authority 2019)</p> <p>Explain requires a student to provide verbal evidence to support a conclusion or solution</p> <p>(New York State Education Department 2019)</p>	<p>describe possible mathematical approaches using technical terms, describe iterations</p> <p>(sequence of simple, compound and complex sentences, causal and conditional clauses, modals)</p>	Reading for information and argument	Can understand a short factual description (...), provided that it is written in simple language and does not contain unpredictable detail	A2

				Can understand straightforward, factual texts on subjects relating to his/her field of interest	B1
				Can obtain information from highly specialized sources	B2
			Sustained monologue: giving information	Can explain the main points in an idea or problem with reasonable precision	B1
				Can give a clear, detailed description of how to carry out a procedure	B2
				Can give instructions on carrying out a series of complex professional or academic procedures	C1
			Sustained monologue: putting a case	Can briefly give reasons for opinions, plans and actions	B1
			Overall written production	Can write simple isolated phrases and sentences	A1
				Can write a series of simple phrases and sentences linked with simple connectors	A2
				Can write a straightforward, connected text (...) by	B1

				linking a series of shorter discrete elements into a linear sequence	
			Written reports and essays	Can synthesize information and argument from a number of sources	B2
				Can write clear, well-structured expositions of complex subjects, underlining relevant salient issues	C1
Illustrate	[Students] explain [...] giving examples [...] with enough clarity to be understood, [...] provide evidence while reasoning through solution (Sonoma County Office of Education 2021). When communicating mathematical ideas, [students] use appropriate mathematical language in [...] oral or graphical form. (NSW Education Standards Authority 2019)	Describe the problem and steps towards a solution, putting a case as to why solution works (sequence of simple, compound and complex sentences, causal and conditional clauses, modals)	Reading for information and argument	Can understand a short factual description (...), provided that it is written in simple language and does not contain unpredictable detail	A2
				Can understand straightforward, factual texts	B1

				on subjects relating to his/her field of interest	
				Can obtain information from highly specialized sources	B2
			Sustained monologue: giving information	Can explain the main points in an idea or problem with reasonable precision	B1
				Can give a clear, detailed description of how to carry out a procedure	B2
				Can give instructions on carrying out a series of complex professional or academic procedures	C1
			Sustained monologue: putting a case	Can briefly give reasons and explanations for opinions, plans and actions	B1
				Can give a chain of reasoned argument (...) with subsidiary points and relevant examples	B2
			Overall written production	Can write a series of simple phrases and sentences linked with simple connectors	A2
				Can write a straightforward, connected text (...) by linking a series of shorter	B1

				discrete elements into a linear sequence	
			Written reports and essays	Can synthesize information and argument from a number of sources	B2
				Can write clear, well-structured expositions of complex subjects, underlining relevant salient issues	C1
Interpret	Interpret requires students to make sense of and assign meaning to a mathematical task and explain the reasoning behind it (New York State Education Department 2019). [...] Students identify related problems [...] and apply formal definitions and generalizations and apply mathematical ideas (NSW Education Standards Authority 2019).	Read and understand task, describe problem/objective, describe and give reason for interpretation (sequence of simple, compound and complex sentences, causal clauses, modals)	Reading for information and argument	Can understand information given in illustrated material (...) can identify specific information in simpler written material (...)	A2
				Can understand straightforward, factual texts on subjects relating to their interests/studies	B1

				Can obtain information, ideas and opinions from highly specialized sources	B2
				Can understand in detail (...) complex text likely to be encountered in (...) academic life, identifying finer points of detail (...)	C1
			Overall spoken production	Can give a simple description of (...) routines within field of interest as a short series of simple phrases and sentences	A2
				Can reasonably fluently sustain a straightforward description (...) presenting it as a linear sequence of points	B1
			Sustained monologue: giving information	Can explain the main points in an idea or problem with reasonable precision	B1
				Can communicate complex information (...) on the full range of matters related to occupational role	B2
				Can communicate clearly detailed distinctions between ideas, concepts and things	C1

				that closely resemble one other	
			Sustained monologue: putting a case	Can briefly give reasons and explanations for opinions, plans and actions	B1
				Can explain a viewpoint on a topical issue giving advantages and disadvantages of various options	B2
			Overall written production	Can write a series of simple phrases and sentences linked with simple connectors	A2
			Written reports and essays	Can summarize, report and give opinion about accumulated factual information	B1
				Can synthesize and evaluate information from a number of sources	B2
				Can write clear, well-structured expositions of complex subjects, underlining relevant salient issues	C1
Verify	Provide evidence while reasoning through solution. See relationships	Read and understand task, describe problem/objective at hand,	Reading for information and argument	Can understand a short factual description (...), provided that it is written in	A2

	<p>and connections. Identify conjectures and tests. (Sonoma County Office of Education 2021).</p> <p>[Students] apply their mathematical knowledge [...] in systematically exploring and solving problems [...] and give valid reason when [...] selecting from possible solutions (NSW Education Standards Authority 2019)</p> <p>Requires students to demonstrate that a mathematical concept is true or accurate (New York State Education Department 2019).</p>	<p>elaborate on approach/selected mathematical rules & operations and criteria, give reason for choice</p> <p>(sequence of simple, compound and complex sentences, causal clauses, modals)</p>		<p>simple language and does not contain unpredictable detail</p>	
				<p>Can understand straightforward, factual texts on subjects relating to his/her field of interest</p>	B1
				<p>Can obtain information from highly specialized sources</p>	B2
				<p>Can understand in detail (...) complex text likely to be encountered in (...) academic life, identifying finer points of detail (...)</p>	C1

			Overall spoken production	Can reasonably fluently sustain a straightforward description (...) presenting it as a linear sequence of points	B1
				Can give clear, detailed descriptions (...) with appropriate highlighting of significant points and relevant supporting detail	B2
				Can give clear, detailed descriptions (...) on complex subjects, (...) developing particular points and rounding of with particular conclusion	C1
			Sustained monologue: putting a case	Can briefly give reasons for opinions, plans and actions	B1
				Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options	B2
				Can develop an argument systematically in well-structured speech, (...) highlighting significant points with supporting examples and concluding appropriately	C1

			Overall written production	Can write simple isolated phrases and sentences	A1
				Can write a series of simple phrases and sentences linked with simple connectors	A2
			Written reports and essays	Can summarize, report and give opinion on about accumulated factual information on a familiar routine and non-routine matters (...)	B1
				Can synthesize information and arguments from a number of sources Can evaluate different ideas or solutions to a problem	B2
				Can write clear, well-structured expositions of complex subjects, underlining relevant salient issues	C1
Sketch	requires students to communicate a mathematical problem concept through pictures, diagrams, models, symbols or algebraic expressions (New York State Education	Read and understand task, draw and explain/elaborate on steps in drawing, give reason for choice (sequence of simple, compound and complex	Reading for information and argument	Can identify specific information in simpler written material (...)	A2

	Department 2019) [by using] appropriate mathematical language [...] in graphical form (NSW Education Standards Authority 2019).	sentences, causal clauses, modals)			
				Can understand straightforward factual texts on subjects relating to interests or studies	B1
				Can obtain information, ideas and opinions from highly specialized sources	B2
			Reading for orientation	Can locate specific information (...) and isolate the information required (...) provided material is written in simple language	A2
				Can find and understand relevant information in everyday material (...)	B1
			Sustained monologue: giving information	Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance	A1

				Can give simple directions (...) with sequential connectors	A2
				Can describe how to do something, giving detailed instructions	B1
				Can give clear, detailed description of how to carry out a procedure	B2
			Sustained monologue: putting a case	Can develop an argument well enough to be followed without difficulty most of the time	B1
				Can construct a chain of reasoned argument	B2
			Overall written production	Can write simple isolated phrases and sentences	A1
Analyze	[...] requires students to examine carefully, take apart mathematically, and break down into components or essential characteristics to identify causes, key factors, and possible results (New York State Education Department 2019).	Read and understand task/objective, give a detailed description of characteristics of single components/ aspects, elaborate on and justify findings (sequence of simple, compound and complex sentences, causal and	Reading for orientation	Can find specific information (...) in simpler written material	A2

	Students use suitable problem-solving strategies, which include selecting and organizing key information, [they] analyze and compare key data (NSW Education Standards Authority 2019) [and] provide evidence while reasoning through solution. See relationships and connections. Identify conjectures and tests. (Sonoma County Office of Education 2021).	conditional clauses, modals)			
			Reading for information and argument	Can get an idea of the content of simpler informational material and simple description, especially if there is visual support.	A1
				Can understand the main points [...] a short factual description [...] within his/her field [...] in simple written language and does not contain unpredictable detail	A2
				Can understand most factual information that he/she is likely to come across on familiar subjects of interest,	B1

				<p>provided he/she has sufficient time for re-reading</p> <p>Can understand straightforward, factual texts on subjects relating to his/her interest or studies</p>	
				Can obtain information, ideas and opinions from highly specialized sources	B2
				Can understand in detail (...) complex texts likely to be encountered in (...) academic life, identifying finer points of detail (...)	C1
			Sustained monologue: giving information	Can give a simple description of (...) daily routines (...) as a short series of simple phrases and sentences linked into a list	A2
				<p>Can explain the main points in an idea or problem with reasonable precision</p> <p>Can report straightforward factual information on a familiar topic, e.g. to indicate the nature of a problem (...),</p>	B1

				<p>provided he/she can prepare beforehand</p> <p>Can describe how to do something, giving detailed instructions</p>	
				<p>Can communicate complex information and advice on the full range of matters related to occupational role</p> <p>Can communicate detailed information reliably</p> <p>Can give a clear, detailed description of how to carry out a procedure</p>	B2
				<p>Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other</p> <p>Can give instructions on carrying out a series of complex professional or academic procedures</p>	C1

