

Kernfach Englisch
Sprachmittlung

Situation

You are taking part in a German-American youth project in which the participants share information about changing traditions. You have decided to focus on the role of porcelain in Germany.

Task

Write an article for the project website in which you present the current situation of manufacturing and using porcelain in Germany and the developments responsible for it.

Wir müssen uns von den Billigimporten aus Asien abheben

Herr Holler¹, ist das nur so ein Gefühl, oder erlebt Porzellan tatsächlich gerade eine Renaissance?

Nein, anhand der Zahlen können wir leider nicht erkennen,

■ ■ ■ ■ ■ ■ ■ ■ ■ ■

¹ Christoph Holler – Hauptgeschäftsführer des Bundesverbands Keramische Industrie

² Kaffeetafel – festlich gedeckter Tisch für Kaffee und Kuchen am Nachmittag

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

daher sehe ich nicht schwarz.

Hilgenstock, Sophie, „Wir müssen uns von den Billigimporten aus Asien abheben“, Hannoversche Allgemeine Zeitung, 10. Dezember 2018; 651 Wörter

³ Aussteuer – Ausstattung für den künftigen Haushalt, die eine Braut traditionell von ihrer Familie zur Hochzeit geschenkt bekam

⁴ KPM – Königliche Porzellan-Manufaktur Berlin

Kernfach Englisch
Sprachmittlung

„Wir müssen uns von den Billigimporten aus Asien abheben“

Erwartete Schülerleistungen und Bewertungskriterien

Hinweis
Sprachliche Fehler in der Textvorlage wurden entsprechend der geltenden Norm korrigiert.
Bewertungskriterien
Die Leistungen der Prüflinge werden mithilfe des Bewertungsbogens für die schriftliche Sprachmittlung Deutsch – Fremdsprache für das Abitur 2022 bewertet. Dieser Erwartungshorizont ergänzt den Bewertungsbogen und konkretisiert die Anforderungen, die von den Prüflingen bei der Bearbeitung dieses Aufgabenvorschlags zu bewältigen sind.

Situation
You are taking part in a German-American youth project in which the participants share information about changing traditions. You have decided to focus on the role of porcelain in Germany.
Task
Write an article for the project website in which you present the current situation of manufacturing and using porcelain in Germany and the developments responsible for it.

Inhaltliche und strukturelle Bewältigung	
Charakteristische Textmerkmale des geforderten Produkts	Titel (eingängig, ggf. plakativ), Einleitung (Leseanreiz, Basisinformation), Hauptteil (relevante Aspekte, passende Beispiele), Schluss (Zusammenfassung)
	zentrale Schreibhandlung: informierend, erläuternd
	Leserorientierung: Interesse weckend
Interaktionale und interkulturelle Bewältigung	
Situation/ Rolle	Teilnehmerin bzw. Teilnehmer an einem deutsch-amerikanischen Jugendprojekt
Adressat/ fremdkultureller Hintergrund	(internationale) Besucherinnen und Besucher der Internetseite des Projekts
kulturspezifisch notwendige Erläuterungen	ggf. abnehmende Bedeutung des Porzellans als Statussymbol, regionale Einordnung von Meissen, Berlin, Schloss Fürstenberg

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Sprachmittlung

Inhalte/ Informationen	
current situation of manufacturing porcelain in Germany	
<i>Germany still Europe's leading porcelain manufacturer</i>	
<i>high production costs compared to other countries</i>	
<i>highest turnover around Christmas (seasonal designs)</i>	
<i>general annual decline in sales of about 5%</i>	
current situation of using porcelain in Germany	
<i>decline in use of high-quality porcelain in private households</i>	
<i>growing demand from restaurants, retirement homes and hospitals in recent years</i>	
<i>ongoing demand for exclusive products in porcelain</i>	
developments responsible for this change	
<i>lifestyle changes of younger generations: less formal dining, more 'to-go culture'</i>	
<i>shifting priorities in spending money: porcelain no longer regarded as status symbol</i>	
<i>closing of homeware stores, online retail less suitable for porcelain (need to touch for consumers)</i>	
<i>competition from cheap imports, particularly from China</i>	
<i>disappearance of export markets due to international crises and wars (Russia, Middle East)</i>	

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Thema: African Americans: Free at last? Equal at last?

Farai Caldwell, "Youth Rising" (2015)

in: Farai Caldwell, *Black Lives Matter: A Collection of Short Stories*, Farai Art LLC, New Orleans 2015, pp. 1-5

text type: short story (excerpt)

Assignments	
1. Describe Trent's family situation and his upbringing.	20 %
2. Analyse the means and strategies the author employs to show the inner conflict Trent experiences regarding his upbringing and the different ways of responding to racism.	40 %
3. Fearing his students might turn to violence, Trent's teacher invites a young activist to give a speech at the beginning of their next lesson. The activist decides to take the current heated atmosphere as a starting point to present the challenges of African-American teenagers in society and to convince the students that they should resist nonviolently. Write the script for the young activist's speech using your background knowledge.	40 %

Hilfsmittel: ein- und zweisprachiges Wörterbuch, ggf. in elektronischer Form

Bearbeitungszeit (inkl. Lese- und Auswahlzeit): 255 Minuten

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Thema: African Americans: Free at last? Equal at last?

“Youth Rising” (2015)

by Farai Caldwell

My daddy taught me when I was real young [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

30 [REDACTED]

¹ to tase – to give a person a small electric shock to make them unable to move for a short time

² Freddie Gray – (1989-2015) African American who died after being arrested and severely beaten by the Baltimore Police Department over possessing a knife

³ *Black-ish* – US American sitcom television series following an upper-middle-class African-American family, airing since 2014

Thema: African Americans: Free at last? Equal at last?

Farai Caldwell, "Youth Rising", in: Farai Caldwell (ed.), *Black Lives Matter: A Collection of Short Stories*, Farai Art LLC, New Orleans 2015, pp. 1-5; 800 words

Kernfach Englisch

Thema: African Americans: Free at last? Equal at last?

"Youth Rising" (2015)

by Farai Caldwell

Erwartete Schülerleistungen und Bewertungskriterien

Hinweis

Im Erwartungshorizont zur zweiten und dritten Aufgabe nicht aufgeführte, aber auf die Aufgabenstellung bezogene und sachgerechte Ausführungen der Prüflinge werden bei der Bewertung positiv berücksichtigt.

Bewertungskriterien

Die Teilnote für die sprachliche Leistung wird gemäß Bewertungsbogen *Schreiben* (sprachliche Leistung) Abitur 2022 ermittelt.

Die Teilnote für die inhaltliche Leistung wird auf der Grundlage der im Erwartungshorizont beschriebenen Anforderungen unter Berücksichtigung der angegebenen Aufgabengewichtung (Prozentzahlen) ermittelt.

Sprachliche und inhaltliche Leistungen werden im Verhältnis 60:40 gewichtet.

Eine ungenügende sprachliche oder inhaltliche Leistung schließt eine Gesamtnote von mehr als drei Punkten aus.

Kernfach Englisch

Thema: African Americans: Free at last? Equal at last?

Arbeitsauftrag 1	
Describe Trent's family situation and his upbringing.	
Anforderungsbereich(e)	AFB I
Gewichtung	20 %

Gute Leistung	
Textverständnis	überwiegend souverän
Informations- auswahl	fast vollständig und passend hinsichtlich der im Text genannten Aspekte
Darstellung	komprimiert und weitgehend eigenständig
	schlüssig und nachvollziehbar
	weitgehend frei von Wertungen, Interpretationen, Redundanzen
Aufbau/ Struktur	klar und logisch
Ausreichende Leistung	
Textverständnis	noch erkennbar gemäß Schwerpunktsetzung
Informations- auswahl	stellenweise lückenhaft wiedergegeben hinsichtlich der im Text genannten Aspekte
Darstellung	teilweise komprimiert und noch eigenständig
	noch schlüssig und nachvollziehbar
	teilweise mit Wertungen, Interpretationen und Redundanzen
Aufbau/ Struktur	noch klar und logisch

Inhaltliche Aspekte	
family situation	
African-American family in Baltimore	
oldest child: seventeen-year-old Trent Johnson	
living with mother and younger sister	
father died because of police violence in 2005 when Trent was seven years old	
upbringing	
shielded from witnessing violence by his protective mother	
attending good schools / receiving a good education	
participating in after-school activities to keep him and his sister from the streets	
taught at a young age to never question or resist the police by his father	
taught nonviolent resistance and the philosophy of Martin Luther King Jr.	
scolded by his mother when using the N-word	

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Thema: African Americans: Free at last? Equal at last?

