

Vorbemerkungen zu den erwarteten Schülerleistungen

Das Ziel des Erwartungshorizonts bei der zentralen Abiturprüfung Englisch ist die weitgehende Sicherstellung, dass landesweit möglichst gleichwertig beurteilt wird.

Es können auch weitere oder andere, ebenso korrekte Aspekte seitens der Schülerinnen/Schüler aufgeführt werden, die nicht im Erwartungshorizont ausgewiesen sind. Aufgabenbezogene, inhaltlich angemessene Schülerleistungen sind positiv zu berücksichtigen.

Schülerleistungen, die falsch, irrelevant, überflüssig oder redundant sind, führen zu einer Abwertung der inhaltlichen Leistung.

Die beiden Spalten der Beurteilungsinstrumente mittels Deskriptoren für das Berufliche Gymnasium sind prinzipiell gleichgewichtig. Das Ausdrucksvermögen fließt zu gleichen Teilen in beide Spalten ein. Die Beurteilung der Qualität der sprachlichen Leistung muss daher immer in Abhängigkeit vom Grad der Aufgabenerfüllung gesehen werden. Dies obliegt dem fachlichen Urteil der Korrektoren.

Ist die erbrachte Leistung in Bezug auf eine der beiden Spalten ungenügend, kann die Endnote nicht besser als „mangelhaft“ (maximal 3 Punkte) sein.

Alle Aufgabenteile werden zuerst getrennt bewertet, indem nach Zuordnung des gewonnenen Eindrucks zu den Beschreibungen die in beiden Spalten ermittelten Punkte addiert und durch zwei geteilt werden. Rundungen bei Lösungen zu **schriftlichen** Aufgaben dürfen zunächst nicht vorgenommen werden. Dies bedeutet, dass unter Umständen mit gebrochenen Notenwerten bis zur Ermittlung der Gesamtnote weiter gerechnet wird. Für diese gelten die mathematischen Rundungsregeln.

Bezug zu den Kompetenzen:

Textaufgabe (bzgl. der Anforderungsbereiche I, II und III), Hörverstehen und Mediation: Kommunikative Kompetenz (linguistische, sozio- und interkulturelle und pragmatische Kompetenz) und Kommunikative Sprachaktivitäten.

Bewertung: Die Beurteilungsinstrumente mittels Deskriptoren für das Berufliche Gymnasium – Stand September 2013 – sind heranzuziehen

(http://za.schleswig-holstein.de/content/tk_beruf.php?group=33&ugroup=6 oder <http://lehrplan.lernnetz.de/index.php?wahl=27> – siehe unter Lehrplan BG Englisch).

Nachzuweisende GER Stufe in allen Kompetenzbereichen im gA: B2

Mediation Fachrichtung

Agrarwirtschaft & Ernährung – 25%

Frühstück macht dünn - und schlau

Aufgabe: Fassen Sie den folgenden Text in **ca. 170 Wörtern** (ohne Titel) in englischer Sprache zusammen. Ihre Textproduktion kann um 10% nach unten oder oben von der Wortzahlvorgabe abweichen.

Zählen Sie in dieser Aufgabe die von Ihnen geschriebenen Wörter. Markieren Sie jedes fünfzigste Wort.

Formal sehr gute Leistung:

- references (if mentioned) such as author, title, date, publication medium
- generalizing references as to data such as percentages, experts within the text as far as possible
- examples should be generalized as far as possible

Formal ausreichende Leistung (Passmark = 5P):

- references (if mentioned) such as author and title
- examples are partly generalized

Inhaltlich sehr gute Leistung:

- parents and scientists have declared breakfast as most important meal of the day but only few Germans have healthy breakfast
- without proper breakfast:
 - risks for body and health
 - risk of obesity several times higher
- explanation to be found in metabolism: without breakfast quickly hungry ⇒ people snack between meals or eat bigger portions for lunch
- ideally wholesome breakfast: plenty of low-sugar drinks, high-fibre cereals or bread, fruit and milk or milk products ⇒ provide necessary nutrients, vitamins and fibers
- sufficient drinks like water, tea or coffee equally important
- for kids and teenagers balanced breakfast = indispensable for adequate performance at school ⇒ supports memory functions and brain's capacity to process complex information
- conclusion: breakfast makes you slim and smart

Inhaltlich ausreichende Leistung - Summary (Passmark = 5P): Die Aufgabe ist teilweise gelöst.