			Sustained monologue: putting a case	Can briefly give reasons for opinions, plans and actions	B1
				Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options	B2
				Can develop an argument systematically in well-structured speech, (...) highlighting significant points with supporting examples and concluding appropriately	C1
			Overall written production	Can write simple isolated phrases and sentences	A1
				Can write a series of simple phrases and sentences linked with connectors	A2
				Can write straightforward connected texts (...) by linking a series of shorter discrete elements into a linear sequence.	B1
			Written reports and essays	Can summarize, report and give opinion on about accumulated factual	B1

				information on a familiar routine and non-routine matters (...)	
				Can synthesize information and arguments from a number of sources Can evaluate different ideas or solutions to a problem	B2
				Can write clear, well-structured expositions of complex subjects, underlining relevant salient issues	C1
Simplify	[Students make mathematical expressions] less complex or complicated (Margret Kilgo 2021) [...] by separating into parts in terms of simpler components that allows for students to see groupings, relationships, and patterns (New York State Education Department 2019).	Read and understand task/objective. Describe selected approach, Elaborate on approach and broken down elements, describe steps (sequence of simple, compound and complex sentences, causal and conditional clauses, modals)	Reading for information and argument	Can get an idea of the content of simpler informational material and simple description, especially if there is visual support.	A1
				Can understand a short factual description (...), provided that it is written in simple language and does	A2

				not contain unpredictable detail	
				Can understand most factual information (...) provided that he/she has sufficient time for re-reading	B1
				Can obtain information (...) from highly specialized sources within his/her field	B2
			Overall spoken production	Can give a simple description or presentation (...) as a short series of simple phrases and sentences linked into a list	A2
				Can reasonably fluently sustain a straightforward description (...) within his/her field of interest, presenting it as a linear sequence of points	B1
			Sustained monologue: giving information	Can explain the main points in an idea or problem with reasonable precision	B1
			Overall written production	Can write a series of simple phrases and sentences linked with simple connectors	A2
			Written reports and essays	Can write very brief reports to a standard	B1

				conventionalized format, which pass on routine factual information and state reasons for actions	
Compare	Students compare by examining two or more objects, numbers or mathematical situations in order to determine similarities and differences (New York State Education Department 2019), [...] compare strength and weaknesses of different strategies and solutions (NSW Education Standards Authority 2019).	Read and understand task/objective, describe aspects to be compared, describe similarities and differences in detail (sequence of simple, compound and complex sentences, causal and conditional clauses, modals)	Reading for information and argument	Can get an idea of the content of simpler informational material and simple description, especially if there is visual support.	A1
				Can understand a short factual description (...), provided that it is written in simple language and does not contain unpredictable detail	A2
				Can understand most factual information (...) provided that he/she has sufficient time for re-reading	B1

				Can obtain information (...) from highly specialized sources within his/her field	B2
			Sustained monologue: describing experience	Can use simple descriptive language to make brief statements about and compare objects (...)	A2
			Overall spoken production	Can reasonably fluently sustain a straightforward description (...) within his/her field of interest, presenting it as a linear sequence of points	B1
				Can give clear, detailed descriptions and presentations (...) related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples	B2
Draw	[...] requires a student to create a picture, diagram or model to illustrate a mathematical concept (New York State Education Department 2019), using an appropriate level of precision.	Read and understand task, draw and explain/elaborate on steps in drawing, give reason for choice (sequence of simple, compound and complex sentences, causal and conditional clauses, modals)	Reading for information and argument	Can identify specific information in simpler written material (...)	A2

				Can understand straightforward factual texts on subjects relating to interests or studies	B1
				Can obtain information, ideas and opinions from highly specialized sources	B2
			Reading for orientation	Can locate specific information (...) and isolate the information required (...) provided material is written in simple language	A2
				Can find and understand relevant information in everyday material (...)	B1
			Sustained monologue: giving information	Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance	A1
				Can give simple directions (...) with sequential connectors	A2
				Can describe how to do something, giving detailed instructions	B1

				Can give clear, detailed description of how to carry out a procedure	B2
			Sustained monologue: putting a case	Can develop an argument well enough to be followed without difficulty most of the time	B1
				Can construct a chain of reasoned argument	B2
			Overall written production	Can write simple isolated phrases and sentences	A1
Demonstrate	Students explain and verify mathematical relationships [...], and link mathematical ideas to existing knowledge [...]. [...]They demonstrate fluency in the solution of familiar and unfamiliar problems (NSW Education Standards Authority 2019). Students demonstrate understanding and application of the content through [...] mathematically appropriate method[s] that clearly communicate[s] the steps leading to the	Read and understand task/objective, describe problem and selected approach, describe steps along the way to solution, give reason/justification for choice in detail (sequence of simple, compound and complex sentences, causal and conditional clauses, modals)	Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	A1

	solution or conclusion needed (New York State Education Department 2019)				
				<p>Can identify specific information in simpler written material (...)</p> <p>Can understand the main points [...] a short factual description [...] within his/her field [...] in simple written language and does not contain unpredictable detail</p>	A2
				<p>Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading</p> <p>Can understand straightforward, factual texts on subjects relating to his/her interest or studies</p>	B1

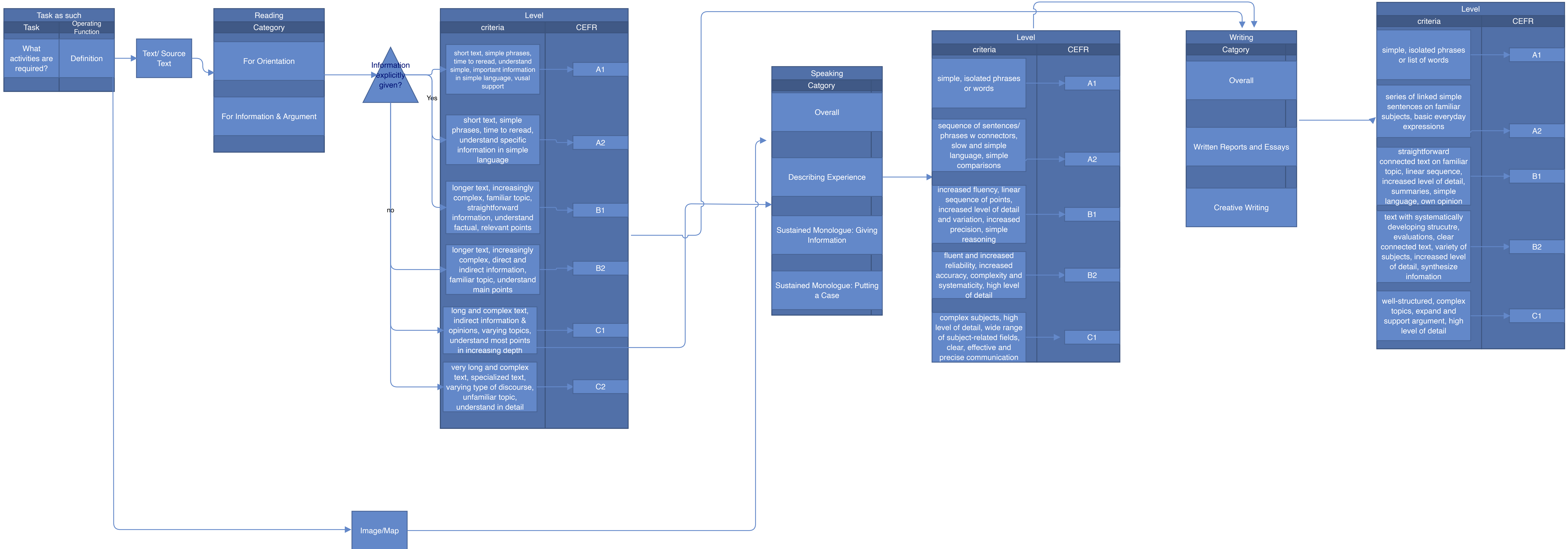
				Can obtain information, ideas and opinions from highly specialized sources	B2
				Can understand in detail (...) complex texts likely to be encountered in (...) academic life, identifying finer points of detail (...)	C1
			Sustained monologue: giving information	<p>Can explain the main points in an idea or problem with reasonable precision</p> <p>Can report straightforward factual information on a familiar topic, e.g. to indicate the nature of a problem (...), provided he/she can prepare beforehand</p> <p>Can describe how to do something, giving detailed instructions</p>	B1
				<p>Can communicate complex information and advice on the full range of matters related to occupational role</p> <p>Can communicate detailed information reliably</p>	B2

				Can give a clear, detailed description of how to carry out a procedure	
				Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other Can give instructions on carrying out a series of complex professional or academic procedures	C1
			Sustained monologue: putting a case	Can briefly give reasons for opinions, plans and actions	B1
				Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options	B2
				Can develop an argument systematically in well-structured speech, (...) highlighting significant points with supporting examples and concluding appropriately	C1

			Written reports and essays	Can summarize, report and give opinion on about accumulated factual information on a familiar routine and non-routine matters (...)	B1
				Can synthesize information and arguments from a number of sources Can evaluate different ideas or solutions to a problem	B2
				Can write clear, well-structured expositions of complex subjects, underlining relevant salient issues	C1

12.7 Decision Tree as Coding Manual for Task Evaluation

Please find an A3 printout attached to the back half-title of the thesis. Digital version next page.



