

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 gA: B2/C1
- Bei **rezeptiven Kompetenzen**: C1

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BH: [REDACTED]
[REDACTED]
[REDACTED]

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

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

[REDACTED] [REDACTED]
[REDACTED]

[REDACTED] [REDACTED]
[REDACTED]

ME: [REDACTED]
[REDACTED]
[REDACTED]

LG: [REDACTED]
[REDACTED]
[REDACTED] help she received from her school. [...]

60

Wörter: 648

Quelle: [https://www.npr.org/templates/transcript/transcript.php?storyId=725488548,](https://www.npr.org/templates/transcript/transcript.php?storyId=725488548)
Download: 22.5.2019, 2:48 Uhr

Information sheet – Zusatzpunkte dürfen nicht vergeben werden.	
Subject: How schools can support homeless teens	Points:
1. Number of homeless public school students in 2016/17: – more than 1.3 million	1
2. Discouraging things Melissa Esparza’s parents told their daughter – name two aspects - possible answers: – she was never good enough (1) AND/OR – she was too fat (1) AND/OR – they wished they never had her as a child (1)	2
3. Melissa Esparza’s age when she fled her home: 16	1
4. Definition of a homeless unaccompanied youth: A student/youth who ... – lacks a stable residence (1) – doesn't live with a parent (or guardian) (1)	2
5. What homeless students are often uncomfortable with: – telling a grown-up at school about their homelessness OR telling a guidance counselor what happened	1
6. Number of 13-to-17-year-old kids experiencing homelessness in any given year: about 700,000	1
7. A right homeless students have according to federal law: – equal access to schools	1
8. Result of the Australian program connecting students with support services: lower dropout rates	1
9. Information about Deb Dempsey’s work to support homeless students – name one aspect - possible answers: – homelessness liaison (1) OR – schools reach out to her when they identify a homeless student (1) OR – invited Esparza to share her story with educators (1)	1
10. Name one aspect Deb Dempsey brings to school personnel's attention - possible aspects: – there are reason kids aren't living with their families (1) OR – they (homeless kids) still have the right to go to school (1) OR – they should have an adult working with them (1)	1
11. Changes of pattern helping educators spot homeless students – name two aspects - possible answers: – showing up less (1) – grades are slipping (1) – not talking as much in school any more (1)	2
12. Melissa Esparza’s intended job: early childhood educator	1
Total	15

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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 15 Verrechnungspunkten ab	Notenpunkte	Prozentmargen ab	Beschreibungen
14,25	15	95	Leistung übertrifft die Anforderungen.
13,5	14	90	
12,75	13	85	
12	12	80	Leistung entspricht den Anforderungen voll.
11,25	11	75	
10,5	10	70	
9,75	9	65	Leistung entspricht den Anforderungen im Allgemeinen.
9	8	60	
8,25	7	55	
7,5	6	50	Leistung zeigt Mängel, entspricht aber im Ganzen den Anforderungen.
6,75	5	45	
6	4	40	
4,95	3	33	Leistung entspricht noch nicht den Anforderungen dieser Stufe.
4,05	2	27	
3	1	20	
2,99-0	0	20 - 0	Leistung liegt deutlich unter den Anforderungen dieser Stufe.

Mediation – Text 1 – 25%

Frauen bekommen mehr als 20 Prozent weniger Gehalt als Männer

Aufgabe: Fassen Sie den folgenden Text in **ca. 210 Wörtern** (ohne Titel) in englischer Sprache zusammen. Ihre Textproduktion kann um 10% nach unten oder oben von der Wortzahlvorgabe abweichen.

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:

- Germany: according to Federal Statistical Office, on average women's salaries still about 20% lower than men's
- in recent years, gender pay gap significantly lower in East Germany than in Western Germany (about 1/3)
- reasons for pay gap:
 - women often work in low-paid jobs
 - fewer women reach leadership positions
 - women more likely to work part-time or in minor employment
- in 2014, women earned less than male colleagues in comparable occupations with similar qualifications
- huge income gap in South/Southern Germany due to manufacturing industries - mostly occupied by male workers
- West Germany: due to family reasons women limited in their job-related opportunities
- East Germany: more women able to work full-time because
 - attitude towards gender roles less strict
 - better availability of childcare facilities
- Equal Pay Day:
 - = date in a new year to which women must work to earn what men earned on average in the previous year
 - organisations and trade unions call attention to this gender specific inequality on Equal Pay Day

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

Mediation – Text 2 – 25%

Die Mensch-Maschine

Aufgabe: Fassen Sie den folgenden Text in **ca. 180 Wörtern** (ohne Titel) in englischer Sprache zusammen. Ihre Textproduktion kann um 10% nach unten oder oben von der Wortzahlvorgabe abweichen.

