



Schriftliche Abiturprüfung
Schuljahr 2013/2014

Englisch
auf erhöhtem Anforderungsniveau
an allgemeinbildenden gymnasialen Oberstufen

Freitag, 09.05.2014, 9.00 Uhr

Unterlagen für die Prüflinge

Allgemeine Arbeitshinweise

- Die Arbeitszeit beträgt 240 Minuten.
- Eine Lese- und Auswahlzeit von **30 Minuten** ist der Arbeitszeit **vorgeschaltet**. In dieser Zeit darf noch nicht mit der Bearbeitung begonnen werden.
- Erlaubte Hilfsmittel: einsprachiges und zweisprachiges Wörterbuch.

Aufgabenauswahl

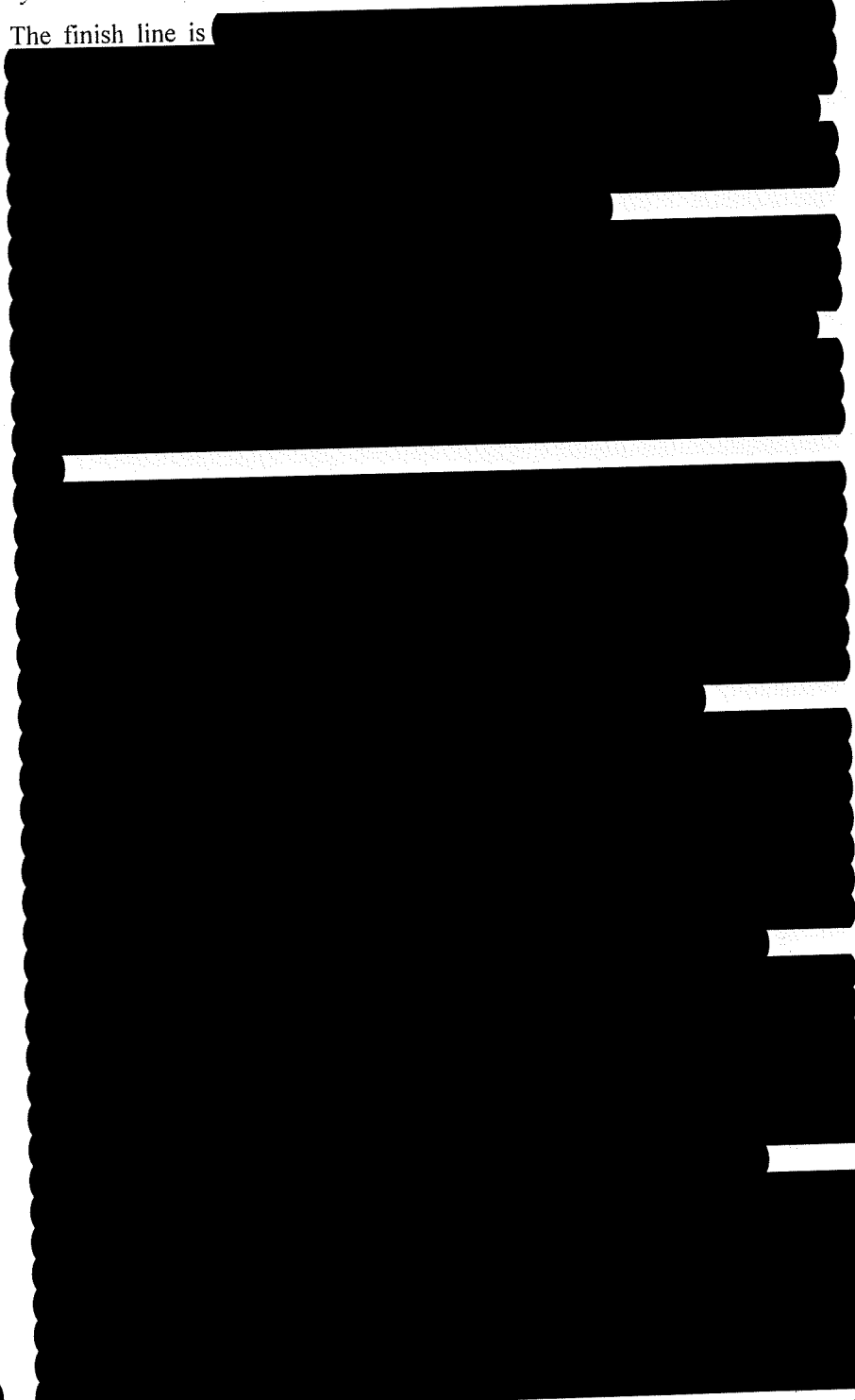
- Sie erhalten **zwei** Aufgaben (**I und II**) zu unterschiedlichen Schwerpunkten.
- Überprüfen Sie anhand der Seitenzahlen, ob Sie alle Unterlagen vollständig erhalten haben.
- Wählen Sie **eine** Aufgabe aus und bearbeiten Sie diese.
- Vermerken Sie auf der Reinschrift, welche Aufgabe (**I oder II**)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

Aufgabe I

Britain in Europe

London 2012: we've glimpsed another kind of Britain, so let's
fight for it
by Jonathan Freedland (The Guardian, August 10th, 2012)

The finish line is



(876 words)

to forget it.

