

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

## Hörverstehen – 15%

### Teaching Empathy To School Bus Drivers

DAVID GREENE, HOST = DG // KEVIN LAVERY, BYLINE = KL // FRED DOELKER =  
FD // RUSS CLARK = RC // LIBBY = L // BETH WALLA = BW

DG: Across the country each day, [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

KL: [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

FD: [REDACTED]  
[REDACTED]

KL: [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]

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

25 [REDACTED]

KL: [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]

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

Grundlegendes Anforderungsniveau Englisch  
Erwartungshorizont, Beurteilungsvorgaben

---

RC: [REDACTED]  
[REDACTED]  
[REDACTED]

L: [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]

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

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED] fine-tune their real-life  
responses.

For NPR News, I'm Kevin Lavery in East Lansing.

Wörter: 609

Quelle: <https://www.npr.org/2019/12/25/791274098/teaching-empathy-to-school-bus-drivers> // Veröffentlichung: 25.12.2019; Download: 21.04.2020, 10:12 Uhr

<b>Subject: Inclusion in the USA - Teaching Empathy To School Bus Drivers - Zusatzpunkte dürfen nicht vergeben werden.</b>	<b>Points:</b>
<b>1. Number of US children riding school buses each day:</b> – 25 million	0.5
<b>2. Information about <i>Dean Transportation</i> – name three aspects – possible answers:</b> – one of the nation’s largest private school bus companies (1) <b>AND/OR</b> – (fleet of) 1,700 buses (1) <b>AND/OR</b> – (log) 25,000 miles each day (1) <b>AND/OR</b> – transport about 80,000 children each day (1)	3
<b>3. Share of "special needs kids" among children using school buses in Michigan:</b> – about two thirds	0.5
<b>4. Examples given for "special needs kids" – name two – possible answers:</b> – visually impaired (1.5) <b>AND/OR</b> – use of wheelchairs (1.5) <b>AND/OR</b> – on the autism spectrum (1.5)	3
<b>5. Means taken so that reporter Kevin Lavery can experience the bus drivers’ training – name two aspects:</b> – blindfolded (1) – strapped into a wheelchair (1)	2
<b>6. Reason why Russ Clark takes a practice run with kids from his district at the end of summer:</b> – wants (his) kids to know who he is (2) <b>OR</b> – wants (his) kids to know what they can expect (when they return to school) (2)	2
<b>7. Libby’s physical handicaps – name two aspects:</b> – (is) non-verbal (1) – uses a walker (1)	2
<b>8. Russ and Libby’s daily ritual mentioned by Libby’s mother:</b> – special handshake (1) <b>OR</b> fist bump (1)	1
<b>9. The company’s more high-tech approach to train empathy:</b> – virtual reality (scenarios) (1)	1
<b>Total:</b>	15

Grundlegendes 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%

Arbeit wird immer weniger wichtig

**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.

**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:**

- result of Danish study with participants aged 18 to 37: younger employees less motivated concerning work
- German surveys confirm similar findings - younger employees:
  - twice as often on sick leave than older ones
  - prefer a weekly working time between 28 to 34 hours
- reasons for changed attitude:
  - different priorities of Generation Z (= born since 1995): strict separation between private and working life
  - over 30-year-olds: consider pay unfair and perceive job as less meaningful
- consequences: changes in the world of work in the long run
- difficult task for employers: have to offer more opportunities concerning working time despite being faced with shortage of qualified staff
- possible effect on older employees: rethinking attitudes towards work might lead to more rested and relaxed physical condition after weekends

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

## Mediation – Text 2 – 25%

### Grüne Berufe für Generation Greta

**Aufgabe:** Fassen Sie den folgenden Text in **ca. 180** (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:**

- all youth studies show: Fridays for Future has changed focus of young people; environmental issues have become a dominant theme/a number one issue
- currently: gap between voluntary engagement and transporting idea of environmental issues into vocational training and colleges
- many opportunities in world of work although often not perceivable at first sight ⇒ specialising in traditional fields might offer more potential
- advice for youths: think first what they are good at, then identify chances of implementing sustainability and environmental issues in training
- green issues can be found in almost every workplace, but finding a “green” training company might be difficult ⇒ work placements might be helpful
- when already in training pro-activity/individual initiative supported by employer can make all the difference
- employers expect their trainees to perform in the first place, not revolutionary ideas or provocative green slogans