Arbeitsauftrag 2	
Analyse the means and strategies the author employs to show the inner conflict Trent experiences regarding his upbringing and the different ways of responding to racism.	
Anforderungsbereich(e)	AFB II
Gewichtung	40 %

Gute Leistung	
Inhaltliche Ausrichtung	gelungene Analyse der sprachlichen Mittel zur Darstellung
	passend hinsichtlich identifizierter Mittel und ihrer Wirkung
Aufbau/ Struktur	insgesamt schlüssig und stringent, weitgehend logisch
Textbelege	meist treffend, in angemessenem Umfang
Darstellung	meist zutreffend in Bezug auf Intention und Wirkung eingesetzter Mittel
Deutung	meist differenziert
	Zusammenhänge weitgehend erfasst
Ausreichende Leistung	
Inhaltliche Ausrichtung	in Teilen gelungene Analyse der sprachlichen Mittel zur Darstellung
	stellenweise passend hinsichtlich identifizierter Mittel und ihrer Wirkung
Aufbau/ Struktur	in Teilen schlüssig, stringent und logisch
Textbelege	teilweise treffend, in noch hinreichendem Umfang
Darstellung	in Teilen überzeugend
Deutung	wenig differenziert
	Zusammenhänge teilweise erfasst

Mögliche Aspekte und mögliche Strukturierung	
gratefulness for vs. questioning of his upbringing	
use of first-person limited perspective, flashbacks and conditional clauses to show his recognition for his father's attempts to prepare him for all possible encounters with the police: <i>"My daddy taught me when I was real young that you don't mess with no cops. [...] And if they ask me a question I should respond yes, sir, no, sir. And if they want to put me in handcuffs, I shouldn't struggle because it would only make things worse. (ll. 1-4)</i>	
use of sarcasm and tricolon/ climax to show Trent's frustration that all his father's precautions could not save his own life and might not save his teenage son: <i>"Funny thing, he never told me what I should do if a cop hits me, or tases me, or shoots me – and he ain't tell me now because he died in the back of a police car in 2005" (ll. 4-6)</i>	
teenage Trent's comment on his childhood memories to show how successfully Trent's mother managed to protect her children: <i>"One time I overheard her telling my aunt that she's so protective because she wants us to grow up without seeing bad stuff. And she's actually done a good job, too. Me and my sister never</i>	

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<p>went to bad schools; and we're always in after-school activities because she says they're positive distractions." (ll. 32-36)</p>	
<p>well-protected family life vs. neighbourhood in uproar</p>	
<p>detailed description of the idyllic family situation to show how Trent's mother still successfully shields her children from the world outside: "I remember when I first found out about Freddie. I was sitting on the couch with my mother and sister. My sister was complaining to her about how tight she was braiding her hair. I was doing homework and the show Black-ish was playing on the TV." (ll. 13-15); "I also can't hang out in the neighbourhood much, like my friends" (l. 36)</p>	
<p>Keith's use of repetition and exclamation shows the force with which Trent suddenly has to face what is going on in his neighbourhood: "'They killed Freddie. They killed Freddie!' he shouted." (l. 27)</p>	
<p>use of personal pronouns 'I', 'me', 'we' and 'us' to highlight how emotionally distressing the killing of a stranger is for Trent since he starts realising it could have been him or one of his friends: "I didn't really know Freddie but he died in my hood, so it's hitting me kind of hard. I feel like Freddie could have been me or another one of my friends because we black, too. Seems like that's the only excuse the police need to kill us these days." (ll. 9-12)</p>	
<p>nonviolent vs. violent resistance</p>	
<p>use of present tense and conditional to show the helplessness Trent feels not having the chance to discuss the issue with his parents: "It's 2015, I'm seventeen, and I wish I could talk to him because I don't know what to do" (ll. 7-8); "I could've bet 100 dollars that she was going to make my sister go to her room. She's always trying to hide something from us." (ll. 31-32)</p>	
<p>Keith's use of personal pronouns and future tense cause Trent to feel the imminent danger for all African Americans: "it could happen to anyone of us 'cause we black. One guy said it's time for us to fight back or else it's just gonna keep happening." (ll. 44-46); "I was a little scared to speak because he said we all could get killed." (ll. 54-55)</p>	
<p>Mrs Johnson's lecturing question and firm statements to make Keith (and Trent) realise that violence is not the answer: "Now, Keith, is that what Martin Luther King would have wanted? I don't think violence is the answer. It's just going to cause more violence. There are other ways to respond to injustice." (ll. 49-51)</p>	
<p>use of generalisations to show Trent's annoyance with MLK's teachings and the passiveness of his mother's generation: "She's always talking about Martin Luther King, and I don't really agree with her. She's from a different generation. I feel like they're more passive than us." (ll. 52-53); "Old people always talking that Martin stuff" (l. 59)</p>	
<p>Trent's realisation that he and Keith need to decide about taking action: "What you want to do about it?" (l. 59); "Keith [...] gave me a look that let me know he was feeling the same way I was [...] so I told him we'd talk at school the next day." (ll. 60-62)</p>	
<p>...</p>	

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Arbeitsauftrag 3

Fearing his students might turn to violence, Trent's teacher invites a young activist to give a speech at the beginning of their next lesson. The activist decides to take the current heated atmosphere as a starting point to present the challenges of African-American teenagers in society and to convince the students that they should resist nonviolently. Write the script for the young activist's speech using your background knowledge.

Anforderungsbereich(e)	AFB II/III
Gewichtung	40 %

Gute Leistung

Aufgabenstellung	gelungen umgesetzt
	Aspekte gelungen verwendet
	Rollenübernahme und Adressatenbezug stimmig
	Situation adäquat berücksichtigt
	Hintergrundwissen treffend und in angemessenem Umfang eingebracht
Textprodukt	Konventionen einer Rede weitgehend gelungen umgesetzt
Darstellung/Gestaltung	meist eigenständig, schlüssig und überzeugend
	Gestaltungsmittel adäquat verwendet

Ausreichende Leistung

Aufgabenstellung	in Teilen umgesetzt
	Aspekte noch stimmig verwendet
	Rollenübernahme und Adressatenbezug noch stimmig
	Situation noch adäquat berücksichtigt
	Hintergrundwissen treffend eingebracht, in noch angemessenem Umfang
Textprodukt	Konventionen einer Rede teilweise gelungen umgesetzt
Darstellung/Gestaltung	stellenweise eigenständig und schlüssig
	Gestaltungsmittel zum Teil adäquat verwendet

Formale Kriterien des Textprodukts

Rollenübernahme: junge Aktivistin bzw. junger Aktivist in Baltimore	
Adressat: Trents Klasse	
Situation: Unterrichtsstunde kurz nach dem gewaltsamen Tod von Freddie Gray	
Funktion/ Intention(en)/ Absicht: überzeugen, aufklären, appellieren	
strukturelle/ inhaltliche Aspekte: Begrüßung/ Anrede, Ausblick auf Inhalte, Hauptteil, Schluss / Fazit gemäß Intention	
stilistische Aspekte/ Zuhörerorientierung: persönlich, emotional	

