

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 Niveaus:

- Nachzuweisende Stufe in allen Kompetenzbereichen außer **Rezeption** im eA: B2+
- Bei **rezeptiven Kompetenzen**: C1

Mediation Fachrichtung Agrarwirtschaft & Ernährung – 25%

Aufgabe: Fassen Sie den folgenden Text in **ca. 200 Wörtern** (ohne Titel) **25%**
in englischer Sprache zusammen. Ihre Textproduktion kann um
10% nach unten oder oben von der Wortzahlvorgabe
abweichen.

Dieser Supermarkt verkauft nur abgelaufene Lebensmittel

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:

- study by WWF found out
 - every year nearly 2.6 million tons of food wasted in Germany
 - 2.4 million tons could be avoided
 - reasons for destruction of food:
 - expiry date
 - appearance of food
 - shoppers only want freshest products
- “Wefood”
 - opened supermarket in Copenhagen, Denmark, to fight against this waste
 - probably first shop of this kind worldwide
 - shop only sells food past its sell-by date
 - prices = 50% lower than normal
 - products are from different origins
 - financed by crowdfunding
 - voluntary personnel only
- operators not only want to reach persons with limited budgets but offer eco-conscious shoppers chance to reduce food waste
- in France laws have forced supermarkets to donate unsold products since last year
- German government
 - aims to reduce food waste
 - hopes for voluntary actions
 - central problem unsolved as retail trade is forced to sort out expired food no matter if still edible
- many shops donate food to those in need

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

Mediation Fachrichtung Gesundheit und Soziales -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. **25%**

Parlez-vous italiano very well?

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:

- in café in London author listens to two people without recognizing which language they speak
- both speakers are multilingual, using their native South African languages as well as English and German
- worldwide, more than 50% of population are bilingual
- many countries have more than one official language, almost everywhere people speak one "super-language" like English and others
- growing up monolingual = exception
- being multilingual has got many social and psychological advantages
- research shows that it might support health
- bilingualism
 - o supports mental fitness, because a certain part of brain is stronger when used more often
 - o helps to concentrate and solve problems in everyday life
 - o advantageous especially in old age because it keeps fit in spite of vanishing intellectual abilities

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

Mediation Fachrichtung Technik – 25%

Aufgabe: Fassen Sie den folgenden Text in **ca. 220 Wörtern** (ohne Titel) in englischer Sprache zusammen. Ihre Textproduktion kann um 10% nach unten oder oben von der Wortzahlvorgabe abweichen. **25%**

Was tun gegen das Risiko Drohne?

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:

- security conference on risk of drones as result of increasing number of air traffic interferences with drones
- human lives at constant risk due to careless and unchecked handling of drones as well as insufficient preparations
- number of drones unknown, but constant and rapid increase to estimated one million in 2020
- operative altitude range of cheaply available drones between 100 meters and several kilometers
- no mandatory registration of drones, thus no identification possible after interference with air traffic
- no mandatory take-off clearance for drones under 5kg with electric motor
- just a liability insurance needed for flying drones
- only limited risk awareness among drone pilots

German Ministry of Transport intends:

- mandatory identification tagging for drones above 500g
- private flight restrictions to altitude above 100 meters

Demands by German Aviation Security:

- official registration, cf. the US
- mandatory drone pilot's license plus refresher course every 3rd year due to constant technical changes & new regulations for air traffic
- onboard-chip card, enabling location and identification of drones
- European standards and a lot of informing needed

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

Mediation Fachrichtung Wirtschaft - 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. **25%**

Sind kleine Cent-Münzen noch sinnvoll?