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:

- Mercedes started pilot experiment with avatar Sarah
- Sarah is supposed to contact and advise potential customers via Internet
- avatar can
 - interpret state of mind of interlocutor through facial recognition software
 - react to interlocutor, seeming perfectly natural, except for way of speaking
- as digital interface Sarah gives advice, calculates financing after having listened closely to expectations of prospective buyers
- due to reasonable answers and empathy Sarah makes dialogue partners forget that she is not “real”
- responsible board members of Daimler Financial Services explain that nowadays nearly all purchases start online, therefore improving sales figures of a company means to use artificial intelligence and empathy in a custom-designed sales pitch
- artificial intelligence already part of most societies today - purpose in general: serving the people
- AI may enable machines to feel and express emotions; prospect of their possibilities can be worrying

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

Textaufgabe – 60%

Talk Talk

1. **Comprehension:** Summarize the text in **about 130 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:

- Dana Halter
 - o released from prison
 - o unemployed, threatened by bills, demands etc. due to ongoing identity theft
 - o in despair and afraid to be sent to prison again
 - o doesn't know what to do and wants to rely on her boyfriend Bridger, but also sees him as a stand-in for the thief
- Dana and Bridger have an argument in an office when Bridger's boss Radko comes in and tells them that he doesn't like them fighting
- Bridger explains fight as a result of ongoing identity theft

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

Die Aufgabe ist teilweise gelöst.

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2. **Analysis:** Analyze the language and its function. You can include the characters' feelings and behaviour as well as the effect on the reader. For a very good rating **six different aspects** have to be presented and explained. **20%**

Formal sehr gute Leistung: introductory sentence, aspects 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: Für eine sehr gute Leistung werden **sechs sprachliche Mittel** angemessen dargestellt und erläutert.

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

Possible aspects:

- **(A✓) title:** "Talk Talk" ⇒ repetition of 'talk' (either noun or verb) strengthens idea that Dana might exaggerate her situation ⇒ arouses reader's curiosity
- **(A✓) direct speech, e.g.:**
 - "[...] I don't know, I really don't [...]" (l.14) ⇒ Bridger is startled by Dana's behaviour, doesn't know how to help her/make her believe that he is innocent and on her side
 - "I want to kill him [...]" (l.22) ⇒ shows Dana's desperation, would even kill him (the identity thief) if this helped to get back her identity
 - "I'm sorry," he said, ducking his head in deference. "It's just that thing – you know, with Dana and what she's been through? It just won't go away." (ll.30-31) ⇒ illustrates that Bridger cannot cope with conflicts since he caves in⇒ all in all effect on reader: makes statements including their feelings self-evident without additional explanations
- **questions:** "What next?" (l.6), "Back to jail again? Tell me. What do I have to do?" (ll.9-10) ⇒ underline Dana's desperation
- **(A✓) enumeration:**
 - "[...] bill collectors dunning her for past-due accounts she'd never opened, a recall notice for a defect BMW Z-4 she'd never seen, notification of credit denied when she hadn't sought credit in the first place." (ll.2-5) ⇒ makes reader understand how bad situation is and shows impressively that there have been many unfavourable events
 - "[...] the villain all of a sudden, the stand-in for the bad guy, the nearest warm-blooded thing [...]" (ll.11-12) ⇒ Bridger thinks that Dana holds him responsible for the bad things that have happened to her ⇒ reader feels with his despair, but can

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- understand that she needs someone to blame)
- "Radko lifted both hands to smooth back the long talons of his hair, then he lifted one haunch and settled himself on the edge of the receptionist's desk and began fumbling for the cigarettes [...]" (ll.32-34) ⇒ creates tension because Bridger and Dana - as well as the reader - are eager to know his opinion/are unsure of his reaction
 - **(A✓) anaphora/parallelism:** "And now she'd lost her job, now she'd be [...]" (l.5) ⇒ makes reader focus on Dana's severe problems
 - **(A✓) simile:**
 - "[...] her voice strangled and unbalanced, riding up the walls like the cry of some animal caught in a snare, [...]" (ll.6-7) ⇒ Dana's voice is compared to that of an animal in despair ⇒ shows very insistently how Dana feels and how desperate she is
 - "A man like the one who'd done this to her." (ll.13-14) ⇒ she compares her boyfriend to the man who has stolen her identity
 - **(A✓) climax:** "[...] because he was the villain all of a sudden, the stand-in for the bad guy, the nearest warm-blooded thing she could fight against." (ll.11-13) ⇒ shows that Dana is that desperate and willing to even fight her boyfriend just because he is there but the villain is still invincible
 - **(A✓) ellipsis, e.g.:**
 - "A man." (l.13) ⇒ indicates how far Dana has distanced herself from her boyfriend, he is not even worth a full sentence anymore
 - "Hairy legs and a dangle of flesh." (l.13) ⇒ boyfriend is not seen as a real human being but reduced to hair and flesh
 - **synecdoche/metaphor:** boyfriend described like an animal
 - "Hairy legs and a dangle of flesh."(l.13) ⇒ reduces Bridger from a complex and caring person to his private parts and what they stand for: a bad/dishonourable man ⇒ stresses fact that Dana moves away from Bridger, she doesn't even see him as a human being anymore
 - "[...] he was at a crossroad here [...]" (l.25) ⇒ makes reader understand that Bridger is sure to face an important decision
 - **(A✓) repetition, e.g.:**
 - "[...] cheap shoes and his cheap watch [...]" (l.20) ⇒ makes reader understand that Radko doesn't put much emphasis on outer appearance
 - "[...] she was crazy, that was, what she was. Fucking crazy." (ll.16-17) ⇒ shows state of mind Bridger thinks Dana is in
 - **(A✓) use of slang, e.g.:** "Fucking crazy. "Goddamnit, let go of me," he shouted, and he shoved her away from him. "Shit, Dana.
-

