

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 sind heranzuziehen.

(<http://lehrplan.lernnetz.de/index.php?wahl=27> – vgl. BG: Lehrplan Fremdsprachen, August 2019: III Beurteilungsinstrumente, S. 90 ff.)

Nachzuweisende GER Niveaus:

- Nachzuweisendes Niveau in allen Kompetenzbereichen außer **Rezeption** im eA: B2/C1
- Bei **rezeptiven Kompetenzen**: C1

Hörverstehen – 15%

Today's College Students Aren't Who You Think They Are

Elissa Nadworny = EN, Steve Inskeep = SI, Unidentified Person = UP, ERIN
MCKENNA = EM, Alexandria Walton Radford = ALW

- SI: [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
- EN: [REDACTED]
[REDACTED]
- UP: [REDACTED]
- EN: [REDACTED]
[REDACTED]
- 10 UP: [REDACTED]
- EN: [REDACTED]
- UP: [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
[REDACTED]
[REDACTED]
- [REDACTED]
[REDACTED]
- [REDACTED]
- [REDACTED] work full time at a pizza
[REDACTED]
- [REDACTED]
[REDACTED]
- [REDACTED]
[REDACTED]
- EM: [REDACTED]
- [REDACTED]
[REDACTED]
- [REDACTED]
[REDACTED]
- [REDACTED]
[REDACTED]
-

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

EN: [REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

40

AWR: What we think of as non-traditional is really the majority of students now.

EN: [REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

EM: [REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

EN: [REDACTED]
[REDACTED]
[REDACTED], considering those qualities are
now the new normal.

65

Elissa Nadworny, NPR News.

Wörter: 661

Quelle: <https://www.npr.org/sections/ed/2018/09/04/638561407/todays-college-students-arent-who-you-think-they-are> (4.09.2018, 6:15, letzter Zugriff am 13.05.2019, 21:05 Uhr)

Hörverstehen - 15%

Information sheet - Zusatzpunkte dürfen nicht vergeben werden.	
Subject: non-traditional college students	Points:
1. Type of college at which the interview takes place: – two-year community college	1
2. Two obstacles holding Erin back from attending a college at first: – homelessness – (assumed) college was too expensive	2
3. Erin's way of financing college: – to work full time at a pizza shop	2
4. Two ways in which Erin is different from the typically traditional college student - possible aspects - 1.5 pts per aspect: – not right out of high school – doesn't live in a dorm – not getting money from her parents OR financially independent from her parents	3
5. Three additional characteristics of non-traditional college students having a child: – being a single parent – not having a (traditional) high school diploma – attending school part time	3
6. Share of college students taking care of a child: – more than a quarter (of students)	1
7. Share of college students older than 30: – one in five	1
8. Two problems that can arise when waiting a year before enrolling - possible aspects - 1.5 pts per aspect: – can make academics challenging – even remembering how to study can be hard – (starting up again can come with) a lot of emotional baggage	3
9. Modifying measures to help non-traditional students graduate - name four - possible answers : – times/schedule of courses – times/schedule of support services – advisers, financial aid officers and tutors – invest in OR offer (more) childcare – more parking options for commuter students	4
Total	20

Erhöhtes Anforderungsniveau Englisch
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Für die Ermittlung der Notenpunkte darf bei den Verrechnungspunkten nicht nach dem Komma gerundet werden. (vgl. S.77 <http://lehrplan.lernnetz.de/index.php?wahl=27>)

Bei 20 Verrechnungspunkten ab	Notenpunkte	Prozentmargen ab	Beschreibungen
19	15	95	Leistung übertrifft die Anforderungen.
18	14	90	
17	13	85	
16	12	80	Leistung entspricht den Anforderungen voll.
15	11	75	
14	10	70	
13	9	65	Leistung entspricht den Anforderungen im Allgemeinen.
12	8	60	
11	7	55	
10	6	50	Leistung zeigt Mängel, entspricht aber im Ganzen den Anforderungen.
9	5	45	
8	4	40	
6,6	3	33	Leistung entspricht noch nicht den Anforderungen dieser Stufe.
5,4	2	27	
4	1	20	
3,99–0	0	20 - 0	Leistung liegt deutlich unter den Anforderungen dieser Stufe.

Mediation – Text 1 – 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.