Mediation Fachrichtung Gesundheit & Soziales – 25%

Aufgabe: Fassen Sie den folgenden Text in **ca. 170 Wörtern** (ohne Titel) in englischer Sprache zusammen. Ihre Textproduktion kann um 10% nach unten oder oben von der Wortzahlvorgabe abweichen.

Zählen Sie bitte in diesem Teil die von Ihnen geschriebenen Wörter. Markieren Sie jedes fünfzigste Wort.

Die Gefahren des Cybermobbings: Dem Internet hilflos ausgeliefert

Formal sehr gute Leistung:

- references (if mentioned) such as author, title, date, publication medium
- generalizing references as to data such as percentages, experts within the text as far as possible
- examples should be generalized as far as possible

Formal ausreichende Leistung (Passmark = 5P):

- references (if mentioned) such as author and title
- examples are partly generalized

Inhaltlich sehr gute Leistung:

- cyberbullying has become major problem in recent years
- 17% of teenagers using the internet have experienced harassment
- a clear dividing line between bullying and cyberbullying doesn't exist: harassment on the internet is mostly a continuation of face-to-face insults, which often occur at school
- distance lowers threshold and changes nature of bullying even if, according to experts, number of victims of cyberbullying has remained constant and rate of bullying in general hasn't increased
- changing schools often isn't a solution since insults are spread via social media beyond school and town borders and witnessed by large audience leaving victims feeling helpless
- cyberbullying is, in fact, everywhere and although it is usually temporally limited the effects can be detrimental leading to anxiety disorders or depression years later

Inhaltlich ausreichende Leistung - Summary (Passmark = 5P): Die Aufgabe ist teilweise gelöst.

Mediation Fachrichtung Technik – 25%

Aufgabe: Fassen Sie den folgenden Text in **ca. 190 Wörtern** (ohne Titel) in englischer Sprache zusammen. Ihre Textproduktion kann um 10% nach unten oder oben von der Wortzahlvorgabe abweichen.

Zählen Sie in diesem Teil die von Ihnen geschriebenen Wörter.
Markieren Sie jedes fünfzigste Wort.

Grid-Batterien speichern Sonnen- und Windenergie zwischen

Formal sehr gute Leistung:

- references (if mentioned) such as author, title, date, publication medium
- generalizing references as to data such as percentages, experts within the text as far as possible
- examples should be generalized as far as possible

Formal ausreichende Leistung (Passmark = 5P):

- references (if mentioned) such as author and title
- examples are partly generalized

Inhaltlich sehr gute Leistung:

- projects in US have developed new technology of large-scale buffer accumulators that improves availability of renewable forms of energy
- effects: production of renewable energy adjusts to energy consumption in grid and at consumers; can be stored for times of little energy production
- start-up company Aquion has installed buffer for wind and solar power on Hawaii, where energy costs are high ⇒ making buffer solutions feasible, providing sufficient energy for 40 average households with solar array of 176 kilowatts capacity
- in California, company Ambri has announced larger buffer projects in four areas, based on new liquefied metal accumulators
- in contrast to Aquion's solution, Ambri project = intended for storage of surplus capacities in network, so that in times of high power consumption, customers use own buffer, relieve power network which can save costs as well

Inhaltlich ausreichende Leistung - Summary (Passmark = 5P): Die Aufgabe ist teilweise gelöst.