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

## Textaufgabe - 60%

### Small Great Things

**1. Comprehension:** Summarize the text in **about 150 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:**

- Ruth, a mother, wakes up at home the morning after being released from jail
- she watches her (adolescent) son Edison sleeping and reminisces about when he was little, which leads her to thinking about the miracle of birth
- when Edison is awake, she thanks him for bailing her out of jail and gets emotional
- Edison, who missed school to bail her out, comforts her, something that she feels a mother should rather do for her child
- at the end of the excerpt Ruth realizes that Edison has become an adult and that her problems led to his growing up

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

Die Aufgabe ist teilweise gelöst.

**2. Analysis:** **25%**

**2.1 Analyze the language the author uses to portray Ruth. (15%)**

**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:** For a very good rating **eight aspects** have to be presented and explained.



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

- **(A✓) description of living conditions:**
  - “[...] and stare at the old crack in the ceiling that I always say I’ll patch and never get around to doing [...]” (ll.1-2)
  - “I feel the bar from the pullout couch digging into my back and give thanks for it.” (l.3) ⇒ Ruth sleeps on a pullout couch instead of a bed, has a backache in the morning
  - ⇒ protagonist might not have/earn much money despite being well-educated
- **(A✓) science in connection with wonder and belief (contrast):**

“The science of [...] cells and mitosis and neural tubes [...] I think there’s a dash of miracle involved, too.” (ll.12-15) ⇒ scientific terms used when Ruth thinks about forming a baby ⇒ Ruth = well-educated, professional nurse, but allows herself feelings of wonder and belief as well
- **(A✓) presentations of Ruth’s state of mind:**

1<sup>st</sup> person limited narrator - Ruth clearly describes in which manner she realizes that

  - she is crying (“to my shock”, l.31)
  - her relation to her son undergoes a strong change (“that movement of the earth beneath my feet, the resettling of my bones [...]”, ll.37f.)
  - Edison is growing up rapidly (“Now I know: adulthood is a line drawn in the sand. At some point, your child will be standing on the other side.”, ll.48f.)
  - her behaviour contributes to her son’s rapid growing-up (“I never expected that something I did would be the thing that pushed him over it”, ll.51f.)

Note: order of presentation = climactic ⇒ reader can follow her train of thoughts and sorrows
- **(A✓) Ruth’s comments on**
  - **events:** “[...] (a fresh one; I will donate the one I wore to the arraignment to Goodwill at the first opportunity) [...]” (ll.6-7) ⇒ narrator clearly addresses reader; her thoughts are directly narrated, not mediated
  - **conversation:** “I feel it again, that movement of the earth beneath my feet [...]” (ll.37-40) ⇒ points out how Ruth is affected by Edison’s words ⇒ reader sympathizes with a caring mother
- **(A✓) capitalization:** “THE MORNING AFTER I AM [...]” (l.1) ⇒ emphasizes protagonist’s dramatic experience in jail (mind: in the book every new chapter starts with capital letters, but the

Grundlegendes Anforderungsniveau Englisch  
Erwartungshorizont, Beurteilungsvorgaben

---

students can't know that)

- **(A✓) italic typeface:**
  - “But we both know there’s a difference between *Please excuse Edison for being absent; he had a stomach bug* and *Please excuse Edison for being absent; he was bailing his mother out of jail.*” (ll.24-26) ⇒ indicates change of roles, which seems to be special for a boy who is still under-age, illustrates that roles of mother and son have changed ⇒ he – now the grown-up – helps mother in trouble, which has been her job so far
  - “I don’t know why I’m falling apart *now.*” (ll.34-35) ⇒ emphasizes fact that she bursts out into tears while being held by her son – and not earlier, when she was alone in a prison cell; she feels secure in Edison’s presence ⇒ shows strong faith in her son **or** that pressure of the situation overwhelms her in a – for her – rather inadequate situation where roles are changed
  - “[...] or emotional, like the first time his heart was broken; or temporal, like the moment he said *I do.*” (ll.42-43) ⇒ shows her realization that her son has become an adult; but even more: he’s not only become an adult, roles have changed ⇒ he is taking over responsibility from and for his mother, which usually only happens when parents are old and/or physically or mentally impaired
- **(A✓) parentheses/enumeration:**