12.8 Individual Results of Task Analyses of all Subjects in Order of Appearance

page	operating function	AFB	Receptive Skills/Reading		Productive Skills/Spoken			Productive Skills/ Written			average CEFR
			reading for information	reading for orientation	overall spoken	Giving Information	describing experience	Putting a case	overall written	written reports	
13.3	List	1		B1					A1		A2
15.3	List	1		B1					A1		A2
59.1	List	1		B1					A2		B1
61.1	List	1		B1				A1			A2
65.6	List	1							B1		B1
75.1a	List	1	B2						B1		B1
AVG CEFR per skill & operating function			B2	B1				A1	A2		B1
9.1	Describe	1	A1			B1		B1	B1		A2/B1
11.2	Describe	1					A2				A2
13.1	Describe	1				B2					B1
17.1a	Describe	1				B2					B1
21.4b	Describe	1				B1					B1
61.3	Describe	1	B1			B1		B1			B1
61.5	Describe	1				B1			B1		B1
69.1	Describe	1				B1			B1		B1
71.1b	Describe	1				B1					A2/B1
73.3a	Describe	1	A2			B1			A2		A2
73.4a	Describe	1	A2				A2		A2		A2
75.2a	Describe	1				B2			B1		B1/B2
AVG CEFR per skill & operating function			A2			B2	A2	B1	B1		B1
17.1b	Show	1	A2			A1					A1/A2
19.4	Show	1	B2			B1			B1		B2
59.6b	Show	1		A2		B1			B1		B1
69.2a	Show	1	B1					B1	B1		B1
71.1a	Show	1		A2		A1					A1/A2
71.1c	Show	1				B1					A2/B1
AVG CEFR per skill & operating function			B1	A2		A2+		B1	B1		A2+
13.2	find out	2				A1					A1
17.1c	find out	2	A2			A1					A1
17.1d	find out	2	A1			A1					A1
17.1e	find out	2	B1			B1					B2
17.2e	find out	2	B2			B2			B1		B1
73.1b	find out	2	B1			B2			B1		B1
73.2c	find out	2	B2			B1		B2			B1
75.3ab	find out	2	A2	B1		B1			B1		B1
77.4	find out	2	A2	B1		B1			B1		B1
AVG CEFR per skill & operating function			B1	B1		B1	0,00	B2	B1+		B1
15.6	compare	2				B2					B2
19.2	compare	2	B1			B1		B1	B2		B1
21.3	compare	2	B2					B2	B2		B1/B2
21.4	compare	2					B1	B1			B1
59.3a	compare	2	B1		B1			B1	B2		B2
61.4	compare	2	B1		B1				B1		B1
65.5	compare	2	B1				B1		B2		B1
71.2a	compare	2				B1					A2/B1
73.3b	compare	2	A2				B1		B1		B1
AVG CEFR per skill & operating function			B1		B1	B1	B1+	B1	0,00	B2	B1+
9.2	analyze	2	B1		B2	B2			B2		B2
11.3	analyze	2	C1		C1	B2			C1		C1
15.1	analyze	2	C1			B2			B1		C1
17.2a	analyze	2		B1	B1	B1					B1
17.2d	analyze	2		B1	B2	C1					B2
21.3	analyze	2	B2			B2			B2		B2
59.7	analyze	2	B2			B2			B1		B2
71.2c	analyze	2				B2					B1/B2
73.1a	analyze	2	A2			B1			B1		B1
77.3a	analyze	2	B1			B1			B1		B1
AVG CEFR per skill & operating function			B2		B2	B2		B2	B2		B2
13.4	assess	2	C1					B2	C1		B2/C1
15.4	assess	2	B1					B2	B1		B1/B2
17.3a	assess	2	B1					C1	B2		B2
21.2	assess	2	C1					B2	B2		B2
59.5	assess	2	B2					B2	B2		B2
59.8	assess	2	B2					B2	B2		B2
61.2	assess	2	B1					B2	B2		B1/B2
65.3	assess	2				B1			B2		B1/B2
69.3a	assess	2	B2			B2			B2		B2
71.3a	assess	2				B2			B2		B2
75.2c	assess	2				B2		B1	B1	B1	B1
77.2b	assess	2	B1/B2			B1			B2		B2
77.3b	assess	2	B1			B2			B2		B2
AVG CEFR per skill & operating function			B2		0,00	B2		0,00	B2	B1	B2
9.3	explain	3	C1			B2			C1		C1
11.3	explain	3	C1			B2			C1		C1
15.2	explain	3	B2			B1			B1		B1
17.2b	explain	3		B1/B2		B2					B1/B2
17.2c	explain	3		B2							B2
19.3	explain	3	B2			C1			B2/C1		B2/C1
21.1	explain	3	C1			B2			B2		C1
59.2	explain	3	C1			B1		B1	B1		B1
59.3b	explain	3				B2		B2	B2		B2
59.4	explain	3	B1	B1		B2			B1		B1
59.6a	explain	3		A2		B1			B1		B1
61.6	explain	3	B1			B1			B1		B1
65.2	explain	3	B1			B2			B2		B1
65.4	explain	3	B1			B2			B1		B1
71.2b	explain	3				B2					B2
73.2a	explain	3	B1			B1			B1		B1
75.1b	explain	3	B2			B2			B2		B2
77.2b	explain	3	B2			B1			B1		B1
AVG CEFR per skill & operating function			B2	A2+	B2	B2		B2	0,00	B1+	B2
11.4	discuss	3	B2					B2	B2		B2
17.3c	discuss	3	B1					B1/B2	C1		B1/B2
59.9	discuss	3						B2	B2		B2
69.2b	discuss	3						B2	B2		B1/B2
71.3c	discuss	3	B2				B1	B2			B1/B2
73.2b	discuss	3	B1				B1	B2	B2		B1/B2
75.1c	discuss	3	B2				B1	B2	B2		B2
75.2b	discuss	3				B1		B1	B1		B1
77.1	discuss	3	B1					B1	B2		B1
AVG CEFR per skill & operating function			B1+			0,00	B1	B2	B2		B2
15.5	argue	3	B2						B2		B2
17.3b	argue	3	B1/B2						B2		B2
71.3b	argue	3				B2			B1		B2
AVG CEFR per skill & operating function			B2			B2		B2	B2		B2
21.4	give your opinion	3							B2		B2
73.4b	give your opinion	3					B2			B1	B1/B2
AVG CEFR per skill & operating function							B2			B1	

Average per skill in total

		absolute Häufigkeit CEFR Level						relative Häufigkeit						
		A1	A2	B1	B2	C1	C2	Summe	A1	A2	B1	B2	C1	C2
pp	List	3		1	6	1	0	0	11	27%	9%	55%	9%	0%
	Describe	1		6	14	3	0	0	24	4%	25%	58%	13%	0%

Exploring History 1, Task Analysis Results

AFB 2	AF	show	2	3	8	1	0	0	14	14%	21%	57%	7%	0%	0%
		find out	4	3	12	4	0	0	23	17%	13%	52%	17%	0%	0%
		compare	0	1	17	7	0	0	25	0%	4%	68%	28%	0%	0%
AFB 3		analyze	0	1	12	12	5	0	30	0%	3%	40%	40%	17%	0%
		assess	0	0	10	28	4	0	42	0%	0%	24%	67%	10%	0%
		explain	0	1	16	18	7	0	42	0%	2%	38%	43%	17%	0%
AFB 3		discuss	0	0	10	15	1	0	26	0%	0%	38%	58%	4%	0%
		argue	0	0	1	6	0	0	7	0%	0%	14%	86%	0%	0%
		give an opinion	0	0	1	3	0	0	4	0%	0%	25%	75%	0%	0%
			10	16	107	98	17	0	248	4%	6%	43%	40%	7%	0%

page	operating function	AFB	Receptive Skills/Reading		Productive Skills/Spoken			Productive Skills/ Written			average CEFR
			reading for information	reading for orientation	overall spoken	Giving Information	describing experience	Putting a case	overall written	written reports	
91.5	List	1			A1				A1		
139.1	List	1	B2		A2				A2		
AVG CEFR per skill & operating function											
85.3	Describe	1	C1			B2			B2		
91.1	Describe	1	C1			B1			B1		
139.4	Describe	1	B1			B1	B1		B1		
AVG CEFR per skill & operating function											
79.1	Show	1				B2	B1		B2	B1	
85.2	Show	1	B2			B1			B1		
85.4	Show	1	B2			B2		B2	B2		
91.3	Show	1	B2	B2		B1			B1		
133.1	Show	1	B2	B1		B1			B1		
139.6	show	1	C1			B1		B1	B1		
145.4	Show	1	B2			B1		B1	B1		
AVG CEFR per skill & operating function											
85.6	find out	2				B1		B1	B2		
139.7	find out	2	B1			B1			B1		
AVG CEFR per skill & operating function											
91.2	compare	2			A2				A2		
133.6	compare	2	B2			B2		B1	B2		
133.8	compare	2	C1			B2		B1	B2		
135.3	compare	2	B2			B1		B1	B2		
AVG CEFR per skill & operating function											
75.2	analyze	2				B2	B1		B1	B1	
79.2	analyze	2	B1			B2	B1		B2	B1	
81.2	analyze	2	B2	B2		B2		B1	B2		
81.4	analyze	2	B2			B1		B2	B2		
85.1	analyze	2	C1			B1	B1	B2	B2		
85.4	analyze	2	B2			B2	B1		B2		
87.2	analyze	2				B1		B2	B2		
87.4	analyze	2	B1			B2		B1	B2		
133.2	analyze	2		B1		B2		B1	B1		
133.3	analyze	2		B1		B2		B1	B1		
139.3	analyze	2	B2			B1		B2	B1		
145.3	analyze	2	B2			B1		B2	B2		
145.8	analyze	2		B1		B1			B1		
AVG CEFR per skill & operating function											
75.1	assess	2	B2			B1		B1	B2	B2	
81.3	assess	2	B2	B2		B2		B1	B2		
85.7	assess	2		B2		B1		B1	B2		
87.1	assess	2	C1			B2		B2	B2		
87.5	assess	2	C1			B2		B2	B2		
135.4	assess	2	B2			B2		B1	B1		
145.7	assess	2	B1			B1		B1	B1		
AVG CEFR per skill & operating function											
75.3	explain	3	B2			B2		B2	B2		
81.1	explain	3	B2			B1		B1	B2		
85.5	explain	3	B2			B1		B2	B2		
87.3	explain	3	C1			B1		B2	B2		
91.4	explain	3	C1			B1		B1	B2		
133.4	explain	3	B2			B2		B1	B1		
133.5	explain	3	B2			B2		B1	B1		
135.1	explain	3	B2			B1		B2	B2		
139.2	explain	3	C1			B2		B2	B2		
145.2	explain	3	C1			B1		B2	B2		
AVG CEFR per skill & operating function											
145.5	discuss	3	B2			B1		B1			
AVG CEFR per skill & operating function											
133.7	argue	3						B2	B2		
AVG CEFR per skill & operating function											
135.2	give your opinion	3	B2			B1		B1	B1		
AVG CEFR per skill & operating function											

