

## **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, September 2020: III Beurteilungsinstrumente, S. 90 ff.).

### **Nachzuweisende GER Niveaus:**

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

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## Some College-Bound Students In The U.S. Are Thinking Of Taking A Gap Year

MLK: MARY LOUISE KELLY, HOST // EN: ELISSA NADWORNYY, BYLINE // AF: ABBY FALIK

**MLK:** High tuition, restrictions [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

**EN:** [REDACTED]

**MLK:** [REDACTED]  
[REDACTED]ld be tempting. It also sounds like it could  
be awfully difficult to pull off.

**EN:** [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

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

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

Erhöhtes Anforderungsniveau Englisch  
Erwartungshorizont, Beurteilungsvorgaben

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**EN:** [Redacted]  
[Redacted]  
[Redacted]  
[Redacted]

**MLK:** [Redacted]  
[Redacted]

**EN:** [Redacted]  
[Redacted]  
[Redacted]  
[Redacted]

[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]

[Redacted]

Thanks so much.

**EN:** Thank you.

Wörter: 648

Quelle: <https://www.npr.org/2020/06/02/868209747/some-college-bound-students-in-the-u-s-are-thinking-of-taking-a-gap-year>, Veröffentlicht: 2. Juni 2020; Download: 03.Juni 2020

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## Hörverstehen - 15%

| <b>Subject: College-Bound Students In The U.S. Are Thinking Of Taking A Gap Year</b><br><b>Zusatzpunkte dürfen nicht vergeben werden.</b>   | <b>Points:</b> |
|---|----------------|
| <b>1. Two factors that influence high-school graduates to rethink their plans – possible answers:</b><br>– high tuition<br>– restrictions on travel<br>– a potential fall semester online   | 2              |
| <b>2. Two things graduates do during a gap year – possible answers:</b><br>– travel<br>– volunteer<br>– do an internship  | 2              |
| <b>3. Problem that makes realizing a gap year more difficult this year due to COVID-19:</b><br>– international travel and in-person programs might not happen   | 1              |
| <b>4. Information about just taking time off before studying – without a clear enrollment plan – possible aspects:</b><br>– simply delay enrollment <b>OR</b><br>– put off college to work to save money<br><b>Result/Effect:</b><br>– the longer students wait, the harder it is to get a degree | 2              |
| <b>5. Three advantages of a planned gap year for students:</b><br>– can be difference-maker in a young person's trajectory<br>– build confidence and motivation<br>– get to college better prepared to persist and complete   | 3              |
| <b>6. Two options graduates have to take their gap year:</b><br>– national service programs<br>– community colleges   | 2              |
| <b>7. Three advantages of studying at community colleges – possible answers:</b><br>– cheaper option<br>– often local<br>– have strong ties to industry<br>– clued in (to kind of) job market<br>– can be great pathway to getting a bachelor's degree  | 3              |
| <b>Total:</b>   | <b>15</b>      |

Erhöhtes Anforderungsniveau Englisch  
Erwartungshorizont, Beurteilungsvorgaben

Für die Ermittlung der Notenpunkte darf bei den Verrechnungspunkten nicht nach dem Komma gerundet werden. (vgl. S.78 <http://lehrplan.lernnetz.de/index.php?wahl=27>)

| <b>Bei 15 Verrechnungspunkten</b> | <b>Notenpunkte</b> | <b>Prozentmargen ab</b> | <b>Beschreibungen</b>   |
|-----------------------------------|--------------------|-------------------------|---|
| 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%

### Microsoft verordnet Mitarbeitern langes Wochenende

**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:**

- unusual experiment in Japan in August 2019: Microsoft orders employees to work only 4 days a week for same salary
- results were evaluated after one month ⇒ productivity improved by 40% compared to August 2018
- reasons:
  - cutbacks/savings: lower energy costs and less printed paper
  - internal workflow: meetings limited/cut to 30 minutes
  - psychological effect: employees who have less time to do their work put in more effort
- German companies are testing different models (no bosses, unlimited holidays, home office) in order to
  - increase motivation of highly competent employees, which might be of advantage in times of lack of skilled workers
  - save money through home office workplaces
- reason for taking Japanese example: employees there rank highest internationally in overtime
- Australian researchers found out years ago that efficiency decreases with long working hours; six hours per day would be sufficient