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Inhaltliche Aspekte je nach unterrichtlicher Schwerpunktsetzung	
starting point	
reference to the heated atmosphere after Freddie Gray's death	
presenting the issue of police violence	
identification of possible challenges in society	
justice: arrested and imprisoned at higher rates, in particular male African Americans; stricter penalties and harsher sentences	
everyday life: social bias; more often victims of violence and crime; racial profiling; more often (fatal) victims of police violence (e.g. Trayvon Martin, Michael Brown)	
education: bias in schools; lower level of education; higher drop-out rate; lower-quality education; underfunded schools; underrepresentation at prestigious institutions	
future employment: limited access to stable and well-paid jobs; proportionally lower income; higher unemployment rates	
wealth: likely to grow up in financially insecure circumstances and with fewer possibilities for upward mobility	
health: health-insurance gap; more likely to be uninsured; lack of access to healthcare; shorter life expectancy; higher death rate due to Covid-19	
housing: persistent residential segregation; poorer neighbourhoods; ghettoization; gangs; lack of leisure facilities	
call for nonviolent action	
stressing the need to peacefully confront systemic racism	
highlighting the effectiveness of nonviolent resistance in the past (e.g. Martin Luther King, Rosa Parks, Greensboro sit-in movement)	
giving examples of nonviolent resistance in the present (e.g. kneeling protest, Black Lives Matter)	
possible nonviolent actions for teenagers	
becoming role models (e.g. graduating from school, aiming for higher education)	
social activism (e.g. doing volunteer work in the community, organizing projects at school and in the neighbourhood)	
political activism (e.g. participating in demonstrations)	
expressing concerns through literature and the arts (e.g. poetry slam, protest songs, photo exhibition)	
...	

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Thema: African Americans: Free at last? Equal at last?

Joe Biden, "Signing of an Executive Order on Racial Equity"

www.whitehouse.gov/briefing-room/speeches-remarks/2021/01/26/remarks-by-president-biden-at-signing-of-an-executive-order-on-racial-equity/

(accessed 28 November 2021)

text type: speech (excerpt)

Assignments	
1. Sketch the signs of inequality as well as positive developments in society according to Biden.	20 %
2. Examine the means and strategies Biden employs to create unity and convince his audience that change is both urgently needed and beneficial.	40 %
3. You are a student journalist at an American high school. Biden's remarks motivate you to write a new entry for the school's blog, in which you focus on some of the current injustices African Americans have to face. Suggest ways also young people can tackle them in their everyday lives and call your fellow students to action. Write the blog entry using Biden's speech as a starting point. Include your background knowledge.	40 %

Hilfsmittel: ein- und zweisprachiges Wörterbuch, ggf. in elektronischer Form

Bearbeitungszeit (inkl. Lese- und Auswahlzeit): 255 Minuten

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Thema: African Americans: Free at last? Equal at last?

“Signing of an Executive Order¹ on Racial Equity”

by Joe Biden

Good afternoon, folks. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

30

¹ executive order – official instruction by the US President

² George Floyd – (1973-2020) African American murdered by a police officer in Minneapolis during an arrest

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] federal government

is going to be part of that effort.

Thank you.

www.whitehouse.gov/briefing-room/speeches-remarks/2021/01/26/remarks-by-president-biden-at-signing-of-an-executive-order-on-racial-equity/; 783 words

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Thema: African Americans: Free at last? Equal at last?

“Signing of an Executive Order on Racial Equity”

by Joe Biden

Erwartete Schülerleistungen und Bewertungskriterien

Hinweis

Im Erwartungshorizont zur zweiten und dritten Aufgabe nicht aufgeführte, aber auf die Aufgabenstellung bezogene und sachgerechte Ausführungen der Prüflinge werden bei der Bewertung positiv berücksichtigt.

Vortragsbedingte Redundanzen wurden entsprechend der geltenden Norm korrigiert.

Bewertungskriterien

Die Teilnote für die sprachliche Leistung wird gemäß Bewertungsbogen *Schreiben* (sprachliche Leistung) Abitur 2022 ermittelt.

Die Teilnote für die inhaltliche Leistung wird auf der Grundlage der im Erwartungshorizont beschriebenen Anforderungen unter Berücksichtigung der angegebenen Aufgabengewichtung (Prozentzahlen) ermittelt.

Sprachliche und inhaltliche Leistungen werden im Verhältnis 60:40 gewichtet.

Eine ungenügende sprachliche oder inhaltliche Leistung schließt eine Gesamtnote von mehr als drei Punkten aus.

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Thema: African Americans: Free at last? Equal at last?

Arbeitsauftrag 1	
Sketch the signs of inequality as well as positive developments in society according to Biden.	
Anforderungsbereich(e)	AFB I/II
Gewichtung	20 %

Gute Leistung	
Textverständnis	überwiegend souverän
Informations- auswahl	fast vollständig und passend hinsichtlich der im Text genannten Aspekte
Darstellung	komprimiert und weitgehend eigenständig
	schlüssig und nachvollziehbar
	weitgehend frei von Wertungen, Interpretationen, Redundanzen
Aufbau/ Struktur	klar und logisch
Ausreichende Leistung	
Textverständnis	noch erkennbar gemäß Schwerpunktsetzung
Informations- auswahl	stellenweise lückenhaft wiedergegeben hinsichtlich der im Text genannten Aspekte
Darstellung	teilweise komprimiert und noch eigenständig
	noch schlüssig und nachvollziehbar
	teilweise mit Wertungen, Interpretationen und Redundanzen
Aufbau/ Struktur	noch klar und logisch

Inhaltliche Aspekte	
signs of inequality in society	
institutional racism	
police brutality	
economic inequality	
lower rates of home ownership	
poor education, underfunded schools, higher drop-out rates	
positive developments in society	
nationwide change in the mindset towards racism after the death of George Floyd	
progressiveness and inclusiveness of younger generation	
young Americans as a catalyst for change in society	

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Arbeitsauftrag 2	
Examine the means and strategies Biden employs to create unity and convince his audience that change is both urgently needed and beneficial.	
Anforderungsbereich(e)	AFB II
Gewichtung	40 %

Gute Leistung	
Inhaltliche Ausrichtung	gelungene Analyse der sprachlichen Mittel zur Darstellung
	passend hinsichtlich identifizierter Mittel und ihrer Wirkung
Aufbau/Struktur	insgesamt schlüssig und stringent, weitgehend logisch
Textbelege	meist treffend, in angemessenem Umfang
Darstellung	meist zutreffend in Bezug auf Intention und Wirkung eingesetzter Mittel
Deutung	meist differenziert
	Zusammenhänge weitgehend erfasst
Ausreichende Leistung	
Inhaltliche Ausrichtung	in Teilen gelungene Analyse der sprachlichen Mittel zur Darstellung
	stellenweise passend hinsichtlich identifizierter Mittel und ihrer Wirkung
Aufbau/Struktur	in Teilen schlüssig, stringent und logisch
Textbelege	teilweise treffend, in noch hinreichendem Umfang
Darstellung	in Teilen überzeugend
Deutung	wenig differenziert
	Zusammenhänge teilweise erfasst

Mögliche Aspekte und mögliche Strukturierung	
creating unity	
inclusive pronouns 'we' and 'us' in combination with positively connoted words to stress shared experiences and values: "our nation" (l. 4), "our democracy" (ll. 23-24), "that's what the faith and morality call us to do" (ll. 24-25), "it's what the core values of this nation call us to do" (l. 28), "We have never fully lived up to the founding principles of this nation" (l. 31)	
use of superlative, enumeration of positively connoted adjectives and repetition of the word 'forcing' to praise young Americans as a catalyst for change: "the most progressive, thoughtful, inclusive generation that America has ever seen" (ll. 17-18), "they are pulling us towards justice [...], they are forcing us to confront the huge gap [...], forcing us to confront systemic racism and white supremacy" (ll. 18-21)	
allusions to the Declaration of Independence and religion to stress common values: "Across nearly every faith" (l. 26) "core values of this nation" (l. 28), "founding principles of this nation [...]" that all people are created equal" (ll. 31-	