Average per skill in total

	absolute Häufigkeit		B1	B2	C1	C2	Summe	relative Häufigkeit		B1	B2	C1	C2
	A1	A2						A1	A2				
AFB 1	List	2	2	0	1	0	0	5	40%	40%	0%	20%	0%
	Describe	0	0	6	2	2	0	10	0%	0%	60%	20%	0%
	show	0	0	15	11	1	0	27	0%	0%	56%	41%	4%
AFB 2	find out	0	0	5	1	0	0	6	0%	0%	83%	17%	0%
	compare	0	2	4	7	1	0	14	0%	14%	29%	50%	7%
	analyze	0	0	26	25	1	0	52	0%	0%	50%	48%	2%
	assess	0	0	11	17	2	0	30	0%	0%	37%	57%	7%
AFB 3	explain	0	0	12	25	4	0	41	0%	0%	29%	61%	10%
	discuss	0	0	2	1	0	0	3	0%	0%	67%	33%	0%
	argue	0	0	0	2	0	0	2	0%	0%	0%	100%	0%
	given an opinion	0	0	3	1	0	0	4	0%	0%	75%	25%	0%
		2	4	84	93	11	0	194	1%	2%	43%	48%	6%

Diercke Geography 1, Task Analysis Results

page	operating f	AFB	Receptive Skills/Reading	reading for	reading for	overall spc	giving info	describing	addressing	putting a	overall wri	written rep	creative writing
15	List	1		A2	A1						A1		
17	List	1		A1	A2						A1		
25	List	1						A1			A1		
27	List	1	B1								A1		
29	List	1		A1			B1					B1	
37	List	1	B1		A1						A1		
41	List	1									A1		
43	List	1	A1		A1						A1		
47	List	1		A2	A2						A1		
49	List	1		A2			A1				A1		
57	List	1		A1			A1				A1		
59	List	1		A1							A1		
63	List	1									A1		
65	List	1									A1		
AVG CEFR per skill & operating funtion			B1	A1/A2	A1+	A1	A1				A1	B1	
9	Describe	1	B1		A2								
11	Describe	1					A2						
13	Describe	1	A1		A2							A2	
15	Describe	1	A1		A2							A2	
17	Describe	1	A1				A2						
19	Describe	1	A2		A2							A2	
21	Describe	1	A1		A2							A2	
23	Describe	1	A1				A1					A2	
23	Describe	1	A1		A2							A2	
27	Describe	1	A1		A2							A2	
27	Describe	1	A1		A2							A2	
29	Describe	1	A2		A1							A2	
33	Describe	1	A1		A2							A2	
33	Describe	1	A1		A2							A2	
35	Describe	1	B1		A2							A2	
37	Describe	1	A1				A2					A2	
41	Describe	1	A1		A2							A2	
43	Describe	1	A1		A2						A2		
45	Describe	1	A1		A2							A2	
49	Describe	1	A1		A2							A2	
49	Describe	1	A1				A2					A2	
51	Describe	1			A2							A2	
51	Describe	1	A1		A2							A2	
51	Describe	1	A1				A2					A2	
51	Describe	1	B1										
53	Describe	1	A1				A2					A2	
53	Describe	1	A2		A2							A2	
55	Describe	1	A1		A2							A2	
61	Describe	1	A1		A2							A2	
63	Describe	1	A1				A2					A2	
63	Describe	1	A2		A2							A2	
67	Describe	1	A1		A2							A2	
AVG CEFR per skill & operating funtion			A1		A2	A2					A2	A2	
9	Collect	1	A2								A1		
37	Collect	1		B1	A1								
45	Collect	1		B1									
51	Collect	1		B1									
57	Collect	1		A2									
AVG CEFR per skill & operating funtion			A2	B1	A1						A1		
11	Name	1	A2		A1						A1		
13	Name	1		A1			A1				A1		
21	Name	1		A1			A1				A1		
23	Name	1		A1	A1						A1		
25	Name	1			A1								
29	Name	1		A1			B1					B1	
49	Name	1		A1	A2						A1		
49	Name	1		A2	A2						A1		
67	Name	1		A2	A2							A2	
69	Name	1		A1			A1				A1		
AVG CEFR per skill & operating funtion			A2	A1	A1+	A1					A1	A2+	
19	Present	1	B1						B1		A2		
43	Present	1							B1				
45	Present	1							B1				
45	Present	1									A2		
AVG CEFR per skill & operating funtion			B1						A2+		A2		
27	Locate	1-2		B1							A1		
41	Locate	1-2		A1			A2				A2		
51	Locate	1-2		A1									
55	Locate	1-2		A1			A1				A1		
59	Locate	1-2		A1			A2					A2	
61	Locate	1-2		A1			A2					A2	
AVG CEFR per skill & operating funtion				A1			A2				A1	A2	
9	Compare	2	A2		A2								
41	Compare	2	B1						B1				
53	Compare	2	B1						B1				
63	Compare	2	A2		A2								
65	Compare	2	B1				B1						
AVG CEFR per skill & operating funtion			B1		A2	B1			B1				

Diercke Geography 1, Task Analysis Results

11 Explain	2	A2	A2						A2	
15 Explain	2	A2	A2						A2	
17 Explain	2	A1		B1						
19 Explain	2	A2	A2						A2	
19 Explain	2	A2	A2						A2	
21 Explain	2	B1		B1					B1	
23 Explain	2	A2	A2						A2	
25 Explain	2	A1	A2						A2	
27 Explain	2	B1		B1					B1	
29 Explain	2	A2	A2						A2	
33 Explain	2	A2								
35 Explain	2	A2		B1				A2		
39 Explain	2			B1						
45 Explain	2	A2	A2						A2	
45 Explain	2	A2	A2						A2	
47 Explain	2	B1	A2						A2	
55 Explain	2	A1	A2						A2	
55 Explain	2	A2	A2						A2	
57 Explain	2	B1		B1					B1	
59 Explain	2	A2	A2						A2	
61 Explain	2	B1	A2						A2	
63 Explain	2	A1	A2						A2	
63 Explain	2	B1		B1					B1	
65 Explain	2	A2	A2						A2	
69 Explain	2	B1		B1					A2	
AVG CEFR per skill & operating funtion		A2	A2	B1				A2	A2	
35 Illustrate	2	A2	A2						A2	
39 Illustrate	2	B1						A1		
39 Illustrate	2			B1						
AVG CEFR per skill & operating funtion		A2+	A2	B1				A1	A2	
15 Discuss	3	A2		A2					B1	
25 Discuss	3	A2		B1					B1	
65 Discuss	3	A2			B1				B1	
AVG CEFR per skill & operating funtion		A2		A2+	B1				B1	
37 Comment on	3	A2		A2					A2	
61 Comment on	3	B1			A2				A2	
67 Comment on	3	B1							A2	
AVG CEFR per skill & operating funtion		AB1		A2	A2				A2	

		absolute Häufigkeit CEFR Level						relative Häufigkeit						
		A1	A2	B1	B2	C1	C2	Summe	A1	A2	B1	B2	C1	C2
AFB 1	List	24	5	4	0	0	0	33	73%	15%	12%	0%	0%	0%
	Describe	25	61	3	0	0	0	89	28%	69%	3%	0%	0%	0%
	collect	2	2	3	0	0	0	7	29%	29%	43%	0%	0%	0%
	Name	19	7	2	0	0	0	28	68%	25%	7%	0%	0%	0%
	present	0	2	4	0	0	0	6	0%	33%	67%	0%	0%	0%
AFB 3	Locate	8	6	1	0	0	0	15	53%	40%	7%	0%	0%	0%
	compare	0	4	6	0	0	0	10	0%	40%	60%	0%	0%	0%
	Explain	4	47	19	0	0	0	70	6%	67%	27%	0%	0%	0%
AFB 3	illustrate	1	3	2	0	0	0	6	17%	50%	33%	0%	0%	0%
	explain	4	47	19	0	0	0	70	6%	67%	27%	0%	0%	0%
	discuss	0	4	5	0	0	0	9	0%	44%	56%	0%	0%	0%
	Comment on	0	6	2	0	0	0	8	0%	75%	25%	0%	0%	0%
		87	194	70	0	0	0	351	25%	55%	20%	0%	0%	0%

page	operating function	Receptive Skills/Reading	Listening for information	Listening for orientation	Overall spoken communication	Reading information	Writing experience	Expressing audio	Debating a case	Overall written communication	Written reports	Creative writing
33	List	1	B1							A1		
37	List	1	A2		A2						A2	
39	List	1	A2		A2						A1	
107	List	1							A1			
113	List	1	B1									
117	List	1	B1									
121	List	1	B1			A1					A1	
121	List	1	B1									
AVG CEFR per skill & operating function			A2+	B1	A2	A1			A1	A1	A2+	
25	Describe	1	B1			B1					B1	
27	Describe	1	A1		A2							
31	Describe	1	B1		A2						B1	
35	Describe	1	B1		A2						A2	
37	Describe	1	B1		A2						B1	
109	Describe	1	A2		A2						B1	
111	Describe	1	B1			B1					B1	
113	Describe	1	A1			B1					B1	
115	Describe	1	A2			B1					A2	
115	Describe	1	A2			B1					B1	
115	Describe	1	A2			B1					B1	
117	Describe	1	A2			A2					A2	
117	Describe	1	A1		A2						B1	
119	Describe	1	A1			A2					A2	
AVG CEFR per skill & operating function			A2+		A2	B1					B1	
27	Name	1	A2		A1					A1		
AVG CEFR per skill & operating function			A2		A1					A1		
113	Present	1						B1				
119	Present	1	A2					A2		A2		
AVG CEFR per skill & operating function			A2					A2+		A2		
29	Point out	1-2	A2		A2						A2	
AVG CEFR per skill & operating function			A2		A2						A2	
117	Locate	1-2		A1		A1					A2	
AVG CEFR per skill & operating function				A1		A1					A2	
25	Compare	2	A2			B1					B1	
37	Compare	2	A2		B1						B1	
107	Compare	2				A2						
111	Compare	2	A2			B1					B1	
111	Compare	2	A2			B1					B1	
117	Compare	2	B1			B1					B1	
AVG CEFR per skill & operating function			A2		B1	B1					B1	
25	Explain	2	B1			B1					B1	
25	Explain	2	A2			B1					A2	
27	Explain	2	A2			B1						
29	Explain	2	A2			B1						
31	Explain	2	B1			B1					B1	
33	Explain	2	A2		B1						B1	
35	Explain	2	A2		B1						A2	
109	Explain	2	B1			B2					B1	
113	Explain	2	B1			B1					B1	
113	Explain	2	A2			B1					B1	
117	Explain	2	B1			B1					B1	
119	Explain	2	B1			B1					B1	
121	Explain	2	B2			B1					B1	
AVG CEFR per skill & operating function			B1		B1	B1					B1	
31	Evaluate	2	B1					B1			B2	
AVG CEFR per skill & operating function			B1					B1			B2	
107	Classify	2	A2			B1			B1		A1	
AVG CEFR per skill & operating function			A2			B1			B1		A1	
27	Analyze	2-3	B1			B1					B2	
39	Analyze	2-3	A1			A1						
109	Analyze	2	B2			B1					B1	
121	Analyze	3	A1			B1	B1					
AVG CEFR per skill & operating function			A2/A2+			B1	B1				B1+	
29	Discuss	3	B1			B1			B1			
33	Discuss	3	B1			B1			B1			
37	Discuss	3	B1			B1			B1			
39	Discuss	3	B1			B1			B2			
111	Discuss	3	B1			B1			B2			
115	Discuss	3	B1			B1			B1			
AVG CEFR per skill & operating function			B1			B1			B1			
35	Comment on	3	A2						B1		B1	
39	Comment on	3	A2						B1		B1	
115	Comment on	3	B1						B1		B1	
119	Comment on	3	B1						B1		B1	
AVG CEFR per skill & operating function			A2+						B1			
107	Justify	3	A2						B1			
AVG CEFR per skill & operating function			B1						B1		A2+	