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:

- sense of smallest denomination coins discussed
- Italy will stop producing one- and two-cent coins in 2018
- Italy is the fifth euro country to do so
- local chief cashier working for a fashion house in Kiel does not believe smallest denomination coins are needed
- for certain customs, e.g. wedding presents, coins are still popular
- smallest denomination coins account for 48.1% of coins in circulation
- production and logistic distribution cost of a one-cent coin higher than one cent and therefore economically unreasonable
- consequences:
 - o in Italy and the Netherlands cash payments will be rounded
 - o prices are already rounded to five cents in Finland
- reform would not have any disadvantages for customers in Germany according to consumer adviser
- not everyone in favour of abolishing small coins
- 50% paid by cash card

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

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

Hörverstehen – 15%

Geschnittene Version

HARI SREENIVASAN = HS // MARGRETHE VESTAGER, European Commission =
MV

HS: The European Commission ruled

[REDACTED]

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

35 And tax rulings are, by nature, specific because they are directed from the
[REDACTED]

■ [REDACTED]

65 [REDACTED] as specific advantages to specific
companies.

Wörter: 687

Quelle: <http://www.pbs.org/newshour/bb/european-union-apple-owes-ireland-nearly-15-billion-back-taxes/> August 30, 2016 at 6:40 PM EDT//download 05.07.2017 14.25 Uhr

Hörverstehen - 15%

Information sheet: Zusatzpunkte dürfen nicht vergeben werden.	
Subject: Taxation in Ireland	Points
<p>1. Name three reasons for tensions between the European Commission and the US - possible answers</p> <ul style="list-style-type: none"> – role of multinationals (1) – how they are taxed (1) – whether it should be considered a subsidy (1) 	3
<p>2. Name two details of the EC's accusations against Ireland's special tax deal with Apple - possible answers:</p> <ul style="list-style-type: none"> – paid less than 1% corporate tax (for over a decade) (2) – head office in Ireland only exists on paper (no employees, no premises, not taxed) (2) – profits from European stores all go to head office in Ireland, essentially untaxed (2) 	4
<p>3. Name two aspects concerning Apple's reaction - possible answers:</p> <ul style="list-style-type: none"> – appeal decision (1.5) – denied characterization (1.5) – accuses EC to ignore Ireland's tax laws (1.5) – accuses EU to upend international tax system in the process (1.5) 	3
<p>4. Argumentation why the deal between Ireland and Apple is unfair in the eyes of the EU - possible answers:</p> <ul style="list-style-type: none"> – EU has a long longstanding prohibition of state aid (2) OR prohibition of advantages to a selected company (2) OR in a EU country benefits or advantages must be open to all companies (2) 	2
<p>5. Advantage for Apple over other companies: two tax rulings specifically directed to Apple (only)</p>	2
<p>6. Amount of taxes Apple paid in Ireland in 2014: \$400 million</p>	1
<p>7. Other companies that may be affected by the control and ruling of the EC: McDonald's (0.5) and Amazon (0.5)</p>	1
<p>8. Name two reasons why the EU is going to change legislation:</p> <ul style="list-style-type: none"> – to make transparency greater in countries and tax authorities (2) – to have country-by-country reporting (to know what other tax authorities are doing) (2) 	4
Total:	20

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

Für die Ermittlung der Notenpunkte darf bei den Verrechnungspunkten nicht nach dem Komma gerundet werden. (vgl. S.10 http://za.schleswig-holstein.de/content/tk_beruf.php?group=33&ugroup=6 oder <http://lehrplan.lernnetz.de/index.php?wahl=27>)

Bei 20 Verrechnungspunkten	Notenpunkte	Prozentmargen	Beschreibungen
20,0 – 19,1	15	100 – >95	Leistung übertrifft die Anforderungen.
19,0 – 18,1	14	95 – >90	
18,0 – 17,1	13	90 – >85	
17,0 – 16,1	12	85 – >80	Leistung entspricht den Anforderungen voll.
16,0 – 15,1	11	80 – >75	
15,0 – 14,1	10	75 – >70	
14,0 – 13,1	9	70 – >65	Leistung entspricht den Anforderungen im Allgemeinen.
13,0 – 12,1	8	65 – >60	
12,0 – 11,1	7	60 – >55	
11,0 – 10,1	6	55 – >50	Leistung zeigt Mängel, entspricht aber im Ganzen den Anforderungen.
10,0 – 9,1	5	50 – >45	
9,0 – 8,1	4	45 – >40	
8,0 – 6,9	3	40 – >34	Leistung entspricht noch nicht den Anforderungen dieser Stufe.
6,8 – 5,5	2	34 – >27	
5,4 – 4,1	1	27 – >20	
4,0 - 0	0	20 - 0	Leistung liegt deutlich unter den Anforderungen dieser Stufe.