Annotations

- | | | |
|-------|-------------------------|--|
| l. 6 | opening ceremony | ... of the 2012 Olympic Games in London was directed by British film director Danny Boyle and illustrated important aspects of modern British history and culture. |
| l. 10 | National Health Service | The mainly publicly funded healthcare system in Britain that offers universal access to health care to everybody in Britain |
| l. 10 | <i>Windrush</i> | The boat <i>Empire Windrush</i> transported the first wave of West Indian, mainly Jamaican immigrants to Britain. |
| l. 30 | Horse Guards | a large parade ground in the centre of London used for royal ceremonies like the Changing of the Guard |
| l. 41 | Boyle's extravaganza | a reference to the opening ceremony of the 2012 London Olympics |
| l. 42 | "plastic Brits" | an insult directed at athletes who choose to represent Britain in international sports, despite having personal connections with a different country |
| l. 43 | Burleyites | people who share Aidan Burley's views |
| l. 44 | Guardian-types | readers of <i>The Guardian</i> , which holds serious left of centre political views and regards Britain as a multicultural society |
| l. 46 | Greg Rutherford | white freckle-skinned, red-haired winner of an Olympic Gold medal for Britain in the men's long jump in 2012 |
| l. 46 | Jessica Ennis | winner of an Olympic Gold medal for Britain in the women's heptathlon in 2012, partly of Jamaican descent |
| l. 46 | Mo Farah | Somali-born winner of Olympic Gold medals for Britain in the men's 5,000 and 10,000 m races |
| l. 48 | ginger | here: referring to a person with red hair |

Assignments

Comprehension

- 1 Summarise the factual information given in the article about the 2012 London Olympics.

Analysis

- 2 Examine the author's position on the consequences of the 2012 London Olympics for Britain's national identity and the means he employs to get his point across to the reader.

Comment / Creative Writing (Choose one.)

- 3.1 Comment on the extent to which you share the author's view of the consequences of the 2012 London Olympics for Britain's national identity. In your answer refer to both the article and your coursework.

or

- 3.2 Imagine you are Moses Abdi Bani (24), a well-educated Somali-born engineering student at Anglia Polytechnic in South-East England. Because of the political situation in your home country, which is still unstable after years of civil war, you plan to stay in Britain once your student visa runs out. You walk into a British pub with a mixed crowd of friends from university on the golden Saturday night the text refers to in lines 46f. While the success story of British athletes unfolds on TV in the pub, you and your mates soak up the atmosphere and talk to some of the white regulars. Your girlfriend Monica, born in Britain, but of West Indian descent is currently studying in Barcelona, Spain, on an Erasmus scholarship.

The following morning you feel the need to write an e-mail to your girl-friend Monica, in which you want to give her your views on the events of the day before and the current state of Britain's national identity in general. Write that e-mail.

Die Comprehension und die Comment bzw. Creative Writing Aufgaben gehen zu jeweils 30% und die Analysis Aufgabe geht zu 40% in die Bewertung des Inhalts ein.

Aufgabe II

Crime and Punishment

Mud

excerpt from the short story Mud by Ann Cleeves (from: Martin Edwards (ed.), Best Eaten Cold And Other Stories. A Murder Squad Anthology, The Mystery Press, 2011, pp.160-163.)

40 years after the event, the narrator, Jen, relates what happened one summer when she and almost all her teenage friends fell in love with their new English and Drama teacher Davie Raynor. He gave Margaret, a brilliant actress but rather unpopular girl, the leading role in their play. At the same time, he started an affair with one of his pupils, 16-year-old Nell. The production was a success but at the celebration party, Margaret told Jen that she wanted to make Davie's relationship with Nell public knowledge.

I could see

It was true.

Assignments

Comprehension

- 1 Outline the chain of events that lead to Margaret's death.

Analysis

- 2 Analyse the reasons for Jen's actions and the means used to convey them to the reader.

Comment / Creative Writing (Choose one)

- 3.1 Discuss whether or not Jen has committed a crime. In your answer refer to both this excerpt and your coursework.

or

- 3.2 Imagine you are Ann Cleeves, the author of *Mud*, and have been asked to write a comment for *The Times* on youth crime and on where to draw the line between crime and accident.

Write this comment. Refer to both this excerpt and your coursework.

Die Comprehension und die Comment bzw. Creative Writing Aufgaben gehen zu jeweils 30% und die Analysis Aufgabe geht zu 40% in die Bewertung des Inhalts ein.