	absolute Häufigkeit CEFR Level						Summe	relative Häufigkeit					
	A1	A2	B1	B2	C1	C2		A1	A2	B1	B2	C1	C2
AFB 1	List	5	5	5	0	0	15	33%	33%	33%	0%	0%	0%
	Describe	4	17	20	0	0	41	10%	41%	49%	0%	0%	0%
	Name	2	1	0	0	0	3	67%	33%	0%	0%	0%	0%
	present	0	3	1	0	0	4	0%	75%	25%	0%	0%	0%
	Point out	0	3	0	0	0	3	0%	100%	0%	0%	0%	0%
AFB 2	LOCATE	2	1	0	0	0	3	67%	33%	0%	0%	0%	0%
	compare	0	5	11	0	0	16	0%	31%	69%	0%	0%	0%
	Explain	0	8	27	2	0	37	0%	22%	73%	5%	0%	0%
	evaluate	0	0	2	1	0	3	0%	0%	67%	33%	0%	0%
	classify	1	1	2	0	0	4	25%	25%	50%	0%	0%	0%
AFB 3	analyze	3	0	6	2	0	11	27%	0%	55%	18%	0%	0%
	discuss	0	0	16	2	0	18	0%	0%	89%	11%	0%	0%
	comment on	0	2	10	0	0	12	0%	17%	83%	0%	0%	0%
	JUSTIFY	0	1	1	0	0	2	0%	50%	50%	0%	0%	0%
		17	47	101	7	0	172	10%	27%	59%	4%	0%	0%

page	operating function	AFB	Receptive Skills/Reading		Productive Skills/Spoken				Productive Skills/ Written		
			reading for information	reading for orientation	overall spoken	Giving Information	describing experience	Putting a case	overall written	written reports	creative writing
35.1.2	DRAW	1		B1						A1	
AVG CEFR per skill & operating function				B1						A1	
42.3	NAME	1				A2				A2	
51.1	NAME	1		A2		A1				A1	
52.2	NAME	1		A2	A2						
35.1	NAME	1		B1							
AVG CEFR per skill & operating function				A2+	A2					A1+	
54.3	PRESENT	1									
57.3	PRESENT	1	B1				B1			B1	
AVG CEFR per skill & operating function			B1				B1			B1	
32.3	APPLY	2	A2		A2					A2	
37.1	APPLY	2	B1		A2				A1		
40.1	APPLY	2	A2			B1				A2	
47.4	APPLY	2	B1			B1				B1	
AVG CEFR per skill & operating function			A2+		A2+					A2	
35.4A	COMPARE	2	A2					A2			
36.4b	COMPARE	2									
38.1	COMPARE	2	A2					A2			
40.2	COMPARE	2	A2					A2		B1	
48.3	COMPARE	2	A2					A2		A2	
48.5	COMPARE	2						A2		A2	
AVG CEFR per skill & operating function			A2					A2		A2+	
31.3	DESCRIBE	2	A2							A2	
31.2	DESCRIBE	2	A2		A2						
31.2.2	DESCRIBE	2	A2		A2					A2	
32.1	DESCRIBE	2	A2		A2					A2	
35.1	DESCRIBE	2	B1						A1		
35.1.3	DESCRIBE	2							A2		
40.3	DESCRIBE	2			A2						A2
41.1	DESCRIBE	2			A2						A2
42.1.1	DESCRIBE	2						A2			A2
42.1.2	DESCRIBE	2						A2			A2
47.2	DESCRIBE	2	B1					B1			
48.1	DESCRIBE	2	A2				A2				
49.1	DESCRIBE	2	B1				B1				
54.1	DESCRIBE	2					A2				
56.1	DESCRIBE	2	B1				B1				
AVG CEFR per skill & operating function			A2+				A2+			A2	
31.1	EXPLAIN	2	A2						A2		
31.2.1	EXPLAIN	2			A2						A2
32.2	EXPLAIN	2	B1		B1						A2
32.3b	EXPLAIN	2	B1			B1					B1
35.2	EXPLAIN	2	B1		A2						A2
36.1	EXPLAIN	2				B1					A2
36.2	EXPLAIN	2				B1					A2
36.3	EXPLAIN	2	B1			B1					A2
41.2	EXPLAIN	2	B1			B1		A2			B1
42.5	EXPLAIN	2	B1			B1					B1
47.1	EXPLAIN	2	B1			B1					B1
47.5	EXPLAIN	2	B1			B1					B1
49.2	EXPLAIN	2	A2		A2						A2
49.3	EXPLAIN	2	B1			B1					A2
51.1	EXPLAIN	2	B1			A2					A2
51.2	EXPLAIN	2	B1			A2					A2
52.1	EXPLAIN	2	A2			A2					A2
52.2	EXPLAIN	2	B1			B1					B1
54.2	EXPLAIN	2						A2			A2
55.1	EXPLAIN	2	B1			A2					A2
55.2	EXPLAIN	2	B1			B1					B1
56.3a	EXPLAIN	2								B1	
56.2	EXPLAIN	2	B1			B1					B1
57.1	EXPLAIN	2	B1			B2					B2
58.2	EXPLAIN	2	B1			B1					B1
AVG CEFR per skill & operating function			B1			B1					A2+
47.3	point out -> illustrate	2	B1			B1					B1
AVG CEFR per skill & operating function			B1			B1					B1
41.3	DISCUSS	3	B1		A2				B1		A2
56.3	DISCUSS	3	B1						B1		A2
AVG CEFR per skill & operating function			B1						B1		A2
48.4	GIVE AN OPINION	3	B1						B1		B1
54.3	GIVE AN OPINION	3	B1						A2		A2
57.2	GIVE AN OPINION	3	B1						B1		A2
35.3	GIVE AN OPINION	3	A2						A2		
38.3	GIVE AN OPINION	3	B1						B1		
AVG CEFR per skill & operating function			B1						B1		A2+
31.2	HYPOTHESIZE	3	A2		A2						A2
57.3	HYPOTHESIZE	3	B1								B1
AVG CEFR per skill & operating function			A2+								A2+
38.2	JUSTIFY	3									B1
58.1	JUSTIFY	3	B1								B1
AVG CEFR per skill & operating function			B1						B1		B1

		absolute Häufigkeit CEFR Level						relative Häufigkeit						
		A1	A2	B1	B2	C1	C2	Summe	A1	A2	B1	B2	C1	C2
AFB 1	DRAW	1	0	0	1	0	0	2	50%	0%	0%	50%	0%	0%
	NAME	2	5	1	0	0	0	8	25%	63%	13%	0%	0%	0%
	PRESENT	0	0	3	0	0	0	3	0%	0%	100%	0%	0%	0%
AFB 2	APPLY	1	6	5	0	0	0	12	8%	50%	42%	0%	0%	0%
	COMPARE	0	11	1	0	0	0	12	0%	92%	8%	0%	0%	0%
	DESCRIBE	1	27	7	0	0	0	35	3%	77%	20%	0%	0%	0%
	EXPLAIN	0	26	43	2	0	0	71	0%	37%	61%	3%	0%	0%
	ILLUSTRATE	0	0	3	0	0	0	3	0%	0%	100%	0%	0%	0%
AFB 3	DISCUSS	0	2	4	0	0	0	6	0%	33%	67%	0%	0%	0%
	GIVE AN OPINION	0	5	8	0	0	0	13	0%	38%	62%	0%	0%	0%
	HYPOTHESIZE	0	3	4	0	0	0	7	0%	43%	57%	0%	0%	0%
	JUSTIFY	0	0	4	0	0	0	4	0%	0%	100%	0%	0%	0%
		5	85	84	2	0	0	176	3%	48%	48%	1%	0%	0%