Mediation Fachrichtung Wirtschaft – 25%

Aufgabe: Fassen Sie den folgenden Text in **ca. 160 Wörtern** (ohne Titel) in englischer Sprache zusammen. Ihre Textproduktion kann um 10% nach unten oder oben von der Wortzahlvorgabe abweichen. - Zählen Sie in diesem Teil die von Ihnen geschriebenen Wörter. Markieren Sie jedes fünfzigste Wort.

Billigflieger auf Expansionskurs: Ryanair will Nummer zwei in Deutschland werden

Formal sehr gute Leistung:

- references (if mentioned) such as author, title, date, publication medium
- generalizing references as to data such as percentages, experts within the text as far as possible
- examples should be generalized as far as possible

Formal ausreichende Leistung (Passmark = 5P):

- references (if mentioned) such as author and title
- examples are partly generalized

Inhaltlich sehr gute Leistung:

- Michael O’Leary’s plans: increase of Ryanair’s German market share (4% to 15-20%) within four years; become second after Lufthansa
- Lufthansa and Germanwings lead German market for short- and medium-haul flights (share of 50%)
- Ryanair will strongly compete with Air Berlin on German and European flights (share of 20%)
- no fear of new low-cost airlines, since they still have to bear high costs of their parent company
- plans to extend Ryanair’s net: eight new airports in Germany; including big city airports, e.g. Stuttgart (starting in April 2015), Munich to become attractive for business travellers
- big airports offer discounts to Ryanair for a share in growth
- O’Leary plans website where customers can check ticket prices directly

Inhaltlich ausreichende Leistung - Summary (Passmark = 5P): Die Aufgabe ist teilweise gelöst.

Hörverstehen – 15%

Zur Beurteilung der Hörverstehensaufgabe ist die jeweils aktuelle Fassung der Beurteilungsinstrumente heranzuziehen. **Siehe derzeit Seite 10.**
(http://za.schleswig-holstein.de/content/tk_beruf.php?group=33&ugroup=6 oder
<http://lehrplan.lernnetz.de/index.php?wahl=27> – siehe unter Lehrplan BG Englisch)

Die hier vorliegende Aufgabe wurde auf 15 erreichbare Punkte konzipiert.

Hinweis: Das Band wurde von zwei verschiedenen BGs für gA vorgeschlagen. Da in diesem Band durchaus schwer zu verstehende Passagen sind, die die SuS verwirren würden, entschloss sich die Kommission, das Band weit unter der vorgegebenen Wortzahl für einen gA zu kürzen (vgl. Informationsblatt), u. a. auch, da der Text sehr komplex und die Informationsdichte sehr hoch ist, die Abspielgeschwindigkeit aber nicht weiter verringert werden kann.

Tapeskript:

The Plan To Give E-Books To Poor Kids

Speakers:

Hosts: Melissa Block (MB), Robert Siegel (RS)

Byline: Cory Turner (CT)

Archived Recording: Barack Obama (BO), unidentified student (US)

Guests: Carolyn Reidy (CR), Karen Lotz (KL), Megan Smith (MS)

MB: Brown bear, brown bear, what do you see?

RS: I see a red bird, a green frog and a new government program. Today,
President Obama

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

Grundlegendes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED], NPR News, Washington.

Wörter: 442

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Quelle Tape: <http://www.npr.org/sections/ed/2015/04/30/403273087/the-plan-to-give-e-books-to-poor-kids>

Quelle Transkript:

<http://www.npr.org/templates/transcript/transcript.php?storyId=403273087>

Download: Transkript und Audio 08.06.2015, 16:18 Uhr

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Erwartungshorizont, Beurteilungsvorgaben

