

Kernfach Englisch

Sprachmittlung

Situation

Your US exchange partner has to give a presentation in class about a German tradition and decides to talk about travelling journeymen, as he/she saw one in your hometown last summer. He/She asks you for some help.

Task

Using the information in the text, write an email in which you present the tradition of travelling journeymen and the situation now.

Mit Stock und Hut auf Wanderschaft gehen

Hut, Stock und ein Bündel – der



¹ Gewerk – Handwerk

² Walz – Wanderschaft eines Handwerksgesellen

Sprachmittlung

zu leben und zu arbeiten.

Andrea Döring, „Mit Stock und Hut auf Wanderschaft gehen.“, in: *Frankfurter Rundschau*, 29. Mai 2018; 638 Wörter

Kernfach Englisch

Sprachmittlung

„Mit Stock und Hut auf Wanderschaft gehen“

Erwartete Schülerleistungen und Bewertungskriterien

Hinweis
Sprachliche Fehler in der Textvorlage wurden entsprechend der geltenden Norm korrigiert.
Bewertungskriterien
Die Prüfungsarbeit der Schüler*innen wird mithilfe des Bewertungsbogens für die schriftliche Sprachmittlung Deutsch – Fremdsprache (schriftliches Abitur 2021 - inkl. Gutachtenfeld) bewertet. Dieser Erwartungshorizont ergänzt den Bewertungsbogen und konkretisiert die Anforderungen, die von den Prüflingen bei der Bearbeitung dieses Aufgabenvorschlags zu bewältigen sind.

Situation
Your US exchange partner has to give a presentation in class about a German tradition and decides to talk about travelling journeymen, as he/she saw one in your hometown last summer. He/She asks you for some help.
Task
Using the information in the text, write an email in which you present the tradition of travelling journeymen and the situation now.

Inhaltliche und strukturelle Bewältigung	
Charakteristische Textmerkmale des geforderten Produkts	Anrede, Schreibenanlass, Hauptteil (ggf. mit Absätzen), Schlussteil, Grüße und Name (kein Nachname, ggf. Spitzname), ggf. Einfügen von <i>Emoticons</i>
	zentrale Schreibhandlung: informierend – erläuternd
	Leserorientierung: Interesse weckend
Interaktionale und interkulturelle Bewältigung	
Situation/ Rolle	Schüler*in wendet sich an amerikanische*n Austauschpartner*in
Adressat/ fremdkultureller Hintergrund	amerikanische*r Austauschpartner*in
kulturspezifisch notwendige Erläuterungen	Tradition und Geschichte der Walz (Wanderschaft eines Handwerksgesellen), ggf. handwerkliche Ausbildungsberufe

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Sprachmittlung

Inhalte/ Informationen	
<i>tradition of travelling journeymen</i>	
<i>tradition dates back to the Middle Ages</i>	
<i>originally compulsory for craftsmen wanting to become master craftsmen</i>	
<i>some craftspeople move from town to town</i>	
<i>to gain work and life experience</i>	
<i>specific features/ accessories: traditional clothing, bundle, walking stick, journal, earrings (originally meant to pay for the funeral costs if the journeyman died when travelling)</i>	
<i>prerequisites: journeymen have to be unmarried, free of debt, and must have a certificate of apprenticeship</i>	
<i>rules: travels last two or three years and one day, getting closer than 50 km / 31 miles to home is prohibited (meant to reduce local competition)</i>	
<i>situation now</i>	
<i>travelling possible in around 35 trades/crafts</i>	
<i>estimated number of journeymen currently travelling: 450-550</i>	
<i>10-20% of them are women</i>	
<i>paid standard local wages, room and board often included</i>	

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

Chimamanda Ngozi Adichie, *Americanah*

HarperCollins Publishers, London 2013, pp. 136-138

text type: novel (excerpt)

Assignments	
1. Sketch the situation in the honours history seminar.	20%
2. Analyse the means and strategies Adichie employs to create an atmosphere of tension.	40%
3. As a member of the student council, you have been asked to give the opening speech for your Minneapolis school's celebration of <i>Black History Month</i> . You intend to promote an open discourse on African-American history and the current situation for true reconciliation. Using the excerpt from <i>Americanah</i> as a starting point, write the script for your speech. 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?