page	operating function	AFB	Receptive Skills/Reading		Productive Skills/Spoken			Productive Skills/ Written			
			reading for information	reading for orientation	overall spoken	Giving Information	describing experience	Putting a case	overall written	written reports	creative writing
69.1a	DRAW	1		B1		A2			A2		
77.1	DRAW	1		B1		A2			A1		
78.1	DRAW	1		B1		A2			A1		
AVG CEFR per skill & operating function				B1		A2			A1+		
61.1	LIST	1		A2						A2	
61.2	LIST	1	B1			A2				A2	
63.2	LIST	1	A2			A2				A2	
63.3	LIST	1	A2			A2				A2	
63.4	LIST	1	A2								
65.1	LIST	1		A2					A1		
AVG CEFR per skill & operating function			A2		A2				A2		
63.2	RECORD	1	B1								A2
67.1	RECORD	1								A2	
AVG CEFR per skill & operating function			B1						A2		
63.2	PRESENT	1			A2						
77.5	PRESENT	1			B1				A2		
AVG CEFR per skill & operating function					A2+				A2		
63.1	APPLY	2	A2							A2	
63.2	APPLY	2			A2					A2	
89.3	APPLY	2	B1			B1				B1	
AVG CEFR per skill & operating function					A2+					A2+	
61.4	COMPARE	2	B1			B1				B1	
69.2a	COMPARE	2					A2				
63.3	COMPARE	2	A2					A2			
AVG CEFR per skill & operating function							A2+			B1	
65.4	DESCRIBE	2	A1				A2				A2
67.1	DESCRIBE	2	B1			B1					
69.1b	DESCRIBE	2									
77.4	DESCRIBE	2	A2								A2
79.1	DESCRIBE	2	A2			A2				A2	
81.2	DESCRIBE	2	B1			B1				A2	
87.2a	DESCRIBE	2				B1				A2	
87.3	DESCRIBE	2	B1			A2					A2
AVG CEFR per skill & operating function						A2+				A2	
61.3	EXPLAIN	2	A2			B1				A2	
63.5	EXPLAIN	2	A2					B1		A2	
63.6	EXPLAIN	2	A2					B1		A2	
65.2	EXPLAIN	2	A2			B1				A2	
75.1	EXPLAIN	2	B1			B1					B1
75.3	EXPLAIN	2	B1			B1					B1
77.3	EXPLAIN	2	B1			B1				A2	
79.2	EXPLAIN	2	B1		B1					A2	
79.3	EXPLAIN	2	B1		B1					A2	
81.1	EXPLAIN	2	B1							A2	
81.3	EXPLAIN	2	A2			A2					
87.2	EXPLAIN	2	B1			B1					
88.1	EXPLAIN	2	B1			B1				B1	
88.2	EXPLAIN	2	A2			B1					
88.3	EXPLAIN	2	B1					B1			
89.1	EXPLAIN	2	B1					B1		A2	
89.2	EXPLAIN	2	B1					B1		A2	
AVG CEFR per skill & operating function						B1				A2+	
69.2b	DERIVE	2						B1		A2	
AVG CEFR per skill & operating function								B1		A2	
65.3	DISCUSS	3						B1			
77.2	DISCUSS	3	B1			B1					
78.2	DISCUSS	3					B1	B1			
77.3	DISCUSS	3					B1	B1			
67.3	DISCUSS	3	B1				B1	B1		B1	
AVG CEFR per skill & operating function			B1					B1		B1	
81.3	HYPOTHESIZE	3	B1					B1		B1	
AVG CEFR per skill & operating function			B1					B1		B1	
65.3	JUSTIFY	3					B1			A2	
75.2	JUSTIFY	3	B1					B1		A2	
AVG CEFR per skill & operating function			B1					B1		B1	

	operating function	absolute Häufigkeit CEFR Level							Summe	relative Häufigkeit					
		A1	A2	B1	B2	C1	C2	A1		A2	B1	B2	C1	C2	
AFB 1	DRAW	2	4	3	0	0	0	9	22%	44%	33%	0%	0%	0%	
	LIST	1	14	1	0	0	0	16	6%	88%	6%	0%	0%	0%	
	PRESENT	0	3	1	0	0	0	4	0%	75%	25%	0%	0%	0%	
AFB 2	RECORD	0	2	1	0	0	0	3	0%	67%	33%	0%	0%	0%	
	APPLY	0	5	3	0	0	0	8	0%	63%	38%	0%	0%	0%	
	COMPARE	0	3	3	0	0	0	6	0%	50%	50%	0%	0%	0%	
	DESCRIBE	1	11	6	0	0	0	18	6%	61%	33%	0%	0%	0%	
AFB 3	EXPLAIN	0	17	31	0	0	0	48	0%	35%	65%	0%	0%	0%	
	DERIVE	0	1	1	0	0	0	2	0%	50%	50%	0%	0%	0%	
	DISCUSS	0	0	12	0	0	0	12	0%	0%	100%	0%	0%	0%	
	HYPOTHESIZE	0	0	3	0	0	0	3	0%	0%	100%	0%	0%	0%	
	JUSTIFY	0	2	3	0	0	0	5	0%	40%	60%	0%	0%	0%	
		4	62	68	0	0	0	134	3%	46%	51%	0%	0%	0%	

book & page	operating function	AFB	Receptive Skills/Reading		Productive Skills/Spoken				Productive Skills/ Written		
			reading for information	reading for orientation	overall spoken	giving information	describing experience	putting a case	overall written	written reports	creative writing
GSCCE Q1	ANALYZE			A2		A2					
GSCCE Q2	ANALYZE			A2		A2					
GSCCE Q3	ANALYZE		A2			A2					
GSCCE Q4	ANALYZE		A2			A2					
GSCCE Q5	ANALYZE		A2			A2					
GSCCE Q6	ANALYZE			A2		A2					
GSCCE Q7	ANALYZE			A2		A2					
GSCCE Q8	ANALYZE		A2			A2					
GSCCE Q10	ANALYZE			A2		B1					
GSCCE Q11	ANALYZE			A2		B1					
GSCCE Q13	ANALYZE		A2			B1					
GSCCE Q20	ANALYZE		A2			B1					
GSCCE Q21	ANALYZE		A2			A2		A1			
FRW M219.2	ANALYZE			A2							
FRW M219.3a	ANALYZE		A2			A2			A1		
FRW M219.6	ANALYZE			A1							
FRW M221.2	ANALYZE		A2								
FRW M221.3	ANALYZE		A2								
FRW M223.1	ANALYZE			A2		A2			A1		
FRW M223.2	ANALYZE			A2		A2					
FRW M223.3	ANALYZE			A2		A2					
Elevate, Lvl 4-5, 185.1	ANALYZE			A2		A2					
Elevate, Lvl 4-5, 185.3A	ANALYZE			A2							
Elevate, Lvl 4-5, 185.3B	ANALYZE			A2							
Elevate, Lvl 4-5, 187.2	ANALYZE			A2							
Elevate, Lvl 4-5, 187.3	ANALYZE			A2							
Elevate, Lvl 5-6, 159.2	ANALYZE		A2								
Elevate, Lvl 5-6, 159.3	ANALYZE			A2							
Elevate, Lvl 5-6, 159.5	ANALYZE			A2							
Elevate, Lvl 5-6, 162.4	ANALYZE			A1							
Elevate, Lvl 5-6, 163.6a	ANALYZE			A2		A2					
GSCCE Q1	CALCULATE			A2		A2			A1		
GSCCE Q2	CALCULATE			A2	A1				A1		
GSCCE Q3	CALCULATE			A2	A1				A1		
GSCCE Q4	CALCULATE			A2	A1				A1		
GSCCE Q5	CALCULATE			A2	A1				A1		
GSCCE Q6	CALCULATE			A2	A1				A1		
GSCCE Q7	CALCULATE			A2	A1				A1		
GSCCE Q8	CALCULATE			A2	A1				A1		
GSCCE Q9	CALCULATE			A2	A2				A1		
GSCCE Q10	CALCULATE			A2	A2				A1		
GSCCE Q11	CALCULATE			A2	A2				A1		
GSCCE Q12	CALCULATE			A2	A2				A1		
GSCCE Q13	CALCULATE			A2	A2				A1		
GSCCE Q14	CALCULATE			A2	A2				A1		
GSCCE Q15	CALCULATE			A2	A2				A1		
GSCCE Q16	CALCULATE			A2	A2				A1		
GSCCE Q17	CALCULATE			A2	A2				A1		
GSCCE Q18	CALCULATE			A2	A2				A1		
GSCCE Q19	CALCULATE			A2	A2				A1		
GSCCE Q21	CALCULATE			A2	A2				A1		
FRW M219.1	CALCULATE			A1	A1	A2			A1		
FRW M219.5	CALCULATE			A1	A2				A1		
FRW M219.6	CALCULATE			A1					A1		
FRW M221.1	CALCULATE			A1	A2				A1		
FRW M221.4	CALCULATE			A1	A2				A1		
FRW M221.5	CALCULATE			A1	A2				A1		
FRW M221.6	CALCULATE			A2	A2				A1		
FRW M223.1b	CALCULATE			A2	A2				A1		
FRW M223.3b	CALCULATE			A1	A2				A1		
FRW M223.3c	CALCULATE			A1	A2				A1		
Elevate, Lvl 4-5, 187.6.1	CALCULATE			A1	A1				A1		
Elevate, Lvl 5-6, 159.1	CALCULATE			A1	A2				A1		
Elevate, Lvl 5-6, 159.2	CALCULATE			A1	A2				A1		
Elevate, Lvl 5-6, 162.4	CALCULATE			A1	A2				A1		
Elevate, Lvl 5-6, 164.1	CALCULATE			A1	A2				A1		
Elevate, Lvl 4-5, 157.1 G	CALCULATE			A1	A2				A1		
Elevate, Lvl 4-5, 157.2 G	CALCULATE			A1	A2				A1		
KS3, 159.2b	CALCULATE			A1	A2				A1		
KS3, 159.3	CALCULATE			A1	A2				A1		
KS3, 159.5	CALCULATE			A1	A2				A1		
KS3, 163.1a	CALCULATE			A1	A2				A1		
				A1+	A2				A1		
FRW M219.2	APPLY					A2			A1		
FRW M219.3b	APPLY			A1		A2			A1		
FRW M219.4	APPLY			A1		A2			A1		
FRW M223.2a	APPLY			A1		A2			A1		
FRW M223.2b	APPLY			A1		A1			A2		
FRW M223.2c	APPLY			A1		A2			A1		
FRW M223.2d	APPLY			A1		A2			A1		
FRW M223.2e	APPLY			A1		A2			A1		
FRW M223.3	APPLY			A2		A2			A1		
Elevate, Lvl 4-5, 185.1.1	APPLY					A2			A1		
Elevate, Lvl 4-5, 185.3A	APPLY					A2			A1		
Elevate, Lvl 4-5, 187.2	APPLY					A2			A1		
Elevate, Lvl 4-5, 187.3	APPLY					A2			A1		
Elevate, Lvl 4-5, 187.3.2	APPLY					A2			A1		
Elevate, Lvl 4-5, 159.9 G	APPLY			A2		A2			A1		
KS3, 159.5	APPLY			A2		A2					
KS3, 160 bill	APPLY			A2		A2					
KS3, 163.9	APPLY			A1		A2					
				A1+		A2			A1		
KS3, 159.2a	DECIDE			A1				A2	A1		
				A1							
KS3, 159.3	JUSTIFY			A1				B1	A2		
KS3, 163.8b	JUSTIFY			A1				B1	B1		
				A1				B1	A2+		
FRW M219.4	VERIFY		A2					B1	A1		
			A2								
FRW M219.6	PROVE					B1			B1		
Elevate, Lvl 4-5, 185.1.2	PROVE					B1					
Elevate, Lvl 4-5, 187.6.2	PROVE					B1					
KS3, 160 bill	PROVE		A2					B1	A1		
KS3, 163.9	PROVE		A1					B1	A2		
				A1+		B1			A1+		
KS3, 163.6b	DEMONSTRATE		A1				B1		B1		
			A1						B1		
FRW M221.2	EXPLAIN					B1			A1		
FRW M221.3	EXPLAIN					B1			A1		
Elevate, Lvl 4-5, 185.3B	EXPLAIN		A2			B1			A1		
Elevate, Lvl 5-6, 159.2	EXPLAIN					B1			A2		
Elevate, Lvl 5-6, 159.5	EXPLAIN					B1			A1		
KS3, 163.6a	EXPLAIN					B1			A1		
			A2			B1			A1+		
Elevate, Lvl 5-6, 155.1	NAME			A1					A1		
Elevate, Lvl 5-6, 155.2a	NAME			A1					A1		
Elevate, Lvl 5-6, 155.2b	NAME			A1					A1		
Elevate, Lvl 5-6, 155.2c	NAME			A1					A1		
Elevate, Lvl 5-6, 155.3	NAME			A2					A1		
Elevate, Lvl 5-6, 158.5.3	NAME			A1					A1		
Elevate, Lvl 5-6, 162.3	NAME			A1					A1		
Elevate, Lvl 4-5, 155.1	NAME		A1						A1		