Information sheet	
Subject: e-books	Pts:
1. Name three aspects about President Obama's new government plan: <ul style="list-style-type: none"> - more books to low-income children - e-books worth over \$250 million - available to young, low-income readers - for free 	3
2. App needed was developed by: New York Public Library	1
3. Major publishers are interested that more kids get access to books. Aspects which kids especially should have access to books: <ul style="list-style-type: none"> - kids whose parents don't have money (from 4 – 14) or poor kids or kids who can't afford them (1) - kids in rural areas or kids not near bookstores (1) 	2
4. Fly in the ointment of these books: they are e-books	1
5. Name one requirement because of this fly in the ointment: <ul style="list-style-type: none"> - a good Internet connection (at school or at home) (1) OR - get machines or computers in schools or tablets at schools (1) 	1
6. Facts and figures concerning computers and Internet access in low-income households in the US in 2013: <ul style="list-style-type: none"> - Percentage of people not having a PC: (nearly) 40% (1) - Percentage of those people having an Internet subscription: less than half or less than 50% (1) 	2
7. Priority of Obama's administration until 2018: <ul style="list-style-type: none"> - (to get) broadband into just about every public school and library 	1
8. Leveraging libraries should make Obama's plan work. Information about the White House's additional program: <ul style="list-style-type: none"> - White House's program is run in: more than 30 cities and counties (1) - Aim of the program: to give every student a library card (1) 	2
9. Name two book titles on the list available: <ul style="list-style-type: none"> - Dr. Seuss - Twilight - Brown Bear, Brown Bear, (What Do You See?) 	2
Total:	15

Textaufgabe - 60%

Before/After

1. **Comprehension:** Summarize the text in **about 90 words**. **20%**

Count the words in this task. Mark every 50th word.

You are allowed to write up to 10% more or less than the number of words given in the task.

Formal sehr gute Leistung - Summary:

- references (if mentioned) such as author, title, date, publication medium
- generalizing references as to data such as percentages, experts within the text as far as possible
- examples should be generalized as far as possible

Formal ausreichende Leistung - Summary (Passmark = 5P):

- references such as author and title
- examples are partly generalized

Inhaltlich sehr gute Leistung:

- first the story describes dramatic changes in Joseph's and Anna's lives due to accident and cancer
- then Chloe, the main character, finds theatre tickets in her husband's dirty laundry, which indicate that he must have been cheating on her during his last business trip
- like her friends' lives hers might change as well

Inhaltlich ausreichende Leistung - Summary (Passmark = 5P):

Die Aufgabe ist teilweise gelöst.

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2. **Analysis:** Analyze the language of the text and its function(s). **20%**

Inhaltlich sehr gute Leistung: For a very good rating **seven different aspects** have to be presented and explained.

- **capital letters:** **Before** and **After** (l.1) ⇒ takes up the headline, stresses the topic
- **alliteration:** "remains ... reminder" (l.2) ⇒ introduction to first part, then ...
- **examples: introducing people, objects and memories:** things/memories listed which remind Joseph (l.2), Anna (l.7) and Chloe (ll.14ff) of the moment when their lives changed **and**
- **list of things which happened ...**
 - **"Before":**
 - ☞ Joseph: "Bach playing on the stereo before [...] (l.4)
 - ☞ Anna (ll.7-10) ⇒ emphasizes unperturbed life "Before"
 - **"After":**
 - ☞ Joseph: "[...] the screech of brakes, the crunch of metal, an ambulance, the hospital." (ll.3-4)
 - ☞ Anna: "Just seconds later, her fingers, tentative, pressed back and forth, smoothing the skin as her brain bristled indignantly. It can't be! But it is, yes, it is. I think it is. A lump.
And after – doctors' visits, surgery, chemo, hair loss, pain."
(ll.10-13)
⇒ shows the consequences, the inevitability of the chain of events
- **direct speech** (ll.5-6): stresses the life "Before" for Joseph
- **personification/metaphor:** "her brain bristled indignantly" (l.11): her brain already realizes that something fundamental has happened
- **ellipsis, short sentences, staccato language, enumeration:** (ll.10-12) ⇒ train of thoughts in this stressful situation, increases tension, strokes of fate; stresses the positive life "**Before**", as above: highlights the consequences, the inevitability of the chain of events
- **foreshadowing:** "Chloe will be reminded..." (l.14) ⇒ reader already gets to know that something irrevocable is going to happen
- **metaphor/personification:** "stray ballpoint", "Caspian Sea of navy ink" (l.19): she wants him/the relationship to be spotless
- **alliteration/consonance:** "**she ... shakes ... shirt ...**, [...] ... **flies ... floats ...**, **land ... lid**" (ll.20-21): stresses that this is the decisive moment from where on her life will change