Textaufgabe – 60%

Ireland faces partition again. Preserving the peace is critical

1. **Comprehension:** Summarize the information about the border between Northern Ireland and the Irish Republic. **15%**

Write about 150 words.

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:

- no physical border between north and south at present ⇒ free passage = sign of peace process working
- after Brexit: possible border poll (due to Good Friday Agreement) could lead to new conflict between unionists and people who want to stay in the UK
- reinstalled and reinforced borders could endanger peace process with regard to Irish history, second partition possible
- heavily militarised border controls during the Troubles created fear, symbols of past oppression
- times of terror and violence are still in people's minds ⇒ new border could cause psychological damage and provoke people
- external border of the EU ⇒ probable border controls ⇒ common travel agreement (CTA) endangered

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

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

2. **Analysis:** Analyze the language of the article and its effects on the reader. **25%**

Formal sehr gute Leistung: introductory sentence, arguments are logically structured, ideas are linked with the help of connectives, present tense is employed

Formal ausreichende Leistung (Passmark = 5P): introduction, main part, conclusion

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

Hinweis: (A✓) steht dafür, dass auch Autisten diese Aspekte lösen können.

Possible aspects:

- **sentence structure (A✓ - though the interpretation of the effect might differ)**
 - o **headline:** unusual because of
 - two sentences although there is only a full stop after the 1st one
 - only capitalisation of the first word
 - o **byline:** again two sentences separated by a hyphen without a full stop
 - o **inversion in the first sentence of the 1st paragraph**
 - ⇒ catch the reader's attention
 - o **complex sentences with elaborate vocabulary** (e.g.: 1st paragraph) ⇒ could reveal the educated background of the author and appeals to higher educated readership
- versus**
 - o **ellipsis and informal language, e.g.:**
 - ellipsis: "Opportunistic? Of course. Disingenuous? Maybe." (l. 8), "Think the build-up to Brexit was polarising and scary?" (ll. 14 - 15)
 - informal language: "[...] was out of the bag [...]" (l. 3), "[...] a wee dash [...]" (l. 17), "[...] to pull the rug out [...]" (l. 19), "[...] then tell me about polarising and scary." (l. 20)
 - ⇒ author shows understanding and sympathizes with the masses which are affected
- **stylistic devices:**
 - o **(A✓) alliteration, e.g.:** "painstakingly [...] peace process" (l. 19), "[...] create cross-community understanding, stability and a strong Northern Irish identity [...]" (ll. 64 - 65) ⇒ emphasis on the impression of volatile peace and Irish values ⇒ intensifies the effect on the reader