Elevate, Lvl 4-5, 155.3.2	NAME				A1				A1		
Elevate, Lvl 4-5, 155.5.1	NAME		A2						A1		
Elevate, Lvl 4-5, 155.5.2	NAME				A1						
Elevate, Lvl 4-5, 157.1.1	NAME				A1						
KS3, 159.2c	NAME		A1						A1		
KS3, 163.6c	NAME		A1								
KS3, 163.8a	NAME		A1								
KS3, 163.8b	NAME		A1								
					A1						
Elevate, Lvl 5-6, 155.6	DRAW		A1						A1		
Elevate, Lvl 5-6, 158.1.2	DRAW		A1						A1		
Elevate, Lvl 5-6, 158.2	DRAW		A1						A1		
Elevate, Lvl 4-5, 155.6	DRAW		A2						A1		
KS3, 160.b1	DRAW		A2						A1		
					A1+						
Elevate, Lvl 5-6, 155.3	SKETCH		A2						A1		
KS3, 159.2	SKETCH		A1						A1		
					A1+						
Elevate, Lvl 5-6, 155.6	DESCRIBE		A1						A1		
			A1						A1		

AVERAGES per skill & DF		A1+		A2		A1+
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	absolute Häufigkeit CEFR Level							relative Häufigkeit						
	A1	A2	B1	B2	C1	C2	Summe	A1	A2	B1	B2	C1	C2	
ANALYZE	5	44		4	0	0	53	9%	83%	8%	0%	0%	0%	
CALCULATE	68	53		0	0	0	121	56%	44%	0%	0%	0%	0%	
APPLY	23	21		0	0	0	44	52%	48%	0%	0%	0%	0%	
DECIDE	2	1		0	0	0	3	67%	33%	0%	0%	0%	0%	
JUSTIFY	2	1		3	0	0	6	33%	17%	50%	0%	0%	0%	
VERIFY	1	1		1	0	0	3	33%	33%	0%	0%	0%	0%	
PROVE	4	2		6	0	0	12	33%	17%	50%	0%	0%	0%	
DEMONSTRATE	1	0		3	0	0	4	25%	0%	75%	0%	0%	0%	
EXPLAIN	5	2		6	0	0	13	38%	15%	46%	0%	0%	0%	
NAME	38	2		0	0	0	40	95%	5%	0%	0%	0%	0%	
DRAW	13	2		0	0	0	15	87%	13%	0%	0%	0%	0%	
SKETCH	4	2		0	0	0	6	67%	33%	0%	0%	0%	0%	
DESCRIBE	3	0		0	0	0	3	100%	0%	0%	0%	0%	0%	
	169	131		23	0	0	323	52%	41%	7%	0%	0%	0%	

book & page	operating function	AFB	Receptive Skills/Reading		Productive Skills/Spoken			Productive Skills/ Written			
			reading for information	reading for orientation	overall spoken	Giving information	describing experience	Putting a case	overall written	written reports	creative writing
EdExcel GCSE, 177.3	ANALYZE		A2								
EdExcel GCSE, 178.4	ANALYZE		A2			A2					
EdExcel GCSE, 178.5	ANALYZE		A2			A2					
EdExcel GCSE, 179.3	ANALYZE		A1			A2					
EdExcel GCSE, 185.8i.2	ANALYZE		A2			A2					
EdExcel GCSE, 185.8i.3	ANALYZE		A2			A2					
EdExcel GCSE, 186.5	ANALYZE			A1		A2					
EdExcel GCSE, 186.6	ANALYZE		A2								
EdExcel GCSE, 186.7	ANALYZE			A1							
EdExcel GCSE, 186.9	ANALYZE			A2							
EdExcel GCSE, 186.11	ANALYZE		A2			B1					
GSCE O5	ANALYZE		A2								
GSCE O9	ANALYZE		A2								
GSCE O10	ANALYZE		A2								
GSCE O11	ANALYZE		A2								
GSCE 40, Q1	ANALYZE		A2								
GSCE 40, Q2	ANALYZE		A2								
GSCE 40, Q4b	ANALYZE		A1								
GSCE 40, Q11	ANALYZE		A2			A2			A1		
GSCE 40, Q16	ANALYZE		A2			A2			A1		
GSCE 44, Q4	ANALYZE		A2			A2			A1		
GSCE 44, Q5a	ANALYZE		A2			A2			A1		
GSCE 44, Q9	ANALYZE		A2			A2			A1		
GSCE 44, Q10	ANALYZE		A2			A2			A1		
FRW M239.4	ANALYZE		A2								
Elevate, Lvl 3-4, 81.3	ANALYZE		A2								
Elevate, Lvl 3-4, 81.4	ANALYZE		A2								
Elevate, Lvl 4-5, 107.1	ANALYZE		A2			A2					
Elevate, Lvl 4-5, 107.2	ANALYZE		A2			A2					
Elevate, Lvl 4-5, 107.3	ANALYZE		A2						A1		
Elevate, Lvl 4-5, 107.3A	ANALYZE		A2			A2			A1		
Elevate, Lvl 4-5, 107.3B	ANALYZE		A2			A2			A1		
Elevate, Lvl 4-5, 107.3C	ANALYZE		A2			A2			A1		
Elevate, Lvl 4-5, 107.4	ANALYZE		A2								
Elevate, Lvl 4-5, 107.4A	ANALYZE		A2								
Elevate, Lvl 4-5, 107.4B	ANALYZE		A2								
Elevate, Lvl 4-5, 111.5	ANALYZE		A2			A2					
KS3, 88.4	ANALYZE		A2								
KS3, 88.5	ANALYZE		A2								
KS3, 88.8	ANALYZE		A2								
KS3, 88.9	ANALYZE		A2					A2			
KS3, 89.1	ANALYZE		A2								
KS3, 89.2	ANALYZE		A2								
KS3, 89.3	ANALYZE		A2								
KS3, 90.4	ANALYZE		A2								
KS3, 149	ANALYZE		A2								
KS3, 150.3	ANALYZE		A2								
KS3, 152.1	ANALYZE		A2								
EdExcel, 177.1	CALCULATE			A1	A1	A2			A1		
EdExcel, 177.2	CALCULATE				A2				A1		
EdExcel, 177.88.1	CALCULATE		A1		A1				A1		
EdExcel, 177.88.2	CALCULATE		A1		A1				A1		
EdExcel, 177.88.3	CALCULATE		A1		A1				A1		
EdExcel, 178.4	CALCULATE				A1				A1		
EdExcel, 178.5	CALCULATE				A1				A1		
EdExcel, 178.8c	CALCULATE		A1		A1				A1		
EdExcel, 179.80.1	CALCULATE		A1		A1				A1		
EdExcel, 179.80.2	CALCULATE		A1		A1				A1		
EdExcel, 185.8i.1	CALCULATE		A1		A1				A1		
EdExcel, 185.8i.2	CALCULATE				A1				A1		
EdExcel, 185.8i.3	CALCULATE				A1				A1		
EdExcel, 185.8i.4	CALCULATE		A1		A1				A1		
EdExcel, 186.8i.5	CALCULATE				A1				A1		
EdExcel, 186.8i.6	CALCULATE				A1				A1		
EdExcel, 186.8i.7	CALCULATE				A1				A1		
EdExcel, 186.8i.8	CALCULATE		A2		A2			B1	A1		
EdExcel, 186.8i.9	CALCULATE				A2				A1		
EdExcel, 186.8i.10	CALCULATE			A1	A2			B1	A1		
GSCE 28, Q1	CALCULATE			A1	A2				A1		
GSCE 28, Q2	CALCULATE			A2	A2				A1		
GSCE 28, Q2b	CALCULATE			A2	A2				A1		
GSCE 28, Q2c	CALCULATE			A2	A2				A1		
GSCE 28, Q2d	CALCULATE			A2	A2				A1		
GSCE 28, Q3	CALCULATE				A2				A1		
GSCE 28, Q4	CALCULATE				A2				A1		
GSCE 29, Q8	CALCULATE			A1		A2			A1		
GSCE 29, Q9a	CALCULATE					A2			A1		
GSCE 29, Q9b	CALCULATE					A2			A1		
GSCE 29, Q9c	CALCULATE					A2			A1		
GSCE 29, Q12b	CALCULATE					A2			A1		
GSCE 40, Q3	CALCULATE		A2			A2			A1		
GSCE 40, Q3c	CALCULATE					A2			A1		
GSCE 40, Q4a	CALCULATE					A2			A1		
GSCE 40, Q5a	CALCULATE			A1		A2			A1		
GSCE 40, Q5c	CALCULATE					A2			A1		
GSCE 41, Q8	CALCULATE			A1		A2			A1		
GSCE 41, Q9	CALCULATE					A2			A1		
GSCE 41, Q10	CALCULATE			A1		A2			A1		
GSCE 42, Q12	CALCULATE			A1		A2			A1		
GSCE 42, Q13	CALCULATE			A2		A2			A1		
GSCE 42, Q14a	CALCULATE			A1		A2			A1		
GSCE 42, Q14b	CALCULATE					A2			A1		
GSCE 42, Q14d	CALCULATE					A2			A1		
GSCE 42, Q15	CALCULATE			A2		A2			A1		
GSCE 44, Q1	CALCULATE		A2			A2			A1		
GSCE 44, Q2	CALCULATE		A2			A2			A1		
GSCE 44, Q3	CALCULATE		A2			A2			A1		
GSCE 44, Q5b	CALCULATE					A2			A1		
GSCE 44, Q6	CALCULATE		A2			A2			A1		
GSCE 45, Q7	CALCULATE		A2			A2			A1		
GSCE 45, Q8b	CALCULATE					A2			A1		
GSCE 45, Q8c	CALCULATE					A2			A1		
GSCE 45, Q9b	CALCULATE					A2			A1		
GSCE 45, Q10c	CALCULATE					A2			A1		
GSCE 45, Q11	CALCULATE		A2			A2			A1		
FRW M239.2	CALCULATE					A2			A1		
FRW M239.3	CALCULATE					A2			A1		
Elevate, Lvl 4-5, 109.3	CALCULATE					A2			A1		
Elevate, Lvl 4-5, 109.4	CALCULATE					A2			A1		
Elevate, Lvl 4-5, 109.4.1	CALCULATE					A1			A1		
Elevate, Lvl 4-5, 110.1	CALCULATE			A2		A1			A1		
Elevate, Lvl 4-5, 110.2	CALCULATE			A2		A1			A1		
Elevate, Lvl 4-5, 110.3	CALCULATE			A2		A1			A1		
Elevate, Lvl 4-5, 111.6.7	CALCULATE					A1			A1		
KS3, 88.2	CALCULATE					A1			A1		
KS3, 88.3	CALCULATE					A1			A1		
KS3, 88.4	CALCULATE					A1			A1		
KS3, 88.5	CALCULATE					A1			A1		
KS3, 88.7	CALCULATE			A2		A2			A1		
KS3, 89.1	CALCULATE								A1		
KS3, 89.2	CALCULATE								A1		
KS3, 89.3	CALCULATE								A1		