“[...] it was a critical mass of life experiences—graduation, first job, first baby—that tipped the balance; [...]” (ll.44-45) ⇒ outlines critical/decisive life experiences by listing examples ⇒ shows that Ruth is a strong person who can handle difficult situations; reader can guess that she might have had to work while Edison was little
- **(A✓) hypotaxes, parallelism, rule of three, similes, italics:**
  - “[...] if it was clinical, like at the onset of puberty;  
or emotional, like the first time his heart was broken;  
or temporal, like the moment he said *I do.*” (ll.42-43)
  - “I used to wonder  
if maybe it was a critical mass of life experiences—graduation,  
first job, first baby—that tipped the balance;  
if it was the sort of thing you noticed immediately when you  
saw it, like a port-wine stain of sudden gravitas, or  
if it crept up slowly, like age in a mirror.” (ll.43-47)
  - ⇒ Ruth has thought of many ways in which her son might shift towards adulthood
  - ⇒ complex nature of these processes contrasts Ruth’s (comparably simple) epiphany that her actions (her own incarceration) would be the inciting incident towards Edison’s

Grundlegendes Anforderungsniveau Englisch  
Erwartungshorizont, Beurteilungsvorgaben

---

adulthood. ⇒ Ruth is hit blindsided by that epiphany.

- **(A✓) anaphora:**
  - “I thought he’d wander. I thought the line might shift.” (l.50) ⇒ reflects that protagonist had thought of many ways toward her son’s adulthood not taking into account her own role in it
  - “I never expected [...]” (l.51) ⇒ contrasts her expectations in this context
- **(A✓) hypotaxes:** usually used when the protagonist reflects on her attitudes or reminisces (e.g. ll.12-15) ⇒ evokes feeling that sentence is very long, complex to reinforce special aspects and emphasize them ⇒ reflects that many things are going through Ruth’s mind in this turbulent time; reveals her contemplative nature
- **inner monologue(s):**
  - about Edison when he was a baby (ll.10-12)
  - her relationship towards Edison (ll.41-52)  
⇒ Ruth = caring mother
  - about growing-up (cf. ll.41-52)
  - about the miracle of birth (cf. ll.12-15)  
⇒ proves her contemplative nature
- **(A✓) similes:**
  - “[...] like a port-wine stain of sudden gravitas [...]” (l.46);
  - “[...] like age in a mirror [...]” (l.47)  
⇒ illustrate that Ruth rapidly identifies that her child has become an adult; contemplative nature
- **metaphors:**
  - “seismic shift” (l.28);
  - “movement of the earth beneath my feet” (l.37);
  - “the resettling of my bones against the backdrop of my soul” (ll. 37-38)  
⇒ well-educated, elaborate style to express her strong emotions and despair
- **paradoxes:**
  - “I feel the bar from the pullout couch digging into my back and give thanks for it.” (ll.3f.)
  - “[...] the sweet harmony of the garbage trucks [...]” (l. 4)  
⇒ sarcastic/humorous way of coping with current danger/hard time

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

**2.2 Analyze the text in order to depict the change of roles between mother and son.** You may refer to your findings in 2.1. (10%)

**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:** For a very good rating **three aspects** have to be presented and explained.

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

**(A✓) aspects that depict the change of roles and Ruth realizing this change**

- “[...] pad down the hall to Edison’s bedroom. My boy rests like the dead; even when I turn the knob and slip inside and sit down on the edge of the mattress, he doesn’t stir.” (ll.7-9) ⇒ Edison behaves as usual, does not wake up when his mother enters room as she definitely has done a thousand times before
- “Edison rumbles deep in his chest, and he rubs his eyes. “Mama?” he says, sitting up [...]” (ll.16-17) ⇒ usual behaviour
- but, today, “[...] instantly awake. “What’s wrong?” (l.17) ⇒ sudden change of role ⇒ no longer innocent son but immediately worried about his mother
- when Ruth tells him that everything is right (l.18) he is relieved ⇒ “He exhales, then looks at his clock.” (l.19)
- “[...] Edison missed a whole day of classes in order to post bail for me, learning more about mortgages and real estate than I probably know myself.” (ll.20-22) ⇒ illustrates that he is a grown-up young man who takes care of his mother in this difficult situation and informs himself about possibilities to bail her out of prison ⇒ change of roles
- “But we both know there’s a difference between *Please excuse Edison for being absent; he had a stomach bug* and *Please excuse Edison for being absent; he was bailing his mother out of jail.*” (ll.24-26) ⇒ clearly indicates change of roles, which seems to be special for a boy who is still under-age; illustrates that roles of mother and son have changed ⇒ he – now the grown-up – helps his mother in trouble, which has been her job so far
- “I’m sorry,” I say, hiccupping against his shoulder. “I don’t know