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Shit, it wasn't me, I'm not the one to blame." (ll.16-18) ⇒ shows Bridger's irritation and shock for being made responsible for the crime

- **(A✓) alliteration, e.g.:**
 - o "Digital Dynasty" (l.26) ⇒ it seems ironic that Bridger works for a digital company since someone has stolen his girlfriend's identity on the internet/in the digital world
 - o "[...] wound-up woman [...]" (l.27) ⇒ describes Dana's nervous/excited/frantic emotional state/mood
- **rhetorical question:** "This is it? This is the problem?" (l.35) ⇒ downplays whole identity theft and with it Dana's problems to something that is not worth talking about ⇒ reader might follow his opinion
- **figurative language:** "A mad notion [...] flitted in and out of his head [...]" (ll.27-28) ⇒ points to the fact that Bridger thinks hard and sees different options, but as he calls it a 'mad notion' it is also clear that he is going to decide for Dana
- **(A✓) parenthesis:** "[...] – or nearly always – [...]" (l.29) ⇒ underlines idea that Bridger tries to avoid conflict at all costs, but that there are nevertheless possibilities that he would opt for conflict

Other findings are acceptable.

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

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- 3. Comment:** Comment on the impact the digital revolution has on our lives. You may consider private, professional, political, cultural, and social areas of life. **20%**

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 **vier ausführlich begründete Argumente** bzgl. der Aufgabenstellung erläutert. Der persönliche Standpunkt muss klar erkennbar sein.

introduction: individual approach

possible aspects:

chances	concerns/dangers
private life	
<ul style="list-style-type: none">– huge awareness of privacy and its protection– detection and prevention of crime easier and faster– almost all things of daily life can be organized without leaving home– etc.	<ul style="list-style-type: none">– identity theft– hacking– cyber bullying easy to do but hard to fight due to anonymous addressee– questionable whether data are up-to-date all the time/ whether published data are really true– surveillance, becoming a transparent customer– isolation– etc.

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chances	concerns/dangers
social life	
<ul style="list-style-type: none"> – access to communication worldwide – many diverse social contacts in social media – communication worldwide enables fast and steady contacts – etc. 	<ul style="list-style-type: none"> – misuse of social media such as cyber bullying, problem of individuality – possible platform for luring people into meeting hitherto unknown people: child abuse, rape, fraud etc. – no real family life anymore – real friendship hard to make/ to maintain – danger of misunderstanding due to limited communication – problem of individuality vs. acceptance by clicks (likes) – social media become the new press people use to keep informed ⇒ limited and biased point of view – fake news – social contacts limited to social media ⇒ cut off from the outside world ⇒ isolation – etc.
cultural life	
<ul style="list-style-type: none"> – new ways to produce music, art ⇒ PC-generated and produced (electronic vibes) – easy spreading of arts and music globally – etc. 	<ul style="list-style-type: none"> – misuse of illegal downloads of music – etc.
political life	
<ul style="list-style-type: none"> – development of dark net originally as a platform for a safe communication in countries without the guarantees of democratic rights, such as free speech etc. – etc. 	<ul style="list-style-type: none"> – dark net developed to a platform for crimes such as child pornography, illegal trade of drugs, weapons etc. – spreading of anti-democratic ideologies – etc.

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chances	concerns/dangers
professional life	
<ul style="list-style-type: none"> - home office possible ⇒ flexible working hours, option to be both parent and employee, no emission by commuting - fast transfer of information - opportunity to work globally - automation characterized by the introduction of robots and artificial intelligence into our workplaces ⇒ skilled workers necessary - increase in mobility ⇒ private and working life no longer limited to home/to a specific workplace - lower ecological impact in terms of use of natural resources and energy - etc. 	<ul style="list-style-type: none"> - permanent availability can be stressful - automation ⇒ many jobs got lost, many jobs need high qualifications - unemployment ⇒ due to automation loss of workplaces - loss of intellectual labour - flexibility required due to steady and fast developments - protection against hacking threatens companies and institutions such as hospitals, governmental facilities such as ministries becomes more and more important ⇒ costs time, personnel and money when companies are blackmailed with ransom money demands with threats to destroy data by malware/viruses etc. - etc.

Other approaches and arguments are acceptable.

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