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32), <i>"We're all God's children; we should treat each other as we would like to be treated ourselves."</i> (ll. 26-27)	
explicit reference to the many groups in society expecting change: <i>"today's generation of young Americans"</i> (ll. 16-17), <i>"Across nearly every faith"</i> (l. 26); enumeration <i>"the vast majority of Americans – Democrats, Republicans, and independents"</i> (ll. 28-29)	
urgent need for change	
adjectives and quantifiers to point out prevailing shortcomings that need to be addressed: <i>"face deep racial inequities in America and systemic racism"</i> (l. 3), <i>"huge gap in economic inequity"</i> (l. 19), <i>"never fully lived up to"</i> (l. 31)	
parallelism and enumeration to show that witnessing Floyd's death has evoked change in society: <i>"but because the ground has shifted, because it's changed minds and mindsets, because it laid the groundwork for progress"</i> (ll. 14-15)	
time references and repetitions to show that the US need to seize the moment: <i>"the moment had arrived"</i> (l. 2), <i>"it marked a turning point"</i> (l. 8), <i>"It's time to act because that's what the faith and morality call us to do. [...] And this is the time to act"</i> (ll. 24-27), <i>"it's time to act now"</i> (l. 33)	
use of high numbers and climax to stress that the long-overdue change has finally been acknowledged in the US and worldwide: <i>"millions of Americans and millions of people around – all over the world"</i> (l. 6), <i>"tens of millions of Americans"</i> (ll. 7-8)	
enumeration of different groups to show that American values and democracy are in danger and to create a sense of urgency to act now: <i>"group of thugs, insurrectionists, political extremists, and white supremacists violently attack the Capitol of our democracy. And so now – now is the time to act."</i> (ll. 22-24)	
metaphor, personification and alliterations to visualise the cruelty and suffering caused by inequality and racial division: <i>"systemic racism that has plagued our nation for far, far too long"</i> (ll. 3-4), <i>"knee on the neck of justice"</i> (ll. 6-7)	
benefits of change	
conditional clauses and parallelism/ anaphora to visualise a better future based on change: <i>"Just imagine if instead of consigning millions of American children to under-resourced schools we gave each and every three- and four-year-old child a chance to learn"</i> (ll. 35-36); <i>"Just imagine if instead of denying millions of Americans the ability to own a home and build generational wealth, we made it possible for them to buy a home"</i> (ll. 42-43)	
rhetorical questions combined with epiphora to emphasize the positive effects of equality on all of US society: <i>"does anyone in this whole nation think we're not all better off if that were to happen?"</i> (ll. 40-41), <i>"does anyone doubt that the whole nation will be better off?"</i> (l. 45), <i>"Just imagine: Instead of denying millions of young entrepreneurs the ability to access capital, we made it possible to take their dream to market, create jobs, reinvest in their own communities. Does anyone doubt this whole nation wouldn't be better off?"</i> (ll. 46-48)	
...	

Kernfach Englisch

Thema: African Americans: Free at last? Equal at last?

Arbeitsauftrag 3	
You are a student journalist at an American high school. Biden's remarks motivate you to write a new entry for the school's blog, in which you focus on some of the current injustices African Americans have to face. Suggest ways also young people can tackle them in their everyday lives and call your fellow students to action. Write the blog entry using Biden's speech as a starting point. Include your background knowledge.	
Anforderungsbereich(e)	AFB II/III
Gewichtung	40 %

Gute Leistung	
Aufgabenstellung	gelingen umgesetzt
	Aspekte gelungen verwendet
	Rollenübernahme und Adressatenbezug stimmig
	Situation adäquat berücksichtigt
	Hintergrundwissen treffend und in angemessenem Umfang eingebracht
Textprodukt	Konventionen eines Blogs weitgehend gelungen umgesetzt
Darstellung/Gestaltung	meist eigenständig, schlüssig und überzeugend
	Gestaltungsmittel adäquat verwendet
Ausreichende Leistung	
Aufgabenstellung	in Teilen umgesetzt
	Aspekte noch stimmig verwendet
	Rollenübernahme und Adressatenbezug noch stimmig
	Situation noch adäquat berücksichtigt
	Hintergrundwissen treffend eingebracht, in noch angemessenem Umfang
Textprodukt	Konventionen eines Blogs teilweise gelungen umgesetzt
Darstellung/Gestaltung	stellenweise eigenständig und schlüssig
	Gestaltungsmittel zum Teil adäquat verwendet

Formale Kriterien des Textprodukts	
Rollenübernahme: Schülerin bzw. Schüler einer amerikanischen High School	
Adressat: Leserschaft der Webseite der Schule, v.a. Schulgemeinschaft	
Funktion/ Intention(en)/ Absicht: Informieren, Erklären, Überzeugen	
strukturelle/ inhaltliche Aspekte: Benutzername, Datum (ggf. Uhrzeit), Aufgreifen des Titels, Einleitung (Leseanreiz), Hauptteil mit Absätzen, ggf. interaktive Elemente/ Links/ Positionierung, Schluss (Aufruf/ Einladung zu Leserkomentaren)	
stilistische Aspekte/ Leserorientierung: Interesse weckend, sensibilisierend, überzeugend	

Kernfach Englisch

Thema: African Americans: Free at last? Equal at last?

stilistische Aspekte/ Schreibhandlung: Informieren, Problematisieren, Argumentieren, Appellieren	
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Inhaltliche Aspekte je nach unterrichtlicher Schwerpunktsetzung	
starting point	
contextual reference to the speech	
stressing the importance of the young generation to confront discrimination and bias in society	
ongoing systemic racism and structural challenges, e.g.	
justice: arrested and imprisoned at higher rates, in particular male African Americans; stricter penalties and harsher sentences	
everyday life: social bias; more often victims of violence and crime; racial profiling; more often (fatal) victims of police violence (e.g. Trayvon Martin, Michael Brown)	
education: bias in schools; lower level of education; higher drop-out rate; lower-quality education; underfunded schools; underrepresentation at prestigious institutions	
future employment: limited access to stable and well-paid jobs; proportionally lower income; higher unemployment rates	
wealth: likely to grow up financially insecure and with fewer possibilities for upward mobility	
health: health-insurance gap; more likely to be uninsured; lack of access to healthcare; shorter life expectancy; higher death rate due to Covid-19	
housing: persistent residential segregation; poorer neighbourhoods; ghettoization; gangs; lack of leisure facilities	
ways young people can contribute to tackle racism, e.g.	
becoming role models (e.g. living tolerance, increasing understanding, promoting unity, graduating from school, aiming for higher education)	
social activism (e.g. doing volunteer work in the community, organizing projects at school and in the neighbourhood)	
political activism (e.g. participating in nonviolent forms of protest)	
expressing concerns through literature, the arts and social media (e.g. poetry slam, protest songs, photo exhibition)	
call for action	
...	

Kernfach Englisch

Thema: Science (Fiction) & Technology: Blessing or Curse?

F. Paul Wilson, *Reborn*

Borderlands Press, New York 1990, pp. 190-192

text type: novel (excerpt)

Assignments	
1. Sketch Jim's fears and Carol's reassurances in this situation.	20 %
2. Analyse the means and strategies the author employs to portray Jim's chaos of emotions despite Carol's attempts to calm him down.	40 %
3. The journalist Gerry Becker, a friend of the Stevens', finds the journals. Without their consent, he uses the information to write an article entitled " <i>World-renowned scientist leaves estate to self!</i> " focusing on possible benefits and risks of cloning people for society. Write Gerry Becker's article for a quality newspaper, using your background knowledge.	40 %

Hilfsmittel: ein- und zweisprachiges Wörterbuch, ggf. in elektronischer Form

Bearbeitungszeit (inkl. Lese- und Auswahlzeit): 255 Minuten

Thema: Science (Fiction) & Technology: Blessing or Curse?

by F. Paul Wilson

Introductory Note

Unexpectedly, Jim Stevens becomes heir of the recently deceased genetic scientist Doctor Hanley. Through the doctor's confidential journals, Jim finds out that he is the doctor's clone and keeps it a secret, not even telling his wife Carol.

[...] He squinted in the bright morning sun pouring through the window.

██████████

114

[REDACTED]

[REDACTED]

■■■■■

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

110

[REDACTED]

Kernfach Englisch

Thema: Science (Fiction) & Technology: Blessing or Curse?

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

[REDACTED]

¹ fait accompli – French phrase commonly used to describe an action which is completed before those affected by it are in a position to object to it

Kernfach Englisch

Thema: Science (Fiction) & Technology: Blessing or Curse?