Neue Jobs, Stress und Work-Life-Balance: Wie wir in Zukunft
arbeiten 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:

- grave changes of the world of work
- study by career portal Xing asks 1,400 people about how work will change
- results interpreted by former professor for communication:
 - people want more freedom but feel insecure and think they will work longer
 - digitalisation accelerates prognosticated changes: machines will replace human beings
 - common job profiles will disappear and new ones will be created:
 - every third person believes that their job will not exist in 15 years
 - two thirds prefer a permanent position over freelance projects
 - millennials have own ideas:
 - less stress, more freedom
 - only half of them want a strict separation between working and leisure time
- other changes with reference to age:
 - people not automatically old with 60 years due to more brain work, less physical/manual work
 - experience appreciated by employers
 - majority of participants believes in ongoing working after official retirement for
 - mental and physical fitness
 - income
 - joy of work

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

Mediation – Text 2 – 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%**

Azubi-Mindestlohn startet ab 2020 mit 515 Euro im Monat

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:

- German Ministry of Education wants:
 - from 2020 on apprentices/trainees should receive minimum remuneration of 515 € per month in first year of training
 - in following years up to 2023 minimum wage should increase to 620 €
 - graduation of minimum pay for trainees in 2nd and 3rd year planned
- reform establishes legal lower limit for remuneration of apprentices for the 1st time
- trainees in companies without collective pay agreement or small companies in eastern Germany will benefit most
- in eastern Germany training allowances partly really low
- dispute over the amount of payments:
 - minimum training allowances a recognition of trainees' performance in company
 - need to ensure that motivation of companies to offer training positions remains
 - lower collective pay agreements allow companies less than minimum wage
- increase of payment expected in next round of collective bargaining
- further key aspects of new law: legally incorporating three training levels, introducing uniform names after successful further training to make qualifications more comparable on international labour market and show that training and studying are equivalent

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

Textaufgabe – 60%

Instead of school supplies, this year I'm shopping for a bulletproof backpack

1. **Comprehension:** Summarize the text in **about 180 words**. **15%**

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:

- human interest story of a mother who
 - o writes about her concerns/scares about sending her son back to school because of shootings in the US
 - o criticises:
 - parents who don't take their children's needs seriously
 - school administrators
 - enforcement/maintenance of gun ownership
 - instead of strict execution of law
 - o names examples of shootings in El Paso and Parkland that could have been prevented if executive had reacted attentively
 - o suggests steps to be taken to make prevention easier/more effective:
 - anonymous tips lines for students
 - technical equipment to spot weapons
 - engagement of communities
 - stricter gun control
 - o outlines her experience 40 years ago as being far less dangerous compared to fatal dangers her son has to face today
 - o concludes comment naming vote the most effective measure to change situation in the US

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

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

2. **Analysis:** Analyze the language of the text and its effect on the reader. **25%**
For a very good rating **10 different aspects** have to be presented and explained.

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 **10 different aspects** have to be presented and explained appropriately.

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

Possible aspects:

- **language:** informal, easy to understand language is used ⇒ author avoids sophisticated language ⇒ everybody interested in the topic can understand article and its message
- **(A✓) headline:** reader might ask themselves why someone needs a bulletproof backbag for school ⇒ eye catching ⇒ attracts attention
- **(A✓) lead:** explanation given in the lead, no full stop at the end ⇒ eye-catching ⇒ attracts attention
- **(A✓) unusual sentence pattern/elipsis:** "Statistics. Evidence." (l. 49) ⇒ one word sentences used to draw the reader's attention to the following statistics
- **(A✓) brand names:**
 - the author looks at "Kevlar hoodies" (ll.5-6) ⇒ a type of armored hoody normally used in motorsports ⇒ should prevent bullets to kill the person, here her son in contrast to
 - "JC Penney's, Sears or Kmart clothing" (l.57) she used to wear when she went to school ⇒ highlights the importance of being/feeling protected today when going to school ⇒ local readership is addressed
- **irony/use of italics:** "[...] *your* gun is for protection [...]" and "But *you're* different – you will keep your gun safer, never develop mental health issues, your kid would never [...]" (ll.43-46) ⇒ This is what people may say in order to defend gun possession. Author addresses them in a noticeable and ironic way to illustrate that this is not an excuse. Irony is supported by the use of italics and the three dots/periods at the end of the sentences. Furthermore, those who still own guns are addressed directly.

