



Schriftliche Abiturprüfung Schuljahr 2015/2016

Englisch auf erhöhtem Anforderungsniveau an allgemeinbildenden gymnasialen Oberstufen

Haupttermin
Dienstag, 26. April 2016, 09:00 Uhr

Unterlagen für die Prüflinge

Allgemeine Arbeitshinweise

- Schreiben Sie auf alle Prüfungsunterlagen Ihren Namen und zusätzlich auf dieses Deckblatt Ihre Kursnummer.
- Kennzeichnen Sie bitte Ihre Entwurfsblätter (Kladde) und Ihre Reinschrift.

Fachspezifische Arbeitshinweise

- Die Arbeitszeit beträgt **255 Minuten**. Eine Lese- und Auswahlzeit ist in der Arbeitszeit enthalten.
- Erlaubte Hilfsmittel: einsprachiges und zweisprachiges Wörterbuch

Aufgabenauswahl

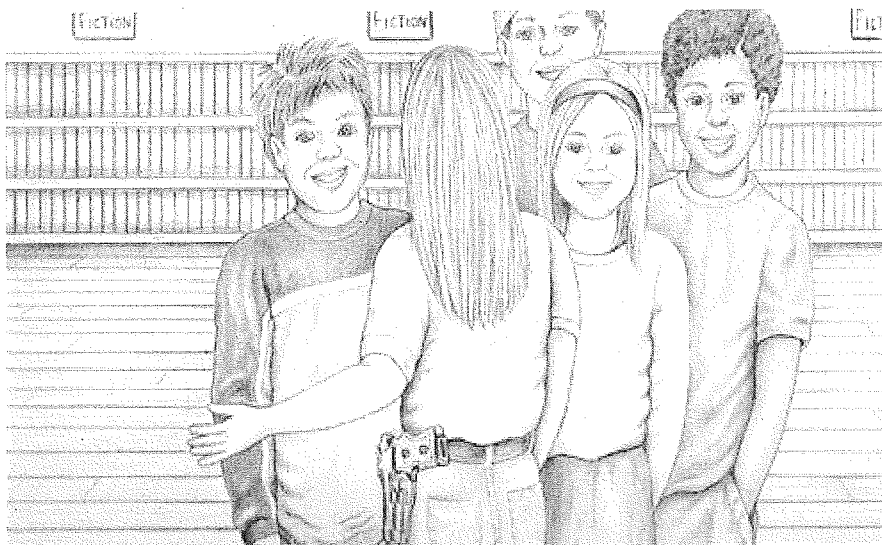
- Sie erhalten **zwei** Aufgaben (**I und II**) zu unterschiedlichen Schwerpunkten.
- Überprüfen Sie anhand der Seitenzahlen, ob Sie alle Unterlagen vollständig erhalten haben.
- Wählen Sie **eine** Aufgabe aus und bearbeiten Sie diese.
- Vermerken Sie auf der Reinschrift, welche Aufgabe (**I oder II**) Sie bearbeitet haben.

Aufgabe I

Culture Wars – Tearing Apart the US?

My Parents Open Carry

by Alison Flood (*The Guardian*, Monday, 4th August, 2014)



an illustration from “My Parents Open Carry”

Sporting a cover

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED] her hair?

#badparenting."
(694 words)

Annotations:

- | | | |
|---------|--|--|
| I. 6 | <i>Michigan Open Carry</i> | Founded in 2009, this organisation tries to promote the lawful practice of citizens' openly carrying a gun in public. |
| I. 17 | 2 nd Amendment | part of the US constitution that protects the right of an individual US citizen to own and bear arms |
| I. 22 | <i>Raw Story</i> | a progressive online news publication founded in 2004 in the US, trying to bring attention to news stories that are ignored elsewhere in the media |
| II. 23f | <i>The United States Concealed Carry Association</i> | an organisation that offers insurance for financial or legal aid that might be necessary for US citizens who have used a gun (in self-defence) |
| I. 31 | <i>gunlaws.com</i> | pro-gun website that tries to give an overview of the different state gun laws in the US |
| I. 39 | moustache | <i>here:</i> In the 1970s and 1980s it was a common stereotype that homosexual men have a moustache. |
| II. 46f | Charlton Heston | former US film star and late president of the pro-gun <i>National Rifle Association</i> in the US |
| I. 48 | 9mil | a 9-millimeter handgun |
| I. 58 | #1 | number one |
| I. 59 | pack heat | (<i>informal</i>) carry a gun on you |
| I. 60 | tease (hair) | German: <i>toupiieren</i> |

Assignments

Comprehension

- 1 Summarise the article.

Analysis

- 2 Analyse the effect the article aims to achieve with regard to the controversial issue of gun control in the US and how this effect is generated.

Comment/Creative Writing (Choose one.)

- 3.1 Assess the extent to which the culture wars within the US are tearing the country apart. Refer to both this article and your coursework in your answer.

or

- 3.2 Imagine you are spending a year in an American family, the Fosters, in rural Michigan. A few nights ago, you noticed your host mum Tina reading from "My Parents Open Carry" to your 6-year-old host sister Catherine. The next day you find the book in your school library and inspect it more closely. Afterwards you decide to write an e-mail to John Peters, your personal tutor at your high-school, in which you express your views on the surprising cultural differences within the US against the background of your own experiences in Germany.

Write that e-mail.

Gewichtung

Die Leistungen in der Textaufgabe gehen zu 75% in die Gesamtbewertung ein. Für die Bewertung der Textaufgabe gilt: Die erbrachten inhaltlichen Leistungen haben ein Gewicht von 40%, die erbrachten sprachlichen Leistungen haben ein Gewicht von 60%. Die inhaltlichen Leistungen in der Comprehension und der Comment bzw. Creative Writing Aufgabe gehen jeweils zu 30% und die in der Analysis Aufgabe geht zu 40% in die Bewertung des Inhalts ein.

Aufgabe II

Crime and Punishment

Tetanus

The following excerpt is taken from the short story "Tetanus" which is part of a collection of short stories by Joyce Carol Oates called "Give me your Heart" (London 2011, pp.126ff). Here a social-worker named Zwillich interviews an eleven-year-old boy called César about his latest crimes.

"Well, César. So [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED] shove him away.

(875 words)

Annotations:

- | | | |
|-------|----------|---|
| l. 12 | 7-Eleven | convenience store, open 24 hours a day, seven days a week |
| l. 23 | TV scold | someone who persistently voices criticism on TV |
| l. 42 | "juvies" | abbreviation for juvenile delinquents |

Assignments

Comprehension

- 1 Outline César's life and his criminal record up to this point.

Analysis

- 2 Analyse Zwilich's feelings towards César and how they are conveyed.

Comment/Creative Writing (Choose one.)

- 3.1 Discuss ways of dealing with juvenile delinquents like César. In your answer refer to both this excerpt and your coursework.

or

- 3.2 Soon after César's assault on Zwilich a status hearing is held – a discussion between a Family Court judge, the prosecution, Zwilich and the defendant, young César. Before the judge takes the final decision about what should happen to César, the prosecutor makes a statement in which he puts forward his views on the defendant, his criminal record and his possible reasons for committing crimes. He also gives a recommendation on how to deal with him in the future.

Write the prosecutor's statement to the judge.

Gewichtung

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