***Americanah* (excerpt)**

by Chimamanda Ngozi Adichie

Introductory Note

In the novel Americanah, the female protagonist Ifemelu leaves military-ruled Nigeria to study at Princeton¹ in New Jersey.

[...] In her honours history seminar², Professor Moore,

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

25

¹ Princeton – elite college in the USA

² honours seminar – advanced level course

³ *Roots* – TV series from 1977 about the life of slaves in America

⁴ Obinze – Ifemelu's friend and first love from Nigeria

⁵ Nsukka – city in Nigeria

⁶ Kunta Kinte – character in *Roots*

⁷ a firm, female voice – the character's name is Wambui

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

[illegible]

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

Americanah (excerpt)
by Chimamanda Ngozi Adichie

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 den Bereich sprachliche Leistung wird gemäß Bewertungsbogen Schreiben (sprachliche Leistung) Abitur 2021 inklusive Gutachtenfeld 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 situation in the honours history seminar.	
Anforderungsbereich(e)	AFB I/II
Gewichtung	20%

Gute Leistung	
Textverständnis	überwiegend souverän
Informations- auswahl	fast vollständig und passend
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
Darstellung	teilweise komprimiert und noch eigenständig
	noch schlüssig und nachvollziehbar
	teilweise mit Wertungen, Interpretationen und Redundanzen
Aufbau/ Struktur	noch klar und logisch

Inhaltliche Aspekte	
honours history seminar at Princeton University	
only four black students: two female African Americans, two female Africans	
female protagonist Ifemelu, student from Nigeria	
Professor Moore shows scenes from <i>Roots</i> and prompts a discussion about historical representation in film	
focus of the discussion shifts to whether it is appropriate to use the term 'nigger' in historical films/ series	
African Americans for, Africans against bleeping out the term 'nigger'	
mainly black students participate; majority of students and the professor do not actively take part in the discussion	
increasingly tense situation	
professor cuts off the discussion by re-directing the focus to the topic of the lesson	

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

Arbeitsauftrag 2	
Analyse the means and strategies Adichie employs to create an atmosphere of tension.	
Anforderungsbereich(e)	AFB II
Gewichtung	40%

Gute Leistung	
Inhaltliche Ausrichtung	gelungene Analyse relevanter sprachlicher Mittel und Strategien
	passend hinsichtlich 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 relevanter sprachlicher Mittel und Strategien
	stellenweise passend hinsichtlich 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	
narrative perspective	
third-person selective narrator: limited point of view to make the reader experience Ifemelu's emotions in the situation first-hand	
descriptive depiction of the disturbing atmosphere and the flashback of Ifemelu's memories show how emotionally charged the topic is and foreshadow the tension: contrasting light and darkness " <i>the images bright on the board of the darkened classroom</i> " (l. 3); metaphor " <i>a ghostly white patch hovered on the wall for a moment before disappearing.</i> " (ll. 4-5); " <i>Obinze's mother got up abruptly [...] and left the room, but not before Ifemelu saw her reddened eyes.</i> " (ll. 7-9)	
use of dialogue accompanied by narrator's observation illustrating the increasingly emotionally charged situation with regard to the discussion: " <i>Shouldn't sailed astringently into the air</i> " (ll. 28-29)	