KS3, 90.4	CALCULATE					A2				A1		
KS3, 90.5	CALCULATE		A2			A2				A1		
KS3, 90.6	CALCULATE		A2			A2				A1		
KS3, 90.7	CALCULATE		A2			A2				A1		
KS3, 90.8	CALCULATE		A2			A2				A1		
			A1+			A2				A1		
EdExcel, 186.6	APPLY					A2						
GCSE, 28, Q3	APPLY			A2								
GCSE, 28, Q4	APPLY			A2								
GCSE, 29, Q6b	APPLY					A2						
GCSE, 29, Q6c	APPLY					A2				A1		
GCSE, 29, Q7	APPLY			A1		A2				A1		
GCSE, 29, Q7b	APPLY			A1		A2				A1		
GCSE, 29, Q10	APPLY					A2				A1		
GCSE, 29, Q11	APPLY					A2				A1		
GCSE, 40, Q1	APPLY					A2				A1		
GCSE, 40, Q2	APPLY					A2				A1		
GCSE, 44, Q5b	APPLY			A2		A2						
FRW M237.2	APPLY			A1								
FRW M237.3	APPLY			A1								
FRW M237.4	APPLY			A1								
FRW M243.3	APPLY		A2			A2						
FRW M245.3	APPLY			A2		B1						
FRW M245.3c	APPLY					B1						
Elevate, Lvl 4-5, 107.4a	APPLY									A1		
Elevate, Lvl 4-5, 107.4b	APPLY									A1		
Elevate, Lvl 4-5, 109.3	APPLY		A2			A2				A1		
Elevate, Lvl 4-5, 109.4	APPLY		A2			A2						
Elevate, Lvl 4-5, 111.4d	APPLY									A1		
Elevate, Lvl 4-5, 111.6	APPLY		A2			A2						
KS3, 88.2	APPLY		A2			A2						
KS3, 88.3	APPLY		A2			A2						
KS3, 88.4b	APPLY					A2						
KS3, 88.4a	APPLY					A2				A1		
KS3, 88.5a	APPLY					A2						
KS3, 88.5b	APPLY					A2				A1		
KS3, 88.6	APPLY		A2			A2				A1		
KS3, 88.6b	APPLY					A2				A1		
KS3, 89.1	APPLY					A2						
KS3, 89.2	APPLY					A2						
KS3, 89.3	APPLY					A2						
KS3, 90.7	APPLY					A2						
KS3, 90.8b	APPLY					A2				A1		
KS3, 153.3.2a	APPLY			A2		A2				A1		
			A1+			A2				A1		
FRW M245.3a	DECIDE							A2				
FRW M245.3d	DECIDE							A2				
FRW M245.3e	DECIDE							A2				
FRW M245.4	DECIDE							A2				
FRW M245.3c	DECIDE							A2				
Elevate, Lvl 3-4, 81.3a	DECIDE							A2				
Elevate, Lvl 3-4, 81.3	DECIDE		A2					A2		A1		
Elevate, Lvl 4-5, 108.5a	DECIDE		A2					A2				
Elevate, Lvl 4-5, 108.5b	DECIDE							A2				
Elevate, Lvl 4-5, 108.5c	DECIDE		A2					A2				
Elevate, Lvl 4-5, 108.5d	DECIDE		A2					A2				
Elevate, Lvl 4-5, 108.5e	DECIDE		A2					A2				
KS3, 87.1	DECIDE			A1				A2				
KS3, 87.8	DECIDE							A2				
			A2					A2		A1		
EdExcel, GCSE, 186.11	JUSTIFY							B1			B1	
GCSE, 28, Q2d	JUSTIFY							B1				
GCSE, 29, Q6b	JUSTIFY							B1				
GCSE, 29, Q6d	JUSTIFY							B1				
GCSE, 29, Q10	JUSTIFY					B1		B1				
GCSE, 40, Q2	JUSTIFY							B1				
GCSE, 40, Q3	JUSTIFY							B1				
GCSE, 40, Q5	JUSTIFY							B1				
GCSE, 40, Q9	JUSTIFY							B1				
GCSE, 40, Q11	JUSTIFY							B1				
GCSE, 42, Q13	JUSTIFY							B1				
GCSE, 42, Q14	JUSTIFY							B1				
GCSE, 42, Q15b	JUSTIFY							B1				
GCSE, 42, Q15c	JUSTIFY							B1				
GCSE, 42, Q16	JUSTIFY							B1				
GCSE, 44, Q4	JUSTIFY							B1				
GCSE, 44, Q5	JUSTIFY							B1				
GCSE, 44, Q9	JUSTIFY							B1				
GCSE, 44, Q10	JUSTIFY							B1				
FRW M237.2	JUSTIFY							B1			A2	
FRW M243.3	JUSTIFY							B1			A2	
FRW M245.1	JUSTIFY							B1				
FRW M245.3	JUSTIFY							B1				
KS3, 88.8	JUSTIFY							B1		A1		
KS3, 88.9	JUSTIFY							B1		A1		
								B1		A2		
EdExcel, 176.8.1	VERIFY							B1				
EdExcel, 176.8.2	VERIFY							B1				
Elevate, Lvl 3-4, 81.4	VERIFY							A2				
								B1				
EdExcel, 179.3	PROVE							B1		A1		
GCSE, 42, Q15	PROVE							B1				
GCSE, 45, Q10	PROVE					B1		B1		A1		
GCSE, 45, Q9	PROVE					B1		B1		A1		
Elevate, Lvl 4-5, 108.5	PROVE							B1				
Elevate, Lvl 4-5, 108.5b	PROVE							B1				
Elevate, Lvl 4-5, 108.5c	PROVE							B1				
Elevate, Lvl 4-5, 108.5d	PROVE							B1				
Elevate, Lvl 4-5, 108.5e	PROVE							B1				
KS3, 153.7	PROVE					B1		B1		A1		
						B1				A1		
EdExcel, 186.7	EXPLAIN							B1				
GCSE, 40, Q2c	EXPLAIN							B1				
GCSE, 40, Q4b	EXPLAIN							B1				
GCSE, 40, Q6b	EXPLAIN					B1		B1		A2		
GCSE, 41, Q7b	EXPLAIN					B1		B1		A2		
FRW M237.2	EXPLAIN					B1		B1		A2		
Elevate, Lvl 3-4, 81.3b	EXPLAIN					B1						
Elevate, Lvl 3-4, 81.4b	EXPLAIN					B1						
Elevate, Lvl 4-5, 107.1	EXPLAIN					B1						
Elevate, Lvl 4-5, 107.2	EXPLAIN					B1						
Elevate, Lvl 4-5, 109.4	EXPLAIN					B1				A1		
Elevate, Lvl 4-5, 111.4b	EXPLAIN					B1						
Elevate, Lvl 4-5, 111.5	EXPLAIN					B1						
						B1				A2		
GCSE, 40, Q3	NAME									A1		
GCSE, 42, Q15	NAME				A2							
FRW M243.2	NAME					A1						
FRW M243.5	NAME					A1						
FRW M245.2	NAME		A2		A2					A1		
FRW M245.3b	NAME				A2							
FRW M245.4	NAME		A2		A2							
FRW M245.5	NAME		A1			A1						
FRW M245.5b	NAME					A1						
FRW M245.5c	NAME					A1						