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

- **climax:** "[...] is a provocation and an injury" (ll. 27 - 28) ⇒ disapproval of border checks is emotionalised
- **(A✓) contrast, e.g.:** "The border checks of the Troubles were [...] militarised sites of fear and oppression, and the free passage [...] that citizens and travellers now enjoy is an auspicious sign of the peace process working." (ll. 22 - 24), "Now is not the moment for [...]" (l. 63), "Rather, it's time to [...]" (l. 64) ⇒ author expresses demand for more cross-country cooperation
- **(A✓) ellipsis, e.g.:** "Opportunistic? Of course. Disingenuous? Maybe." (l. 8), "Think the build-up to Brexit was polarising and scary?" (ll. 14 - 15)
 - ⇒ creates a more informal, vivid tone
 - ⇒ reader feels personally addressed and asked for his opinion
- **(A✓) enumeration e.g.:**
 - "Add a few centuries of colonial history [...] peace process." (ll. 15 - 19) ⇒ evokes the impression of reciting a recipe, expresses irony in combination with the rhetorical question
 - "[...] the UK, Northern Ireland, the Republic and the EU [...]" (l. 39) ⇒ reader is reminded of all parties involved
 - "[...] to hold a British passport, an Irish passport, or both." (ll. 46 - 47), "[...] to travel, live and work freely [...]" (l. 49) ⇒ reader is reminded of the advantages of the Good Friday agreement
- **metaphor, e.g.:** "No sooner was the Brexit out of the bag [...]" (l. 3), "[...] voting to pull the rug out from under [...]" (l. 19), "when the dust settles" [...]" (l. 50), "[...] this desire plays a soft second fiddle to their national identity." (l. 59), "As the shock waves of Brexit dissipate [...]" (ll. 65 - 66), "[...] which side of the border its bread is buttered." (ll. 66 - 67)
 - ⇒ visualization of the message ⇒ author creates vivid pictures in the reader's mind
- **(A✓) parenthesis:** "It is perhaps best, then, that we come to terms with [...]" (l.37), "Ireland will, in a sense, be partitioned [...]" (l. 38), "[...] why do I think that, in the long term, Brexit [...]" (ll. 42 - 43), "First, as is well documented, Northern Ireland [...]" (l. 44), "Dual citizenship means, of course, that the Northern Irish, as opposed to other UK citizens, will be able to travel, live and work freely in Europe." (ll. 48 - 49)
 - ⇒ change of "typical" sentence structure by lots of insertions/ parentheses ⇒ reminds of oral language ⇒ more emphasis is put on statements
- **(A✓) repetition, e.g.:** "[...] polarising and scary [...]" (l. 15, l. 20) ⇒ first as a rhetorical question, at the end of this paragraph as proof/evidence

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

- **(A✓) rhetorical questions, e.g.:** "Opportunistic? Of course. Disingenuous? Maybe." (l. 8), "Think the build-up to Brexit was polarising and scary?" (ll. 14 - 15), "[...] why do I think that, in the long term, Brexit could mean stronger ties between Northern Ireland and the Republic?" (ll. 43 - 44) ⇒ reader is directly addressed ⇒ personal involvement of the reader
- **(A✓) word choice, e.g.:**
 - **personal pronouns:** "me" (l. 20), "we" (l. 37), "our" (twice in l. 41), "I" (l. 42) ⇒ adds to personal involvement of the reader
 - **extensive use of adjectives and adverbs, e.g.:** headline: critical, decisively (l. 5), dangerous (l. 14), polarising (l. 15), scary (l. 15), fragile (l. 16), wee (l. 17), painstakingly (l. 19), physical (l. 21), militarised (l. 22), auspicious (l. 24), psychological (l. 25), blunt (l. 32), external (l. 34)
⇒ partly contrasts controversial attitudes and sharpens reader's awareness and sensitivity
⇒ reveals the author's personal attitude to reader ⇒ proves text is a comment
- **(A✓) facts and figures, e.g.:**
 - **quotations:** ll. 6 - 7, l. 33, ll. 34 - 36
 - **naming experts and institutions:** Sinn Féin's Martin McGuinness (l. 3), Theresa Villiers, the Northern Ireland secretary (l. 29), academics at Newcastle and Durham universities (l. 32)
 - **figures:** partly exact figures: "30 years" (ll. 15 - 16), "a quarter tonne of semtex" (l. 17), "the 25% of people" (l. 26), partly vague and generalizing: "a few centuries of colonial history" (l. 15), "less than two decades" (l. 16), "a wee dash" (l. 17)
⇒ quotations and naming experts and institutions underline credibility
⇒ figures partly boost the author's attitude and opinion
- **addressee and intention:**
 - **addressee: author**
 - addresses people with certain knowledge concerning the history of Northern Ireland
 - assumes political interest and knowledge about the current situation of Great Britain and the EU after Brexit
 - addressees well-educated readership having adequate command of intellectual upper middle class language

