



Schriftliche Abiturprüfung Schuljahr 2012/ 2013

Kernfach Englisch auf erhöhtem Anforderungsniveau

an allgemeinbildenden gymnasialen Oberstufen

Freitag, 25.01.2013, 9.00 Uhr

Unterlagen für die Prüfungsteilnehmerinnen und Prüfungsteilnehmer

Allgemeine Arbeitshinweise

- Tragen Sie bitte rechts oben auf diesem Blatt die Schulchiffre ein, die Sie im Stempel auf Ihrem Arbeitspapier finden.
- Tragen Sie rechts oben auf diesem Blatt und auf Ihren Arbeitspapieren Ihre Kurs-Nummer und Ihre Schülernummer ein, wie Sie sie auf Ihrem Namensschild finden.
- Verwenden Sie auf keinen Fall Ihren Namen und den Namen Ihrer Schule.
- Kennzeichnen Sie bitte Ihre Entwurfsblätter (Kladde) und Ihre Reinschrift.

Fachspezifische Arbeitshinweise

- Die Arbeitszeit beträgt **300 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 Alternative (**I oder II**) und welche Aufgabe Sie bearbeitet haben.

Aufgabe I

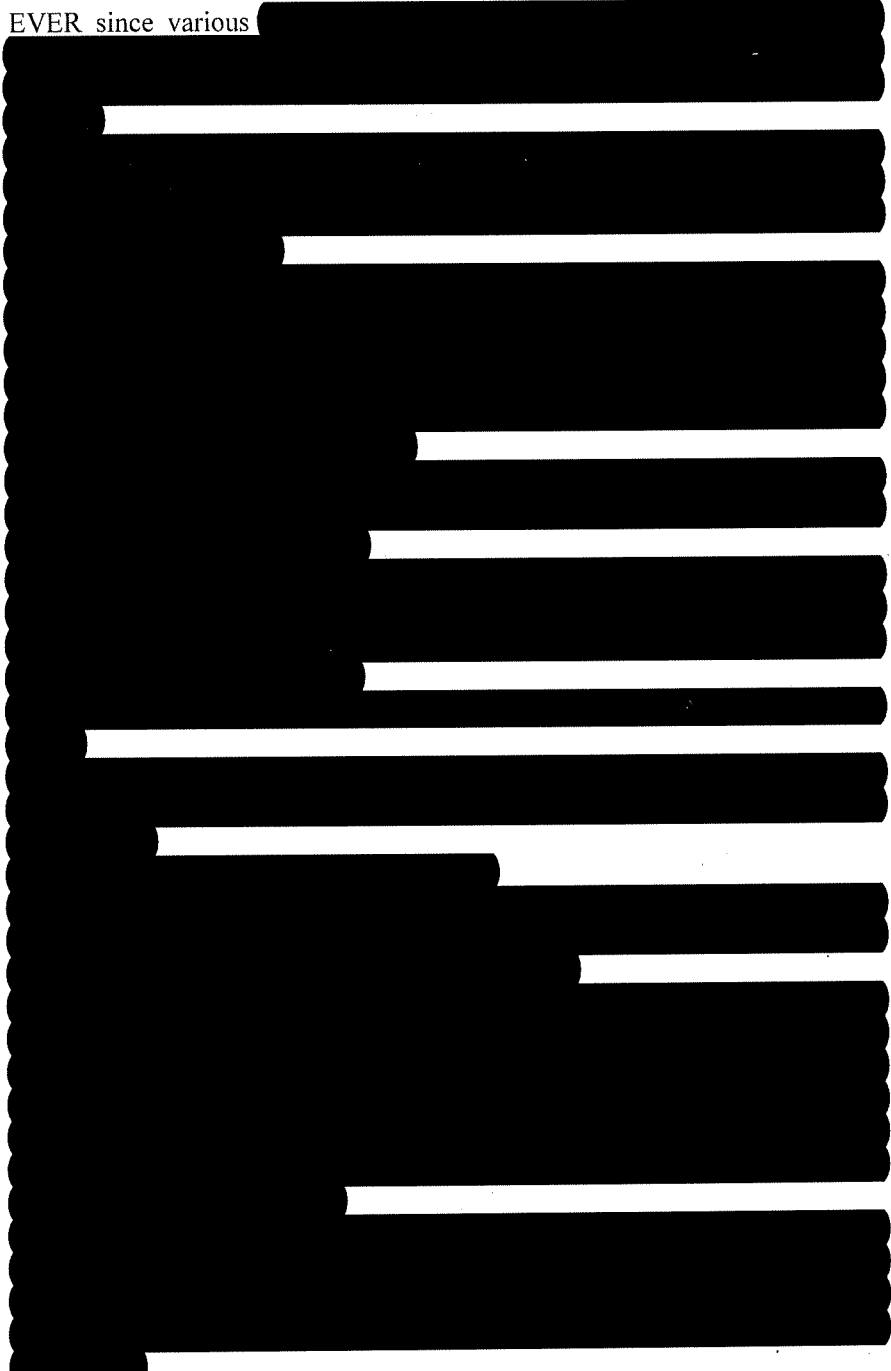
Living in a Metropolis

Walking on Air

by Jeff Gordinier (*The New York Times*, August 26th, 2011)

The High Line is a public park built on a defunct railway that runs 30 feet above Manhattan between 10th and 11th Avenues, from 34th Street to Gansevoort Street in the former meatpacking district of New York.