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

## Mediation – Text 2 – 25%

Transparente Gehälter: Wenn jeder weiß, was der Kollege verdient

**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.

**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:**

- trend for transparent salaries in start-ups
- salary negotiations are embarrassing and annoying
- solution offered in the text:
  - absolute transparency
  - all employees earn same hourly wage depending on revenues of company
- the more employees work the more they earn
- development shows that system works
  - staff does not work overtime
  - salary negotiations not needed anymore
- earnings and expenses made transparent for all employees
- concerns that employees might feel under pressure because everyone can see each other's work performance have not been confirmed
- experiment = great success of fairness and confidence
- this working model makes companies attractive and economically successful since salary is often lower than in similar companies
- to avoid resentment, system must be consequently implemented

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

## Textaufgabe – 60%

### Oprah Winfrey – Golden Globe Awards 2018

**1. Comprehension:** Summarize the text in **140 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:**

- Oprah Winfrey gives a speech on occasion of her receiving the life-time achievement award at the Golden Globes 2018
- importance of women telling their personal stories
- press is being valued for uncovering the truth and fighting against corruption and injustice
- all women, in general, and those who took an active part in fighting discrimination and the MeToo movement are especially appreciated and honored
- historical retrospect on women's role(s) in Civil Rights Movement is made
- Winfrey stresses that change is in sight now and the time for men in power trying to silence women is up

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

Die Aufgabe ist teilweise gelöst.

**2. – Analysis** **25%**

**2.1 Analyze the stylistic devices Winfrey employs in her acceptance speech and explain their effects on the audience. (15%)**

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

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

**Inhaltlich sehr gute Leistung:** Für eine sehr gute Leistung werden **acht** Aspekte angemessen dargestellt und erläutert.



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

– **possible aspects:**

**(A✓) personal pronouns**

- “we” (l.5), “keeps us from” (l.6), “as we try” (l.8), “we all have” (l.10), “each of us” (l.10), “that we tell” (l.13), “we became” (l.14) ⇒ fraternization between speaker and audience; audience is involved, (black) women are presented as a powerful group in unity
- “What I know [...] telling your truth [...] tool we all have.” (l.9f.) ⇒ culminating from individual to all women, creating sense of belonging together, and at the same time setting one group apart from other group
- “They’re” (l.20), “They are” (l.20), “they are” (l.21), “and they’re” (l.22), “they’re part” (l.22), “they’re our” (l.23), “they’re our” (l.24) ⇒ defining group, giving audience possibility to identify, addressing as many as possible personally
- “They threatened her” (l.30) ⇒ now referring to rapists, setting the groups apart

**metaphors**

- “[...] turning a blind eye to corruption [...]” (l.6) ⇒ corruption and injustice shouldn’t be ignored any longer ⇒ to show audience that corruption and injustice will be revealed
- “[...] navigate these complicated times [...]” (l.8) ⇒ image of boat in heavy swell – meaning here finding the truth when we are faced with tyrants and victims and secrets and lies (l.7) ⇒ calling on/appeal to all persons in the audience to be vigilant
- “[...] powerful tool [...]” (l.10) ⇒ tool to ‘fix’ injustice
- “Their time is up.” (l.38) ⇒ sexual harassment seems to finally come to an end, offenders are prosecuted ⇒ especially female audience can feel relieved
- “[...] hope for brighter morning [...]” (l.51) ⇒ better future without assaults ⇒ see above
- “[...] darkest nights [...]” (l.51) ⇒ women’s worst experience ⇒ audience learns that even those can be overcome
- “new day is on the horizon” (ll.52-53) ⇒ indicating success of #MeToo movement ⇒ illustrates that future will be different
- “[...] when that new day finally dawns [...]” (l.53) ⇒ women have come a very long way ⇒ conveys a bright/better future for (black) women