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- **simile:** "something [...] floats up like confetti" (ll.20-21) = turning point; not something big and impressive will change her life, but something small nearly not visible will change it
- **comparison:** "as if she is watching herself on a movie set" (l.26-27) ⇒ she sees herself like in a movie; the situation is unreal for her
- **personification/metaphor:** "[...] her mind is seething with questions" (ll.27-28) ⇒ underlines her emotional turmoil
- **ellipsis:** "Or a colleague." (l.30) ⇒ certain things are left unspoken but nevertheless clear
- **alliteration:** "cold clarity" (l.31): illustrates her state of mind ⇒ that questions and answers might inevitably lead to separation from her husband
- **antithesis:** "she does not want to ask, but must ask" (ll.31-32) ⇒ she knows that her husband has an affair but does not want to know anything about it as if she could make it not come true by not asking about it
- **ellipsis/staccato:** "Later, a Decree Absolute, loneliness." (l.33) ⇒ stresses a possible blank future
- **allusions:** "gungy, tarry soup" (l.34) and "still tastes thick and stale" (l.36) ⇒ possible allusions to her "collapsing" marriage
- **antithesis:** "that she is already in the after" (ll.34-35): underlines development of her collapsing relationship
- **metaphor:** "she has moved in space, slid towards some other life." (ll.37-38) ⇒ picture of her broken relationship
- **symbols:** "Lipton's Orange Pekoe ... Bach ... Badedas"(ll.38-39) = symbols of the lives "**Before**" ⇒ refer to the beginning of the story

Inhaltlich ausreichende Leistung (Passmark = 5P): Die Aufgabe ist teilweise gelöst.

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3. **Comment:** "Every human is master of his/her destiny". **20%**
Comment on this statement. You may refer to the text "Before/After" and/or to additional examples of your own choice.

Formal sehr gute Leistung:

- structure of a comment: introduction, well-organized main part, conclusion
- register of a discussion

Formal ausreichende Leistung (Passmark = 5P):

- structure of a comment: introduction, main part, conclusion
- register of a discussion
- Formalien sind teilweise erfüllt.

Inhaltlich sehr gute Leistung: Bei dieser Aufgabe sind unterschiedlichste Argumentationen möglich. Hier nicht aufgeführte aufgabenbezogene, inhaltlich angemessene Schülerleistungen sind positiv zu bewerten.

Für eine inhaltlich sehr gute Leistung werden **fünf Beispiele** ausgewertet, wobei Aspekte sowohl für als auch gegen die Gültigkeit des „statements“ abwägend vorgetragen werden. Der persönliche Standpunkt muss klar erkennbar sein.

Introduction: individual approach

Possible aspects:

- the three strokes of destiny described in the text "Before/After"
- these strokes cannot be made undone, different reactions to them are possible, however, since the examples do not end with concrete solutions, questions remain open such as:
 - o Was Joseph crippled, or did he fully recover?
 - o Did Anna fully recover?
 - o Did Chloe get divorced? - Or did she change her mind?
 - o Did the three "victims" develop attitudes towards these strokes of fate that made the "After" at least bearable? - Or did they even find a new happiness?
- examples that illustrate the aspects of determination and free will
- examples that illustrate influence of the social and/or political environment (family, friends, historical situation)
- examples that show importance of genetic inheritance
- examples of pure coincidence

Other approaches are of course acceptable.

Inhaltlich ausreichende Leistung (Passmark = 5P): Die Aufgabe ist teilweise gelöst.