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

- **(A✓) (repetition of) elipsis (three dots/periods):** “[...] than any armed intruder ...” (ll.44-45), “[...] your kid would never ...” (l.46), ⇒ omission of words, author leaves a thought unfinished, intended meaning is clear ⇒ changes tone ⇒ reader fills in blanks by themselves and thinks the unthinkable: your kid would never shoot fellow students
- **(A✓) contrast/parallelism:** “I’m not worried my kid won’t fit in – I’m praying he won’t be carried out” (lead), “I’m not worried my kid won’t fit in – I’m praying he won’t be carried out” (ll.6-7) ⇒ transfers personal worries to parents in the same situation
- **(A✓) use of personal/possessive pronouns:**
 - o the use of “I” throughout the text, e.g. “[...] I’m not worried my kid ... - I’m praying he won’t be carried out” (lead), “[...] I’m not worried my kid ... - I’m praying he won’t be carried out.” (ll.6-7), “[...] I know I can’t protect my child” (l.11) ⇒ shows how concerned the author is, even scared about a possible school shooting at her son’s school
 - o “[...], but we certainly we can try.” (l.32) ⇒ author includes reader and makes clear that everyone has to try to do something to avoid mass shootings. This is strengthened by the use of the pronoun “we” twice in a sentence.
“[...] *your* gun is for protection [...]” and “But *you’re* different – you will keep your gun safer, never develop mental health issues, your kid would never ...” (ll.45-46) ⇒ addresses reader directly (in an ironic way) to illustrate that nobody is immune to fateful incidents
- **(A✓) use of adjectives and adverbs, climactic order:** “worried” (ll.1, 6), “scared” (l.8), “terrified” (l.11) ⇒ the author’s concerns raise from being worried to scared to terrified when she thinks about what could happen to her son if a student finds access to a gun; and she is “confused” (l.12) when she thinks about the students who need help and are stigmatized instead
- **(A✓) (rhetorical) question:** “Freedom is now predicated on access to weaponry?” (ll.42-43) ⇒ author wonders that freedom is based on access to weaponry ⇒ reader is requested to answer this question and thus forced to think about the topic/points out absurdity of gun lobbyism
- **(A✓) use of numbers/statistics/facts:** used to inform reader about the facts that
 - o school shooters exhibit behavioral warning signs “93% of the time” (l.18) and that “shooters’ plans are known to others 81% of the time” (ll.18-19) in order to underline the obvious fact that if people had reacted and taken signs seriously, a lot of victims could have survived

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

- "74% of gun owners" (l.41) think they have a right to own a gun,
- "more than 100,000 people injured every year in shootings, and more than 36,000 people a year who die as a result of gun violence [...] , Jama, etc." (ll.49-52)
 - ⇒ reader should recognize/detect consequences of gun ownership and school shootings and believe in author's reliability
- **(A✓) examples:** citing some recent and past school shootings in "El Paso" (l.23), "Parkland" (l.25, l.37) and "Columbine" (l.37) ⇒ shows reader how close danger is and that everybody in the US can be affected
- **(A✓) reference to legal documents:** "The second amendment, [...]." (l. 52) ⇒ enhances writer's reliability and knowledge about legal matters in the US
- **metaphors/personifications:**
 - "[...] end of summer's lazy promise of infinite possibility" (l.3) ⇒ relaxing summer ends which might have been spent lazily in the sun, at the beach in a peaceful way in contrast to
 - "[...] school buzz of limitless potential" (l.4) ⇒ school starts again, busy time of the year offering limitless possibilities including the possibility to be killed in a school shooting
- **(A✓) alliterations:**
 - "bulletproof backpacks" in the headline and in line 6 ⇒ nowadays it seems necessary to armor pupils/students in order to protect them and prevent bullets from reaching its target ⇒ be prepared for the worst
 - "[...] tube top-clad cool girls with their Farrah Fawcett feathered" (ll.61f.) ⇒ the author clarifies that the only thing she had to be scared of in her youth were sexily dressed blond girls in contrast to today's students who have to face shootings
- **(A✓) allusions:**
 - "Farrah Fawcett" (l.62) ⇒ was an American actress of stage and screen, model, and artist ⇒ symbol of a very cool girl, emphasizes ridiculousness of what author once was afraid of as a girl and her scares now, shows contrast then and now
 - "[...] it's oddly the guns who have the stronger lobby." (ll.12-13); "The campaign donations senators and other representatives receive from the gun lobby." (ll.54-55) ⇒ reference to NRA (National Rifle Association) which has a huge influence on American policy and society
- **(A✓) use of inverted commas:**
 - "behavioral warning signs that caused others to be concerned" (ll.17-18), "essential to their own sense of freedom" (ll.41-42) ⇒