**personification**

- “[...] her truth [...] goes marching on [...]” (l.39ff.) ⇒ register: world field: military, protests will go on ⇒ emphasizes that women will go on fighting against injustice and assault
- “[...] people who’ve withstood the ugliest things life can throw at you [...]” (ll.49-50) ⇒ “life” as an offender but people resisted and not lost hope

- “[...] we became the story [...]” (l.14) ⇒ strong women who spoke up are protagonists now

**(A✓) references to persons, names or places**

- Sidney Poitiers (l.1) ⇒ audience learns about how he became Winfrey’s first idol (first African-American to win Academy Award)
- Recy Taylor (l.25, l.26, l. 34, l.35, l. 39), Rosa Parks (l.31, l.41) ⇒ reference to black civil rights movement
- Jim Crow (l.33) ⇒ reference to male sense of superiority ⇒ underlines the times of racial segregation
- “[...] to stay seated on that bus in Montgomery [...]” (ll.42-43) ⇒ reference to black civil rights movement, Montgomery bus boycott

**idiomatic expression:** “[...] turning a blind eye to [...]” (l.5) ⇒ asking not to ignore something that you know is wrong (corruption, injustice)

**(A✓) anaphora:**

- “[...] blind eye to corruption and to injustice. To tyrants [...]” (l.7) ⇒ emphasizing importance to stop injustice
- “[...] felt strong enough and empowered enough [...]” (l.12f.) ⇒ women (female audience) can be proud of having told the truth
- “[...] had children to feed and bills to pay and dreams to pursue [...]” (l.18f.) ⇒ listeners realize that women’s roles/responsibilities have not changed much; female listeners may relate/identify/empathize
- “They’re the women [...]. They are domestic workers and farmworkers; they are working in factories [...] they’re our soldiers in the military.” (ll.20-24) ⇒ illustrates that women from all walks of life are affected not only women from a special social group ⇒ female listeners can identify and empathize
- “[...] how we [...], how we [...] how we [...]” (l.47f.) ⇒ listeners, female and male, are addressed to understand feelings, behaviour etc. of the opposite gender
- “[...] how we [...], how we [...] how we [...]” (l.47f.) ⇒ listeners, female and male, are addressed to understand feelings, behaviour, etc. of the opposite gender

**(A✓) repetition:**

- “But their time is up. Their time is up. Their time is up.” (l.37f.) ⇒ no room for doubt, shows fierce determination
- “[...] felt strong enough and empowered enough [...]” (l.12f.) ⇒ women (female audience) can be proud of having told the truth

**(A✓) enumeration:**

- “It’s one that transcends any culture, geography, race, religion, politics or workplace.” (ll.15-16) ⇒ emphasizes that sharing stories of gender inequality is important in every life situation
- “[...] children to feed and bills to pay and dreams to pursue.” (ll.18-19) ⇒ emphasizes that dreams are equally important as satisfying the needs of everyday life/means of living, every woman feels ad-

dressed;

⇒ listeners realize that women's roles/responsibilities have not changed much; female listeners may relate/identify/empathize

- "They are domestic workers and farmworkers; [...] they're our athletes in the Olympics and they're our soldiers in the military."  
(ll.20-24) ⇒ women of all ranks are addressed, these women have endured suffering and still do; women in audience feel addressed personally

**(A✓) antithesis**

- "tyrants and victims" (l.7) ⇒ underlines inequality and undemocratic misuse of power
- "brighter morning [...] darkest nights" (l.51) ⇒ expresses the extent of experienced injustice and great hopes for the future now that the problem is topical

**symbolism:** "[...] somewhere in Rosa Parks's heart [...]" (l.41) ⇒ appealing to audience's sense of sympathy rather than just common sense

**(A✓) parenthesis:** "[...] because they — like my mother — had children to feed and bills to pay and dreams to pursue." (ll.18-19) ⇒ ref. to personal experience to enforce argument; definitive: list of three: importance of women in society is highlighted