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

depiction of the professor's role in the discussion	
narrator's use of negatively connoted adjectives to describe the professor's weakness: <i>"tiny, tentative woman with the emotionally malnourished look of someone who did not have friends"</i> (ll. 1-2), <i>"small voice"</i> (l. 54)	
narrator's choice of words underlines her fear and thus inability to lead the heated discussion: <i>"looking around, as though for help"</i> (l. 26), personification/ alliteration <i>"a vague terror was freezing her features into a smirk-smile"</i> (ll. 40-41)	
presentation of the conflict between the US citizens and Wambui	
narrator's use of personification and simile to underline the rising tension in the seminar and the attitude of resignation and exasperation towards the topic: <i>"And a collective sigh, like a small wind, swept through the class."</i> (l. 17)	
white student's patronizing remark to show unquestioned acceptance of established norms: <i>"'Thing is, each time you say it, the word hurts African Americans,' a pale, shaggy-haired boy in front said."</i> (ll. 30-31)	
white student's description of interjection and agitated reaction illustrates the escalating conflict: alliteration <i>"A girl next to her, face flushing bright red, burst out. 'No! The word is the same for whoever says it.'"</i> (ll. 35-36)	
narrator's use of metaphor to emphasise the dumbstruck reaction of the seminar and peak of tension after the accusation that Africans share the responsibility for slavery: <i>"The classroom was wrapped in silence"</i> (l. 50)	
the gravelly voice's (African-American student's) use of the modal verb <i>"shall"</i> in the sharp exclamation to stress the burden of the past: <i>"'Well, it's because of the pain that word has caused that you shouldn't use it!'"</i> (ll. 27-28)	
the gravelly voice's use of generalising pronouns in a conditional sentence to accuse the two Africans, Wambui and indirectly Ifemelu, of being responsible for slavery and thereby distancing herself from them: <i>"Well, if you all hadn't sold us, we wouldn't be talking about any of this."</i> (l. 48)	
presentation of Wambui's role in the discussion	
Wambui's immediate straight-to-the-point question disrupts the professor's intention: <i>"'Let's talk about historical representation in film,' Professor Moore said. [...] 'Why was 'nigger' bleeped out?'"</i> (ll. 14-16)	
Wambui's use of negations and negatively connoted words in her judgemental and harsh reactions to other people's opinions: <i>"It makes no sense to me"</i> (l. 21), <i>"That is nonsense."</i> (l. 37), <i>"But it's like being in denial."</i> (l. 46)	
narrator's repeated use of powerful adjectives in her description of Wambui's voice to highlight the power of her statements and her leading role in the discussion: <i>"firm"</i> (l. 15, l. 21, l. 47), ellipsis <i>"A voice unafraid."</i> (l. 37)	
Wambui's deliberate use of the word <i>'nigger'</i> instead of the <i>'N-word'</i> (l. 19) and the staccato style of her statements provoke the seminar: <i>"I mean, 'nigger' is a word that exists. People use it. It is part of America."</i> (l. 24)	
...	

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Arbeitsauftrag 3	
As a member of the student council, you have been asked to give the opening speech for your Minneapolis school's celebration of <i>Black History Month</i> . You intend to promote an open discourse on African-American history and the current situation for true reconciliation. Using the excerpt from <i>Americanah</i> as a starting point, write the script for your speech. 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, in angemessenem Umfang
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, 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: Mitglied der Schülervertretung in Minneapolis, USA	
Adressat: Schulgemeinschaft	
Situation: Schulfeier zum <i>Black History Month</i>	
Funktion/ Intention(en)/ Absicht: informieren, 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 <i>Black History Month</i>	
reference to having read the (excerpt from the) novel <i>Americanah</i>	
reference to the content of the discussion in the history seminar	
promotion of open discourse on US history	
openness as a prerequisite for reconciliation	
open dialogue as an opportunity to initiate true change	
acknowledgement of what has been achieved as well as honesty about remaining obstacles	
possible background knowledge regarding African-American history	
slavery / the Reconstruction period / segregation	
achievements of the Civil Rights Movement, e.g. Rosa Parks, MLK, Brown vs. Board of Education, Little Rock Nine	
possible aspects regarding current situation	
racial disparity and on-going discrimination of African Americans; vicious circle	
society: hidden racism, drift towards nationalism and racism, brutal acts of racism, e.g. Charlottesville	
politics: underrepresentation, backlash after Obama's presidency	
housing: residential segregation, ghettoization, poor neighbourhoods, limited access to housing	
education: resegregation in schools; underfunded schools	
employment: opportunity gap; pay gap	
justice: systemic racism, racial profiling, police violence, e.g. George Floyd in Minneapolis	
media: #OscarsSoWhite; the use of the word 'nigger', e.g. hip hop, rap music	
activism: #BlackLivesMatter movement; kneeling protest	
possible ending	
call for an open discourse which starts with the individual and at school	
hope for true reconciliation	
call to celebrate <i>Black History Month</i> in this spirit	
...	

