



Schriftliche Abiturprüfung
Schuljahr 2010/2011

Kernfach Englisch
auf erhöhtem Anforderungsniveau

an allgemeinbildenden gymnasialen Oberstufen

Donnerstag, 3. Februar 2011, 9.00 Uhr

Unterlagen für die 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

Present-day India – a mosaic of contrasts

Slum tours: a day trip too far?

by Amelia Gentleman (*The Observer*, Sunday 7 May 2006)

Clearing his throat

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Kernfach Englisch auf erhöhtem Anforderungsniveau
Aufgabe I

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] for future tours.

[...]

For details of the tours email sbttour@yahoo.com, call Javed on 00 91 98 109 75 284 or see www.salaambaalaktrust.com.

(1057 words)

Kernfach Englisch auf erhöhtem Anforderungsniveau
Aufgabe I

Annotations

- | | |
|----------------------------|---|
| l. 25 Mughal | Islamic emperors of the 16 th and 17 th century in what is now India, Pakistan and Bangladesh |
| l. 25 Lutyens | British architect of the early 20 th century known especially for his plan of the city of New Delhi, India |
| l. 36 shanty town | impoverished settlement, slum |
| l. 36 Soweto | short for South Western Townships, black residential area in Johannesburg, South Africa |
| l. 49 Lonely Planet guides | best known travel guide books in the world for tours off the beaten track |
| l. 77 fiefdom | an area that someone has complete control over |

Kernfach Englisch auf erhöhtem Anforderungsniveau
Aufgabe I

Assignments

Comprehension

- 1 Summarise the information the article gives about the organisation and programme of slum tours in Delhi, India.

Analysis

- 2.1 Analyse the author's attitude towards these tours and how it is conveyed.
- 2.2 Compare the image of India given in this text to the portrait of India you are familiar with from your coursework.

Comment / Creative Writing (Choose one.)

- 3.1 Discuss whether slum tours should be an integral part of any prolonged stay in contemporary India.

or

- 3.2 Imagine the Smith family (parents and a 7-year-old son) are planning to spend a month in India. Mr Smith is very much in favour of going on a slum tour organised by a trustworthy agency, concerned that his family should see "the real India". His wife disagrees.

Write a dialogue between Mr and Mrs Smith, in which they try to reach an agreement on whether they should book a slum tour as part of their stay in India.

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

Kernfach Englisch auf erhöhtem Anforderungsniveau
Aufgabe II

Aufgabe II

Visions of the future

Batten down the hatches. Augmented reality is on its way

by Charlie Brooker (The Guardian, January 18th 2010)

According to technophiles,

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Kernfach Englisch auf erhöhtem Anforderungsniveau
Aufgabe II

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED] 'll scarcely notice.

(Cause an almighty logjam by shuffling slowly along the pavements staring at your augmented-reality app. Photograph: Marcio Jose Sanchez/AP)

(809 words)

Kernfach Englisch auf erhöhtem Anforderungsniveau
Aufgabe II

Annotations

title	batten down the hatches	firmly fasten the entrances to the lower part of a ship
l. 04	gizmo	(<i>informal</i>) a gadget, especially one whose name the speaker does not know or cannot recall
l. 14	logjam	a crowded mass of logs blocking a river
l. 17	Nintendo DSi	a new generation of hand-held games console produced by Nintendo and available in Europe since spring 2009
l. 18	googly (eyes)	large, bulging or rolling objects used to imitate eyes
l. 40	Duffy Duck	a black duck and a well-known Walt Disney cartoon character
l. 42	Who Framed Roger Rabbit	is a 1988 fantasy comedy film produced by Steven Spielberg and released by Walt Disney Pictures. It is a live-action/animation hybrid, combining live action with traditional animation about a world in which cartoon characters interact directly with human beings.
l. 64	Reading	a British town, situated in the commuter belt around London between London and Oxford, which is not famous for being very exciting, esp. for younger people
l. 68	Matrix	1999 Australian/American science fiction-action film which describes a future in which reality as perceived by humans is actually the Matrix: a simulated reality created by sentient machines to pacify and subdue the human population, while their bodies' heat and electrical activity are used as an energy source.

Kernfach Englisch auf erhöhtem Anforderungsniveau
Aufgabe II

Assignments

Comprehension

1. Outline the present and future developments that might allow us to live in a world of “augmented reality”.

Analysis

- 2.1 Analyse the position the author takes on the phenomenon of “augmented reality”, considering the means he uses to convey it to his readers.
- 2.2 Compare the vision of the future put forward in this article with another vision of the future you are familiar with from your coursework.

Comment / Creative Writing (Choose one.)

- 3.1 Comment on the extent to which you consider ever more sophisticated modern electronic gadgets that might, for instance, allow us to “augment our reality” to be a desirable addition to the way we live our daily lives.

or

- 3.2 Imagine it is the year 2013 and iBlinkers has just been released as the latest application to iPhones. Since it only costs 49p and all his 13-year-old mates have already got it, your son is trying to get your permission to buy it. In *The Guardian* there is currently a lively debate among readers on the advantages and disadvantages of this latest invention.

Write a letter to the editor of *The Guardian* in which you applaud or deplore this latest technological innovation and outline how you will deal with your son's request.

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