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] I need to sort this out. I need to take a walk." [...]

F. Paul Wilson, *Reborn*, Borderlands Press, New York 1990, pp. 190-192; 792 words

Kernfach Englisch

Thema: Science (Fiction) & Technology: Blessing or Curse?

Reborn (Excerpt)

by F. Paul Wilson

Erwartete Schülerleistungen und Bewertungskriterien

Hinweis

Im Erwartungshorizont zur zweiten und dritten Aufgabe nicht aufgeführte, aber auf die Aufgabenstellung bezogene und sachgerechte Ausführungen der Prüflinge werden bei der Bewertung positiv berücksichtigt.

Bewertungskriterien

Die Teilnote für die sprachliche Leistung wird gemäß Bewertungsbogen *Schreiben* (sprachliche Leistung) Abitur 2022 ermittelt.

Die Teilnote für die inhaltliche Leistung wird auf der Grundlage der im Erwartungshorizont beschriebenen Anforderungen unter Berücksichtigung der angegebenen Aufgabengewichtung (Prozentzahlen) ermittelt.

Sprachliche und inhaltliche Leistungen werden im Verhältnis 60:40 gewichtet.

Eine ungenügende sprachliche oder inhaltliche Leistung schließt eine Gesamtnote von mehr als drei Punkten aus.

Kernfach Englisch

Thema: Science (Fiction) & Technology: Blessing or Curse?

Arbeitsauftrag 1	
Sketch Jim's fears and Carol's reassurances in this situation.	
Anforderungsbereich(e)	AFB I/II
Gewichtung	20 %

Gute Leistung	
Textverständnis	überwiegend souverän
Informations- auswahl	fast vollständig und passend hinsichtlich der im Text genannten Aspekte
Darstellung	komprimiert und weitgehend eigenständig
	schlüssig und nachvollziehbar
	weitgehend frei von Wertungen, Interpretationen, Redundanzen
Aufbau/ Struktur	klar und logisch
Ausreichende Leistung	
Textverständnis	noch erkennbar gemäß Schwerpunktsetzung
Informations- auswahl	stellenweise lückenhaft wiedergegeben hinsichtlich der im Text genannten Aspekte
Darstellung	teilweise komprimiert und noch eigenständig
	noch schlüssig und nachvollziehbar
	teilweise mit Wertungen, Interpretationen und Redundanzen
Aufbau/ Struktur	noch klar und logisch

Inhaltliche Aspekte	
Jim's fears	
Carol might have read his journals and found out about him being a clone	
Carol might think that he had known all along	
Carol might leave him	
other people might find out about him being a clone	
society might reject him	
the journals might be lost forever	
Carol's reassurances	
she loves Jim nonetheless	
she will never tell anyone and nobody will ever find out	
the journals are destroyed for good	
Jim is going to be all right / everything is going to be all right	

Kernfach Englisch

Thema: Science (Fiction) & Technology: Blessing or Curse?

Arbeitsauftrag 2	
Analyse the means and strategies the author employs to portray Jim's chaos of emotions despite Carol's attempts to calm him down.	
Anforderungsbereich(e)	AFB II
Gewichtung	40 %

Gute Leistung	
Inhaltliche Ausrichtung	gelungene Analyse der sprachlichen Mittel zur Darstellung
	passend hinsichtlich identifizierter Mittel und ihrer Wirkung
Aufbau/ Struktur	insgesamt schlüssig und stringent, weitgehend logisch
Textbelege	meist treffend, in angemessenem Umfang
Darstellung	meist zutreffend in Bezug auf Intention und Wirkung eingesetzter Mittel
Deutung	meist differenziert
	Zusammenhänge weitgehend erfasst
Ausreichende Leistung	
Inhaltliche Ausrichtung	in Teilen gelungene Analyse der sprachlichen Mittel zur Darstellung
	stellenweise passend hinsichtlich identifizierter Mittel und ihrer Wirkung
Aufbau/ Struktur	in Teilen schlüssig, stringent und logisch
Textbelege	teilweise treffend, in noch hinreichendem Umfang
Darstellung	in Teilen überzeugend
Deutung	wenig differenziert
	Zusammenhänge teilweise erfasst

Mögliche Aspekte und mögliche Strukturierung	
fear of being detected and possible consequences	
use of expressive verbs, enumeration and exclamation to highlight Jim's agitation that someone might be in possession of the journals: <i>"He jumped up and lifted the cushions. He looked under the couch, even unfolded the hidden mattress. Gone! His heart thudding in his throat, Jim hurried down the short hall"</i> (ll. 4-7)	
use of question, exclamation and contradiction to show that Carol cannot end Jim's fear of being excluded by society: <i>"I won't have you talking about yourself like that!" 'Why not? Everybody else will!' 'No, they won't. I'm the only other person who knows, and I don't feel that way.' 'But you're different.'"</i> (ll. 35-39)	
state of turmoil resulting from Carol's presence and reactions	
description of the sudden interruption of his movements as well as use of question in his inner monologue to highlight the unexpectedness of Carol's presence and his growing fear of being detected: <i>"The smell of fresh coffee stopped him [...] What was Carol doing home? She wasn't off today."</i> (ll. 8-11)	

Kernfach Englisch

Thema: Science (Fiction) & Technology: Blessing or Curse?

detailed description of Carol's calm attitude and affection from Jim's perspective underlines his surprise with her behaviour: <i>"She put down her coffee cup and slipped her arms around his neck."</i> (l. 15); <i>"I love you, Jim."</i> (l. 17)	
use of question to show Jim's irritation at Carol's offhand way of speaking about the shocking news: <i>"'Known what? That you were cloned from Hanley?' [...] How could she be so calm?"</i> (ll. 25-27)	
feeling of despair because of being a clone	
use of exclamations (in italics) and anaphora in his inner monologue to show his shock and devastation that she has already found out his secret and knows him to be a clone: <i>"Then it struck him: She must have taken the journals! She must have read them! No!"</i> (ll. 11-12), <i>"Jim felt as if the floor were giving way beneath him."</i> (l. 22)	
use of the personal pronoun 'I', intensifiers and repetition in Jim's direct speech to show his desperate protestations of innocence: <i>"Oh, I'm so sorry, Carol. I didn't know, really I didn't. I never would have married you if I'd known."</i> (ll. 23-24); <i>"Yes! I swear I didn't know!"</i> (l. 28)	
repetition of Carol's question, use of elliptic sentence structure and contradiction to show his increasing despair despite Carol's repeated attempts to appease his mind: <i>"'What difference does it make, Jim?' 'What difference? How can you say that? I'm a freak! A scientific experiment.'"</i> (ll. 29-30); anaphora and intensification <i>"'No, you're not. You're Jim Stevens. The man I married. The man I love.' 'No, I'm a piece of Roderick Hanley!'"</i> (ll. 31-32)	
Jim's use of negatively connoted words and simile/ metaphor in his self-attributions contradicts Carol's euphemistic word choice and thus emphasises his horror and devastation: <i>"'You're Jim Stevens – Hanley's twin.' 'I wish! [...] I'm more like a tumor. That's what I am – a fucking tumor!'"</i> (ll. 33-34)	
Jim's questions in his inner monologue show that despite his repeated confirmations of believing Carol, he still doubts that everything will be all right: <i>"'I know Carol. I know.' But what did he really know? What could he be sure of now?"</i> (l. 72)	
anger with Carol because of her having destroyed the journals	
use of comparative, elliptic sentence structure and exclamations to emphasise his growing fury: <i>"Suddenly he was angry. More than angry. He was enraged. 'You had no right! No goddamn right! Those journals were mine!'"</i> (ll. 48-49)	
Jim's outburst / reproachful question shows that Carol's careless attitude increases his rage: <i>"She was so cool, so composed, so utterly remorseless. Her attitude of fait accompli infuriated him. 'How could you?'"</i> (ll. 52-54)	
use of metaphor/ personification and intensification to emphasize that Carol's domineering attitude and justifications cannot fully ease his anger: <i>"The cool logic of her words was worming its way past his anger, damping it but not dousing it. After all, they had been his journals. His legacy."</i> (ll. 62-63)	
repetition of the word 'okay' to show Jim's attempts to control his ongoing agitation: <i>"'Okay,' he said. 'They're gone. Okay ... okay ...'"</i> (l. 64)	
...	