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

- quotes make text more authentic, author knows what she is writing about
- “burnouts” (l.60) ⇒ to describe the boys the author was afraid of in her youth and make reader compare to dangers pupils/ students face today
- **(A✓) enumerations, e.g.:**
 - “[...] vigilance of other parents, school administrators and law enforcement” (ll.15-16) ⇒ author makes clear that prevention of gun protection depends not on a single person but is a cooperation between all parties involved and that
 - “[...] arming teachers, lockdowns and drills” (ll.20-21) cannot prevent school shootings ⇒ illustrates that military/paramilitary deployment is not the most effective measure to prevent aggression
 - “I was scared of the “burnouts”: boys with thick chains swinging from the loops of their faded jeans [...], scared of gum chewing tube top-clad cool girls with their Farrah Fawcett feathered, Sun-In blonde hair ... and of practically everybody else.” (ll.59-63) ⇒ shows author’s worries in her youth which seem trivial compared to today
- **appeal, e.g.:**
 - “Law enforcement is needed before active situations develop.” (l. 23) ⇒ author demands state to take action
 - “These facts can no longer be ignored or manipulated.” (ll.55-56) ⇒ author accuses politicians of being influenced by gun lobby
 - “[...] our most effective weapon remains our vote.” (ll.67-68) ⇒ encourages people to go to the ballots and be politically active

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

3. Discussion/Comment: 20%

3.1 Discuss whether student activism could still be a successful method to make this world a better place.

Formal sehr gute Leistung:

- Structure of a discussion: introduction, well-organized main part, conclusion
- Register of a discussion

Formal ausreichende Leistung(Passmark = 5P):

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

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

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

Für eine sehr gute Leistung **werden insgesamt sechs ausführlich erläuterte Argumente** dafür und dagegen dargelegt. Der persönliche Standpunkt muss deutlich erkennbar sein.

Introduction: individual approach

Possible arguments:

Pro arguments:

- student activism = immediate method employed to focus on a certain topic/incident, e.g. Fridays for Future movement and Greta Thunberg ⇒ arouses national and international awareness of the necessity to get involved in environmental matters
- student activism often gets a lot of media attendance (internet, social media, radio, TV) ⇒ national and global awareness
- institutions often do not know how to respond and are less flexible
- social media is used effectively, can help to reach a lot of people
- when there is a head of a movement who organizes the activism and all its events/marches etc. there might be a role model others could identify with and look up to
- through social media – student activism can take place in different states at the same time ⇒ greater significance
- student activism could influence population, especially young people which party to vote for ⇒ e.g. party with stricter laws on e.g. the environment and guns

Contra arguments:

- risk that student activism starts and ends online – no increasing awareness
- student activism needs to consist of enough people to reach political and social awareness
- students need money/sponsors to finance marches/campaigns/protests etc./risk of manipulation
- strong opponents and population's ignorance make it hard to be successful
- a lot of work to organize student activities after school
- they need a clear strategy and people who organize things – hard to control in times of social media

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

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

3.2 Point out the message of the following cartoon and comment on it.

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 unterschiedliche Argumentationen möglich. Hier nicht aufgeführte aufgabenbezogene, inhaltlich angemessene Schülerleistungen sind positiv zu bewerten.

Für eine sehr gute Leistung **werden insgesamt vier ausführlich erläuterte Aspekte** dafür oder dagegen dargelegt. Der persönliche Standpunkt muss deutlich erkennbar sein.

Introduction: individual approach

- **Message:** proposals to arm teachers are a bad/good idea.
- **Possible arguments:**

against the proposal	in favor of the proposal
<ul style="list-style-type: none">– frightens students/teachers/parents– weapons have to be secured and kept safe– increases chance of confrontation escalating and turning lethal– teachers would need a special training– public safety should be left to professionally qualified police officers– guns should not be considered objects of everyday life– creates a distance between teacher and students but teachers are educators not security guides– ...	<ul style="list-style-type: none">– gives students/teachers/parents a sense of security and the option to self defense– weapons could help to stop a public shooting spree– achievement of Founding Fathers is executed (2nd amendment)– teachers could have more control and flexibility over security at school– armed staff on-site could respond to a shooter before police arrives– could create a calm learning atmosphere– much cheaper than dedicated armed security– ...

- **possible conclusion:** Neither teachers nor students want to be soldiers/police officers in the classroom.

Other conclusions are possible and accepted.

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