EVER since various



Kernfach Englisch auf erhöhtem Anforderungsniveau, Aufgabe I

Annotations

1. 11 Gotham Festival of the Lost Arts a celebration of history from 1700-1850
1. 15 artisanal refers to carefully crafted handmade food products
1. 18 bucolic stroll (*literary*) a slow relaxed walk in a rural idyll
1. 20 lair a place where you go to hide or to be alone
1. 22 Gilded Age era of rapid economic growth in the United States during the late 19th century; the name refers to the process of gilding an object with a superficial layer of gold; is meant to make fun of clothes or behaviour which are intended to attract notice
1. 25 Edith Wharton American writer and designer (1862-1937)
1. 30 Hot Tub Time Machine a 2010 American science fiction comedy film: four men travel back to their 1980s teenhood in a hot tub
1. 34 Nancy Reagan widow of former U.S. President Ronald Reagan and First Lady of the U.S. from 1981 to 1989, known for her interest in high-end fashion (born 1902)
1. 34 Tad Allagash character from Jay McInerney's novel *Bright Lights, Big City* (1984) which captures some of the glossy chaos and decadence of the New York nightlife during the 1980s; by night, he is a party-goer, a cocaine user
1. 45 partiers party-goers
1. 72 Vin Diesel American actor, writer, director and producer (born 1967)
1. 72 Paris Hilton American celebrity who rose to fame not because of her talent or work but because of her inherited wealth and controversial lifestyle (born 1981)
1. 82 seething cauldron a large deep pot full of boiling liquid
1. 88 perambulator ambler, walker

Assignments

Comprehension

- 1 Outline the information the text gives about the High Line.

Analysis

- 2.1 Analyse the author's attitude towards the High Line and the ground level and how it is conveyed.
- 2.2 Compare the trend in urban development symbolised by the High Line to other urban developments you are familiar with from your coursework.

Comment / Creative Writing (Choose one.)

- 3.1 Comment on city planners' attempts to provide suitable recreational zones for the urban population. Use the redevelopment of the High Line as a starting point for your comment.

or

- 3.2 Imagine one of the "meatpacking partiers" feels provoked by a "High Line perambulator" watching the party scene below.

Write a dialogue in which the two of them discuss the contrasting ways in which they use the High Line district of New York.

Die vier Teilaufgaben haben gleiches Gewicht; sie gehen mit jeweils 25% in die Bewertung des Inhalts ein.


Aufgabe II

Britain in Europe

Funny Foreigners

*The text is an excerpt from Jeremy Paxman's non-fictional portrait of the English.
(J. Paxman, "The English – a portrait of a people", London, Penguin, 1998, pp. 29-33)*

England remains the



Kernfach Englisch auf erhöhtem Anforderungsniveau, Aufgabe II

[Redacted text block containing several lines of blacked-out text, likely a reading passage or exercise instructions.]

island home.

(1066 words)

Annotations

- I. 18 Richard II King of England from 1377 to 1399; Shakespeare's history play *Richard II* is believed to have been written in 1595.
- I. 23 in the office of as
- I. 28 Mancunian somebody who comes from Manchester
- I. 29 Cockney somebody who comes from the eastern part of London
- I. 37 Elias Canetti famous Jewish author who got the Nobel Prize for Literature in 1981
- II. 45f Sir Francis Drake (1540-1596) famous British nobleman, discoverer and pirate during the reign of Queen Elizabeth I
- I. 51 Churchill famous British Prime Minister during World War II
- II. 70ff Dunkirk/Dunkerque French coastal town on the English Channel, across the water from Dover, near Calais.
- I. 73 Battle of Britain the name given to the World War II air campaign waged by the German Air Force against the United Kingdom during the summer and autumn of 1940.
- I. 73 the Blitz the sustained strategic bombing of Britain and Northern Ireland by Nazi Germany between 7 September 1940 and 10 May 1941

Assignments

Comprehension

- 1 Summarise the text.

Analysis

- 2.1 Analyse the way Paxman explains the attitude of the English towards Europe.
- 2.2 Compare Paxman's views on the mentality of the English to other views on the same topic you are familiar with from your coursework.

Comment / Creative Writing (Choose one.)

- 3.1 Discuss whether or not it is in the best interest of the United Kingdom to keep its distance from the rest of Europe.

or

- 3.2 Imagine you are a British civil servant from the British foreign office, attending a European conference on the future of the European Union (EU). At the end of a long day of intensive debate on closer integration into Europe in all kinds of policy fields, you meet up with a German official over a pint of beer. After some small-talk he tells you that he can't understand the way most English people feel towards Europe. You like your counterpart, but feel the need to explain the views of many of your compatriots about the world today, whereas your German friend explains the way many Germans feel.

Write down the beginning of your conversation in the pub.

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