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

o **intention:**

- informs about challenging situation of Northern Ireland after Brexit
- explains why impact on Northern Ireland is extremely emotional due to its history
- assesses prospects for people and economic development of Northern Ireland
- conclusion: wants to recommend a decent behaviour with focus on mutual understanding to prevent escalation and rashness

Weitere untersuchte Aspekte können z. B. register, tone sein.

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

3. **Comment:**

20%

3.1 Comment on the quote: "We always think of borders as something that separates two peoples but of course they unite them. It's something you have in common, literally." (Don Winslow, American crime author)

Formal sehr gute Leistung:

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

Formal ausreichende Leistung (Passmark = 5P):

- structure of a comment: introduction, main part, conclusion
- register of a comment
- 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 sehr gute Leistung werden insgesamt **vier** ausführlich **be-gründete Aspekte bzgl. der Aufgabenstellung** erläutert. Der persönliche Standpunkt muss klar erkennbar sein.

Introduction: individual approach, e.g. factual or personal

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

Geographical approach

possible aspects:

- borders were made disregarding peoples' characteristics

possible countries mentioned/regarded: Korea, Sudan, Germany, Canada/USA, Iran/Iraq/Turkey, Dominican Republic/Haiti, Ireland

aspects they share:

- language
- climate/climate change
- religion
- traditions
- markets
- alliances in economy, military, trade
- family ties

solution: global/continental cooperation

More abstract approach

possible aspects:

- borders newly set in society ⇒ parallel societies

e.g. judicial order, traditions, political engagement, language, family structure, business structure, symbols shown in clothing, income

same problems/worries: socially, economic security, dissatisfaction with policy/politics (local/nationwide)

solutions: global policy regarding individual conditions; successful communication to overcome misunderstandings

according to individual approaches and argumentation ⇒ different evaluations possible

3.2 Comment on the English vote for Brexit and its consequences for Ireland referring to the past and future relationship of Ireland and Britain.

Formal sehr gute Leistung:

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

Formal ausreichende Leistung (Passmark = 5P):

- structure of a comment: introduction, main part, conclusion
- register of a comment
- 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.

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

Für eine sehr gute Leistung werden insgesamt **vier** ausführlich **be-**
gründete Aspekte bzgl. der Aufgabenstellung erläutert. Der per-
sönliche Standpunkt muss klar erkennbar sein.

Introduction: individual approach, e.g. factual or personal

Possible aspects:

- **Again England determines Ireland's history:**
 - o vote unsettles unstable, fragile peace between Britain and Northern Ireland
 - o when voted, the British citizens did not think of Northern Ireland
 - o British vote was mainly a protest of the British working class against their economic situation
 - o triumph of economic self-interest over political stability/ongoing peace process
- **Question of reunification of Northern Ireland and Ireland arises:**
 - o though there has officially been peace since 1998, there is still mistrust between Unionists and Nationalists/Protestants and Catholics:
 - peace walls in Dublin
 - few mixed schools
 - Orange Parade and troubles
 - [reference to past relationship possible]
- **Possible external European Union border between Ireland and Northern Ireland:**
 - o consequences of a border: hurts Irish businesses whose main links are with the UK
 - o travel inconveniences for British and Irish people as well as for tourists
 - o impact on living and working conditions
 - o political consequences regarding refugees and migrants
- **Further aspects:**
 - o possibility of soft Brexit
 - o ambiguity of Northern Ireland's status
 - o EU-offer for Northern Ireland to stay in UK
 - o treating Northern Ireland as a place of its own

according to individual approaches and argumentation ⇒ different evaluations possible

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