Kernfach Englisch

Thema: Science (Fiction) & Technology: Blessing or Curse?

Arbeitsauftrag 3

The journalist Gerry Becker, a friend of the Stevens', finds the journals. Without their consent, he uses the information to write an article entitled "*World-renowned scientist leaves estate to self!*" focusing on possible benefits and risks of cloning people for society. Write Gerry Becker's article for a quality newspaper, using your background knowledge.

Anforderungsbereich AFB II/III

Gewichtung 40 %

Gute Leistung

Aufgabenstellung	gelingen umgesetzt
	Aspekte gelungen verwendet
	Rollenübernahme und Adressatenbezug stimmig
	Situation adäquat berücksichtigt
	Hintergrundwissen treffend und in angemessenem Umfang eingebracht
Textprodukt	Konventionen eines Zeitungsartikels weitgehend gelungen umgesetzt
Darstellung/ Gestaltung	meist eigenständig, schlüssig und überzeugend
	Gestaltungsmittel adäquat verwendet

Ausreichende Leistung

Aufgabenstellung	in Teilen umgesetzt
	Aspekte noch stimmig verwendet
	Rollenübernahme und Adressatenbezug noch stimmig
	Situation noch adäquat berücksichtigt
	Hintergrundwissen treffend eingebracht, in noch angemessenem Umfang
Textprodukt	Konventionen eines Zeitungsartikels teilweise gelungen umgesetzt
Darstellung/ Gestaltung	stellenweise eigenständig und schlüssig
	Gestaltungsmittel zum Teil adäquat verwendet

Formale Kriterien des Textprodukts

Rollenübernahme: Journalist einer seriösen Tageszeitung	
Adressat: anonyme Leserschaft dieser seriösen Tageszeitung	
Funktion/ Intention(en)/ Absicht: Informieren über Vorfall, Überzeugen, Ausdruck persönlicher Meinung	
strukturelle/ inhaltliche Aspekte: Titel, Datum, Autor, Einleitung/ <i>lead</i> (Leseanreiz, Aufmerksamkeit erregend, Basisinformationen), Hauptteil mit Absätzen, Schluss (Zusammenfassung/ Ausblick/ Appell ...)	
stilistische Aspekte/ Leserorientierung: Interesse weckend, überzeugend, Berücksichtigung von Höflichkeitskonventionen	

Kernfach Englisch

Thema: Science (Fiction) & Technology: Blessing or Curse?

stilistische Aspekte/ Schreibhandlung(en): Informieren, Argumentieren, Appellieren	
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Inhaltliche Aspekte je nach unterrichtlicher Schwerpunktsetzung	
use of the given title	
"World-renowned scientist leaves estate to self!"	
references to the excerpt	
diaries of Dr. Hanley reveal that he cloned himself	
adult identified to be a clone	
possible benefits of cloning people for society	
gradual eradication of fatal diseases	
creation of saviour siblings with matching DNA to save the lives of children with fatal diseases	
possibility of biological parenthood of both partners in same-sex relationships	
prospect of further scientific progress and thus further advancement in medicine; rising prestige of a country and expected profit for its scientist(s) and companies	
strategy to compensate for demographic change	
possible risks of cloning people for society	
health: unknown long-term consequences; emergence of (new) diseases	
individual: psychological problems; questions of identity because of unknown heritage or parents' motives for creating them; lack of individuality; feeling of being an outsider; experience of discrimination; elimination of unconditional love	
society: different treatment of clones and naturally conceived children; new forms of discrimination and rivalry; growing social disparities if cloning is not accessible and affordable for everyone; creation of two-class society	
ethics/ religion: tampering with nature; change of values; "playing God"	
jurisdiction/ politics: violation of laws and regulations; misuse for warfare and shift of power to a new elite	
...	

Kernfach Englisch

Thema: Science (Fiction) & Technology: Blessing or Curse?

Adam Rutherford, "DNA Ancestry Tests May Look Cheap. But Your Data Is The Price."

www.theguardian.com/commentisfree/2018/aug/10/dna-ancestry-tests-cheap-data-price-companies-23andme
(accessed 28 November 2021)

Chris Slane, DNA Test

www.slanecartoon.com/media/b3be49d8-1ea4-4a90-92fd-4cf12a3d903c-dna-test
(accessed 28 November 2021)

text types: article & cartoon

Assignments	
1. Outline Rutherford's observations on mail-in DNA tests and the concerns he expresses.	30 %
2. Analyse how the author tries to raise the readers' awareness of the implications of DNA testing.	40 %
3. Choose one of the following tasks:	30 %
3.1 <i>"In reality, the wonders of modern genetics continue to transform science and society in unpredictable ways."</i> (ll. 66-67) The author of the article, Adam Rutherford, runs the blog <i>Science Matters</i> and asks his readers to contribute. Referring to the statement above, write a blog entry assessing opportunities and challenges in the field of genetic engineering.	
3.2 Using the message of the cartoon as a starting point, discuss to what extent people's private lives will change in the future.	

Hilfsmittel: ein- und zweisprachiges Wörterbuch, ggf. in elektronischer Form

Bearbeitungszeit (inkl. Lese- und Auswahlzeit): 255 Minuten

Kernfach Englisch

Thema: Science (Fiction) & Technology: Blessing or Curse?

“DNA Ancestry Tests May Look Cheap. But Your Data Is The Price”

by Adam Rutherford

Do customers realise that genetic genealogy companies like *23andMe* profit by amassing huge biological datasets?

In 1884, at the *International Health Exhibition* in South Kensington,

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

¹ Francis Galton – Sir Francis Galton (1822-1911), English scientist

² Messrs Tisley & Co – name of a company in London

Kernfach Englisch

Thema: Science (Fiction) & Technology: Blessing or Curse?

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] but you wield it like a kid
that's found his dad's gun."

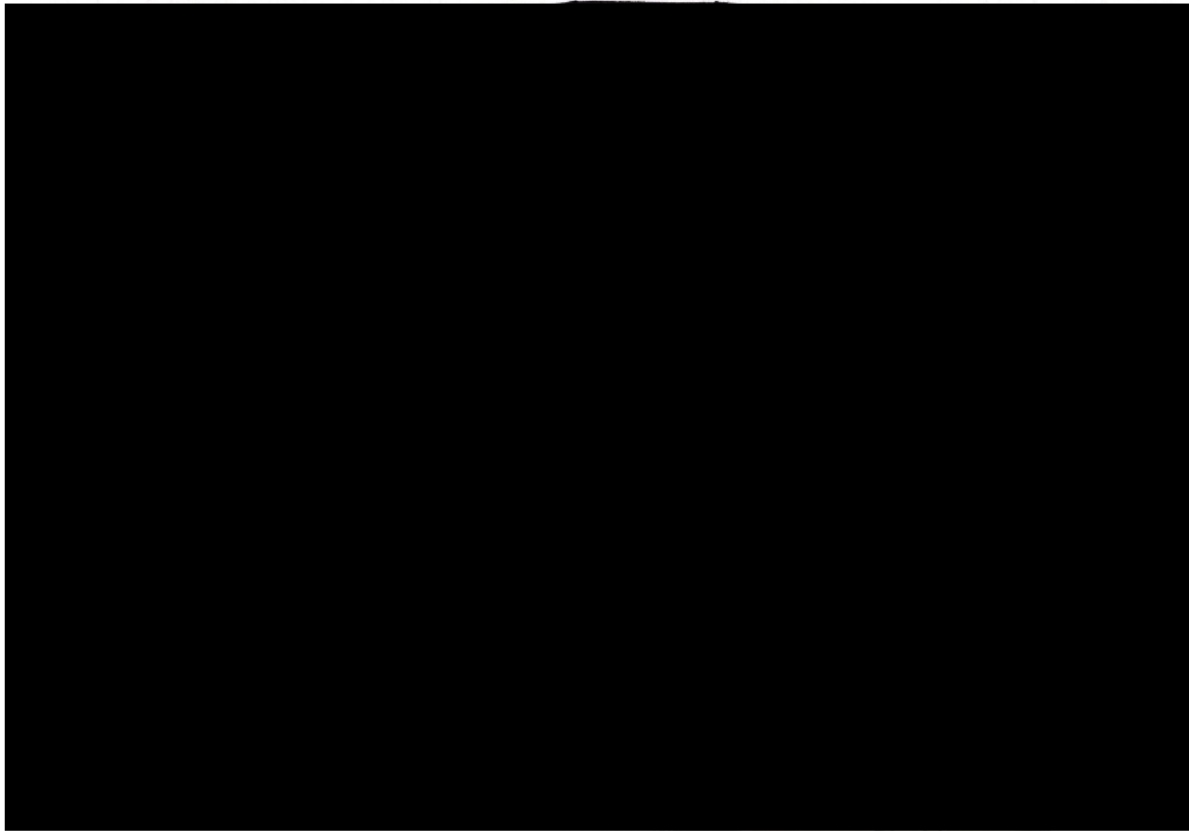
www.theguardian.com/commentisfree/2018/aug/10/dna-ancestry-tests-cheap-data-price-companies-23andme; 951 words