Grundlegendes Anforderungsniveau Englisch  
Erwartungshorizont, Beurteilungsvorgaben

---

why I'm falling apart *now*." (ll.34-35) and

- "It takes me a second to realize that for the first time in our lives, Edison is the one comforting me, instead of the other way around." (ll.38-40) ⇒ roles have changed, now he comforts her
- "Now I know: adulthood is a line drawn in the sand. At some point, your child will be standing on the other side." (ll.48-49) ⇒ she is aware that her son will grow up but
- "I never expected that something I did would be the thing that pushed him over it." (ll.51-52) ⇒ realizes that her son has become an adult and it was her incarceration that has accelerated that process/change of roles

**metaphor:**

- "[...] I feel a seismic shift between us." (l.28) ⇒ Ruth feels the enormous effect her incarceration had on the son; he does not need her any longer to clarify any situation ⇒ her son now takes over that role by talking to his teachers: "That's okay. I'll just talk to my teachers." (ll.26-27)

**(A✓) direct speech (dialogue):**

- "[...] for the first time in our lives, Edison is the one comforting me, instead of the other way around." (ll.38-40) ⇒ in this situation mother apologizes to son ⇒ usually conversation is taking place *verse visa*

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

**3. Discussion OR Comment:**

**20%**

**3.1 Discussion:** Discuss the statement "Where you come from determines who you are."

**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.

**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 **sechs** ausführlich **begründete Aspekte bzgl. der Aufgabenstellung** erläutert. Der

Grundlegendes Anforderungsniveau Englisch  
Erwartungshorizont, Beurteilungsvorgaben

---

persönliche Standpunkt muss klar erkennbar sein.

**Introduction:** individual approach

**Possible aspects:**

**Pro**

- we are shaped by our (early-life) experiences
- many people's personality is influenced by role models such as parents, siblings, peers, etc.
- culture and religion, traditions influence our behaviour
- social classes are set to a high degree, chance to step up in society is low
- people tend to take their situation for granted and do not stand up against their situation
- etc.

**Contra**

- as individuals, we may take our own decisions independently from others'
- people may stand up against their parents'/families'/society's expectations
- educational effort is rewarded in our society, e.g. children of working-class families might become academics
- past has shown that resistance against discrimination has been successful (Civil Rights Movement, The Velvet Revolution, etc.)

Other approaches and examples are acceptable. The examinee's personal opinion should become clear and be reflected by the chosen structure.

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

**OR**

**3.2 Comment:** Comment on the statement "[...] adulthood is a line drawn in the sand. At some point, your child will be standing on the other side." (II.48-49). You may refer to the text.

**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

---

Grundlegendes Anforderungsniveau Englisch  
Erwartungshorizont, Beurteilungsvorgaben

---

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

Für eine sehr gute Leistung werden insgesamt **sechs** ausführlich **begründete Aspekte bzgl. der Aufgabenstellung** erläutert. Der persönliche Standpunkt muss klar erkennbar sein.

**Introduction:** individual approach

**Possible aspects:**

- personal crises can lead to a sudden growing-up as described in Small Great Things (other examples: in single-parent households, orphans, etc.)
- for most young people, growing up might as well be a process as the narrator pointed out
- adolescents might stand on either side of the "line" depending on the situation or the people around them:
  - when around peers, want to appear very grown up
  - when in the family, might allow themselves to appear young and vulnerable
- parents might have problems to accept their children's adulthood
- parents might have ambiguous expectations:
  - expect their children to act as an adult in some situations
  - treat their adolescent children like "little kids" when these want to take their own decisions
- society has ambiguous expectations:
  - minor teenagers have to perform many duties (school, often work/jobs, volunteering)
  - but no right to vote, often not taken seriously, not met as equals
- understanding of adulthood and associated responsibilities, expectations, etc. differ between cultures

Other approaches and examples are of course acceptable. The examinee's personal opinion should become clear.

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