**(A✓) allusion:**

- "[...] chooses to say, 'Me too'." (l.43) ⇒ encouraging to speak up against injustice, to join the movement against sexual harassment
- "[...] her truth [...] goes marching on." (l.39ff.) ref. to popular patriotic American song *The Battle Hymn of the Republic* ⇒ attributes patriotism to Recy Taylor and thus to the Civil Rights Movement

**(A✓) assonance/alliteration/synonymy:** "abuse and assault" (l.18) ⇒ emphasizes and illustrates women's suffering

There might as well be other correct aspects not mentioned in this list.

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

## 2.2 Examine how Oprah Winfrey's position is expressed by Kristen Visbal's statue "Fearless Girl". (10%)

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

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

**Inhaltlich sehr gute Leistung:** For a very good rating **three** aspects and a brief description of the picture have to be presented and explained appropriately.

**Possible aspects:**

- **(A✓)** girl symbolizes female resistance by facing Charging Bull, her hands firmly planted on her waist, ponytailed head held high (reference to “And I’m especially proud and inspired by all the women who have felt strong enough and empowered enough to speak up and share their personal stories.” (ll.11-12))
- statue symbolizes female empowerment in business since it is installed in front of New York stock exchange (reference to “So I want tonight to express gratitude to all the women who have endured years of abuse and assault, [...]” (ll.17-18) and “[...] they’re part of the world of tech and politics and business; [...]” (ll.22-23))
- **(A✓)** a resolute young girl staring down Wall Street’s famous Charging Bull depicts that due to the “MeToo” movement men now have a coequal combatant and a partner that thinks is worthy of him. (reference to “they’re our soldiers in the military.” (l.24))
- **(A✓)** girl represents very determined young woman who is fearless and willing to drive the change that Oprah Winfrey believes is needed (reference: “And I just hope that Recy Taylor died knowing that her truth — like the truth of so many other women who were tormented in those years, and even now tormented — goes marching on.” (ll.39-41) and “And it’s here with every woman who chooses to say, “Me too.” (l.43))
- **(A✓)** fact that statue is a girl, not an adult woman portrays Oprah Winfrey’s view into a better future without the need for a “Me too” movement for today’s young girls (reference: “[...] hope for a brighter morning [...]” (l.51); “So, I want all the girls watching here and now to know that a new day is on the horizon! And when that new day finally dawns, it will be because of a lot of magnificent women, [...] take us to the time when nobody ever has to say, ‘Me too’ again.” (ll.52-57))
- **Inhaltlich ausreichende Leistung (Passmark = 5P):** Die Aufgabe ist teilweise gelöst.
- 

- 3. Comment: Comment on the impact of the ‘#MeToo’ movement on your generation.** - For a very good rating **four aspects** have to be taken into consideration and explained. **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 insgesamt **drei** ausführlich begründete Argumente bzgl. der Aufgabenstellung erläutert. Der persönliche Standpunkt muss klar erkennbar sein.

**Introduction: individual approach**

**possible aspects:**

- definition of/background information on '#MeeToo'
- **positive aspects:**
  - it raised awareness of and empathy for problems with sexual harassment and assault (worldwide)
  - it changed laws surrounding sexual harassment and assault (worldwide)
  - it starts/triggers discussions whether cultural norms (in many countries) are still acceptable
  - it strengthened the position, awareness and empathy for men who have experienced (sexual) abuse
  - it encourages victims of sexual assault and harassment to speak up
  - it raised and is still raising awareness among (young) men to treat women as equal and with respect
- **negative aspects:**
  - it can lead to false accusations
  - purpose of movement not clear, since it generalizes men and their thinking
  - it leads to overcorrect behaviour in fear of being (falsely) accused
  - men shying away from one-on-one interactions with women at work, including mentoring, one-on-one work meetings and socializing
  - (attractive) women may be less likely to be hired for jobs where they are required to interact with men to avoid false accusations

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