³ Jurassic Park – title of a movie released in 1993

⁴ m – (abbr.) million

Kernfach Englisch

Thema: Science (Fiction) & Technology: Blessing or Curse?



Chris Slane, DNA Test

⁵ subject to – depending on sth. in order to be completed or agreed

Kernfach Englisch

Thema: Science (Fiction) & Technology: Blessing or Curse?

“DNA Ancestry Tests May Look Cheap. But Your Data Is The Price”

by Adam Rutherford

Erwartete Schülerleistungen und Bewertungskriterien

Hinweis

Im Erwartungshorizont zur zweiten und dritten Aufgabe nicht aufgeführte, aber auf die Aufgabenstellung bezogene und sachgerechte Ausführungen der Prüflinge werden bei der Bewertung positiv berücksichtigt.

Bewertungskriterien

Die Teilnote für die sprachliche Leistung wird gemäß Bewertungsbogen *Schreiben* (sprachliche Leistung) Abitur 2022 ermittelt.

Die Teilnote für die inhaltliche Leistung wird auf der Grundlage der im Erwartungshorizont beschriebenen Anforderungen unter Berücksichtigung der angegebenen Aufgabengewichtung (Prozentzahlen) ermittelt.

Sprachliche und inhaltliche Leistungen werden im Verhältnis 60:40 gewichtet.

Eine ungenügende sprachliche oder inhaltliche Leistung schließt eine Gesamtnote von mehr als drei Punkten aus.

Kernfach Englisch

Thema: Science (Fiction) & Technology: Blessing or Curse?

Arbeitsauftrag 1	
Outline Rutherford's observations on mail-in DNA tests and the concerns he expresses.	
Anforderungsbereich(e)	AFB I/II
Gewichtung	30 %

Gute Leistung	
Textverständnis	überwiegend souverän
Informationsauswahl	fast vollständig und passend hinsichtlich der im Text genannten Aspekte
Darstellung	komprimiert und weitgehend eigenständig
	schlüssig und nachvollziehbar
	weitgehend frei von Wertungen, Interpretationen, Redundanzen
Aufbau/ Struktur	klar und logisch
Ausreichende Leistung	
Textverständnis	noch erkennbar gemäß Schwerpunktsetzung
Informationsauswahl	stellenweise lückenhaft wiedergegeben hinsichtlich der im Text genannten Aspekte
Darstellung	teilweise komprimiert und noch eigenständig
	noch schlüssig und nachvollziehbar
	teilweise mit Wertungen, Interpretationen und Redundanzen
Aufbau/ Struktur	noch klar und logisch

Inhaltliche Aspekte	
observations	
ongoing interest in information about ancestry and medical predisposition	
popularity of buying inexpensive test kits for quick DNA analysis	
willingness to give away biological data without worrying about privacy	
companies aim to set up huge biological databases to sell them to third parties, e.g. pharmaceutical companies	
possible development of new drugs in the future	
concerns	
lack of privacy and lack of legal framework	
data breaches and data theft	
tracing data back to individuals / de-anonymisation	
discriminatory use of information by insurance companies	
carelessness of consumers	

Kernfach Englisch

Thema: Science (Fiction) & Technology: Blessing or Curse?

Arbeitsauftrag 2	
Analyse how the author tries to raise the readers' awareness of the implications of DNA testing.	
Anforderungsbereich(e)	AFB II
Gewichtung	40 %

Gute Leistung	
Inhaltliche Ausrichtung	gelungene Analyse der sprachlichen Mittel zur Darstellung
	passend hinsichtlich identifizierter Mittel und ihrer Wirkung
Aufbau/Struktur	insgesamt schlüssig und stringent, weitgehend logisch
Textbelege	meist treffend, in angemessenem Umfang
Darstellung	meist zutreffend in Bezug auf Intention und Wirkung eingesetzter Mittel
Deutung	meist differenziert
	Zusammenhänge weitgehend erfasst
Ausreichende Leistung	
Inhaltliche Ausrichtung	in Teilen gelungene Analyse der sprachlichen Mittel zur Darstellung
	stellenweise passend hinsichtlich identifizierter Mittel und ihrer Wirkung
Aufbau/Struktur	in Teilen schlüssig, stringent und logisch
Textbelege	teilweise treffend, in noch hinreichendem Umfang
Darstellung	in Teilen überzeugend
Deutung	wenig differenziert
	Zusammenhänge teilweise erfasst

Mögliche Aspekte und mögliche Strukturierung	
overall warning	
repeated use of contrast/ the concessive conjunction 'but' to present the issue as ambivalent: "DNA Ancestry Tests May Look Cheap. But your Data is the Price" (title), "The outcome may represent justice long overdue, but the methods represent an ethical minefield." (ll. 57-58); imperative "go ahead. But be aware of what you are really giving up and consider the potential risks if things go wrong." (ll. 61-62)	
use of direct address and parallel sentence structures to emphasise possible implications consumers might not have considered yet: "you are not a consumer or user, you are in fact the product." (l. 37), "you relinquish control over information that is unique to you" (ll. 41-42)	

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personal implications	
use of colloquial derogatory expressions and repetition to criticise the consumers' unreflected curiosity and behaviour: <i>"punters"</i> (l. 3), <i>"punters have parted with their cash and a vial of saliva"</i> (ll. 13-14), <i>"nosing for clues about their ancestry"</i> (l. 19), <i>"tinkering with some fun ancestry trinkets"</i> (l. 41)	
enumeration and irony to stress the low quantity and quality of the (medical) insight for the individual: <i>"23andMe also offers health-related information, on traits such as eye colour, predisposition to a handful of diseases, and the tendency to puke when drinking alcohol."</i> (ll. 20-21), <i>"if you really want to spend your cash to discover that you are descended from Vikings (spoiler: if you have European ancestry, you are) or you have blue eyes (try a mirror), go ahead."</i> (ll. 59-61)	
economic implications	
rhetorical question to make readers aware of the profit-orientation of genealogy companies right at the beginning of the article: <i>"Do customers realise that genetic genealogy companies like 23andMe profit [...]?"</i> (l. 1)	
repetition of the superlative 'biggest' to highlight the dimensions of data-collection and profit: <i>"the biggest of these companies"</i> (l. 18), <i>"the biggest biological dataset"</i> (l. 23), <i>"the biggest commercial venture of its sort"</i> (ll. 28-29)	
use of metaphors and personification to emphasize the huge potential for companies and to visualise their power: <i>"a treasure trove of biological data"</i> (l. 15), <i>"an industry has sprung up"</i> (ll. 15-16), <i>"pharmaceutical mammoth"</i> (l. 25)	
legal implications	
use of adjectives and questions to make readers consider the dangers of data misuse and of an insufficient regulatory framework: <i>"This is all unknown territory, and warrants serious thought by regulators as well as by the customers."</i> (ll. 30-31), <i>"can genome data held by private companies be stolen, or de-anonymised?"</i> (ll. 45-46), <i>"Can information [...] be subpoenaed?"</i> (l. 51)	
example of the process of identifying a murderer with the help of an open-access genealogy website to show both the potential for the common good as well as its ethical problems: <i>"The prolific American murderer and rapist [...] was identified"</i> (ll. 52-53), metaphor <i>"the methods represent an ethical minefield."</i> (l. 58)	
enumeration to stress the full scope of possible legal issues deriving from collecting biological data: <i>"privacy, data breaches, security, anonymisation"</i> (l. 45)	
scientific implications	
use of adjectives and expressions indicating vagueness to show that some important medical benefits are to be expected but only as an appreciated random product: <i>"I've little doubt that interesting science will emerge from this, and new drugs may well be developed to treat awful diseases."</i> (ll. 34-35)	
example of a film to illustrate the potential of scientific progress getting unintentionally out of hand in reality: <i>"the fictional potential of DNA was revealed to the world in Jurassic Park"</i> (ll. 63-64), <i>"In reality, the wonders of modern genetics continue to transform science and society in unpredictable ways."</i> (ll. 66-67)	
...	

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Arbeitsauftrag 3.1

"In reality, the wonders of modern genetics continue to transform science and society in unpredictable ways." (ll. 66-67). The author of the article, Adam Rutherford, runs the blog *Science Matters* and asks his readers to contribute. Referring to the statement above, write a blog entry assessing opportunities and challenges in the field of genetic engineering. Use your background knowledge.

Anforderungsbereich(e) AFB II/III

Gewichtung 30 %

Gute Leistung

Aufgabenstellung	gelingen umgesetzt
	Aspekte gelungen verwendet
	Rollenübernahme und Adressatenbezug stimmig
	Situation adäquat berücksichtigt
	Hintergrundwissen treffend eingebracht, in angemessenem Umfang
Textprodukt	Konventionen eines Blogbeitrags weitgehend gelungen umgesetzt
Darstellung/ Gestaltung	meist eigenständig, schlüssig und überzeugend
	Gestaltungsmittel adäquat verwendet

Ausreichende Leistung

Aufgabenstellung	in Teilen umgesetzt
	Aspekte noch stimmig verwendet
	Rollenübernahme und Adressatenbezug noch stimmig
	Situation noch adäquat berücksichtigt
	Hintergrundwissen treffend eingebracht, in noch angemessenem Umfang
Textprodukt	Konventionen eines Blogbeitrags teilweise gelungen umgesetzt
Darstellung/ Gestaltung	stellenweise eigenständig und schlüssig
	Gestaltungsmittel zum Teil adäquat verwendet

Formale Kriterien des Textprodukts

Rollenübernahme: Leserin bzw. Leser des Blogs	
Adressat: Leserschaft der Webseite, ggf. persönlicher Stil, angemessen gehobenes Register	
Funktion/ Intention(en)/ Absicht: Informieren, Erklären, persönliche Meinung ausdrücken, Überzeugen	
strukturelle/ inhaltliche Aspekte: Benutzername, Datum, ggf. Uhrzeit, Titel, Einleitung (Leseanreiz), Hauptteil mit Absätzen, ggf. interaktive Elemente/ Links, Positionierung, Schluss (Aufruf/ Einladung zu Leserkommentaren)	
stilistische Aspekte/ Leserorientierung: Interesse weckend, sensibilisierend, überzeugend	

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stilistische Aspekte/ Schreibhandlungen: Informieren, Problematisieren, Argumentieren, Appellieren	
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Inhaltliche Aspekte je nach unterrichtlicher Schwerpunktsetzung	
starting point	
presenting the issue: opportunities and challenges of genetic engineering	
reference to the quotation; possibly also to the title " <i>Science Matters</i> "	
possible opportunities, e.g.	
environment: e.g. protection of ecosystems, resilient plants (pest/ disease/ climate), organisms absorbing more CO ₂ , rescue of endangered species	
health: e.g. eradication/ prevention of (hereditary) diseases, e.g. certain forms of cancer, longer life-expectancy, saviour siblings, possibility of biological parenthood for infertile or same-sex couples	
food production: e.g. reduced costs, freshness, longer shelf-life / less food waste, better taste, healthier products, better nutritional value	
humanity: e.g. solution for malnutrition / world hunger	
possible challenges, e.g.	
environment: e.g. limitation of the genetic pool, loss of biodiversity, unintended effects on non-target species creating 'superweeds'	
health: e.g. unknown long-term consequences, new diseases	
food production: e.g. emergence of allergens, new viruses, extinction of traditional food varieties, food security at risk	
society: e.g. growing disparities, new elites, new forms of discrimination	
politics: e.g. ongoing need to adjust legal framework to scientific progress, risk of companies violating laws and regulations	
economy: e.g. unfair market dominance of large companies using GE patents	
ethics/ religion: e.g. tampering with nature, shift in values, "playing God", saviour siblings	
...	

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Arbeitsauftrag 3.2	
Using the message of the cartoon as a starting point, discuss to what extent people's private lives will change in the future.	
Anforderungsbereich(e)	AFB II/III
Gewichtung	30 %

Gute Leistung	
Aufgabenstellung	gelingen umgesetzt
	Aspekte gelungen verwendet
	Hintergrundwissen treffend und in angemessenem Umfang eingebracht
Textprodukt	Konventionen einer Erörterung weitgehend gelungen umgesetzt
Darstellung/Gestaltung	meist eigenständig, schlüssig und überzeugend
	Gestaltungsmittel adäquat verwendet
Ausreichende Leistung	
Aufgabenstellung	in Teilen umgesetzt
	Aspekte noch stimmig verwendet
	Hintergrundwissen treffend eingebracht, in noch angemessenem Umfang
Textprodukt	Konventionen einer Erörterung teilweise gelungen umgesetzt
Darstellung/Gestaltung	stellenweise eigenständig und schlüssig
	Gestaltungsmittel zum Teil adäquat verwendet

Formale Kriterien einer Erörterung	
Rollenübernahme: keine, d.h. Schülerin bzw. Schüler selbst	
Adressat: Leserinnen oder Leser der Erörterung	
Funktion/ Intention(en)/ Absicht: persönliche Meinung ausdrücken, Überzeugen, Informieren, Erklären	
strukturelle/ inhaltliche Aspekte: Einleitung (Leseanreiz), Hauptteil mit Absätzen, Abwägen von Vor- und Nachteilen, eindeutige Positionierung, Schluss (Fazit/ Ausblick/ Appell)	
stilistische Aspekte/ Leserorientierung: überzeugend, Interesse weckend	
stilistische Aspekte/ Schreibhandlungen: Problematisieren, Argumentieren, Informieren, ggf. Appellieren	

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Thema: Science (Fiction) & Technology: Blessing or Curse?

Inhaltliche Aspekte je nach unterrichtlicher Schwerpunktsetzung	
message of the cartoon	
instead of falling in love unconditionally, partner selection is based on financial situation and genetic makeup	
criticism of society's handling of data	
possible areas of change in private lives	
relationship: e.g. increased importance of dating platforms, greater availability of potential partners, potential loss of emotions/ romance, long-distance relationships, virtual reality dating, virtual relationships, robot relationships, gadgets simulating physical contact, narcissistic tendencies	
friendship/ family life: e.g. designer babies, increased importance of social media, virtual friendships, reduced real-life contact, greater possibilities to keep in touch, emotional challenges	
household: e.g. increased importance of smart homes, invention of new gadgets, ubiquitous monitoring/ surveillance, smart shopping, assisted living	
health: e.g. therapeutic cloning, eradication of (hereditary) diseases, virtual doctor's consultation, e-visits, gadgets monitoring health, technological alteration of the human body, bionics, robotic prostheses, pet therapy robots	
leisure: e.g. increased importance of smart gadgets, smart gym, virtual personal trainers	
travelling: e.g. increased importance of virtual travelling, virtual tours, augmented tour guides, self-driving cars	
positioning	
weighing advantages and disadvantages of selected aspects	
clear positioning	
...	