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Michelle Obama, "Remarks by the First Lady at Tuskegee University Commencement Address"

<https://obamawhitehouse.archives.gov/the-press-office/2015/05/09/remarks-first-lady-tuskegee-university-commencement-address>

(accessed 28 November 2020)

text type: speech (excerpt)

Assignments	
1. Sketch the experience of African Americans as presented by Michelle Obama and her expectations of the graduates.	20%
2. Analyse the means and strategies First Lady Michelle Obama employs to honour the graduates' achievements and to motivate them to fight discrimination.	40%
3. You are a student journalist at an American high school. Michelle Obama's appeal " <i>We need you to channel the magic of Tuskegee toward the challenges of today.</i> " (ll. 39-40) and her speech prompt you to write an article in which you present the biggest challenges of African Americans in US society and call for action. Using the speech as a starting point and your background knowledge, write the article.	40%

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

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

Kernfach Englisch

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

“Remarks by the First Lady at Tuskegee University¹ Commencement Address”

by Michelle Obama

Introductory Note

The excerpt is taken from Michelle Obama’s speech at a graduation ceremony of mostly African-American graduates, their friends and relatives on 9th May 2015.

[...] So, graduates, that’s what I want

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

25

¹ Tuskegee University – university in Alabama, USA, traditionally attended by African-American students

² Ralph Ellison – (1914-1994) African-American author; his novel *The Invisible Man* criticises twentieth-century society ignoring African Americans because of their race

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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] Love you all. Very proud. Thank you.

<https://obamawhitehouse.archives.gov/the-press-office/2015/05/09/remarks-first-lady-tuskegee-university-commencement-address> (accessed 28 November 2020); 785 words

³ Baltimore and Ferguson – sites of fatal police shootings of African Americans in 2014 and 2015, followed by civil protests

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

“Remarks by the First Lady at Tuskegee University Commencement Address”

by Michelle Obama

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 den Bereich sprachliche Leistung wird gemäß Bewertungsbogen Schreiben (sprachliche Leistung) Abitur 2021 inklusive Gutachtenfeld 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 experience of African Americans as presented by Michelle Obama and her expectations of the graduates.	
Anforderungsbereich(e)	AFB I/II
Gewichtung	20%

Gute Leistung	
Textverständnis	überwiegend souverän
Informations- auswahl	fast vollständig und passend
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
Darstellung	teilweise komprimiert und noch eigenständig
	noch schlüssig und nachvollziehbar
	teilweise mit Wertungen, Interpretationen und Redundanzen
Aufbau/ Struktur	noch klar und logisch

Inhaltliche Aspekte	
experience of African Americans	
racial discrimination in everyday life	
decades of unjust treatment / institutionalised discrimination	
feelings of insignificance, inferiority and lack of hope	
expectations of the graduates	
responsibility of actively shaping their own lives	
perseverance/ determination, confidence in spite of racial discrimination	
unity in the ongoing fight against discrimination	
responsibility of the individual for the African-American community	

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

Arbeitsauftrag 2	
Analyse the means and strategies First Lady Michelle Obama employs to honour the graduates' achievements and to motivate them to fight discrimination.	
Anforderungsbereich(e)	AFB II
Gewichtung	40%

Gute Leistung	
Inhaltliche Ausrichtung	gelungene Analyse relevanter sprachlicher Mittel und Strategien
	passend hinsichtlich 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 relevanter sprachlicher Mittel und Strategien
	stellenweise passend hinsichtlich 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	
recognition of their personalities and achievements	
enumeration to draw attention to the large number of obstacles the graduates had to overcome: <i>"the countless hours you spent studying to get this diploma, the multiple jobs you worked to pay for school, the times you had to drive home and take care of your grandma, the evenings you gave up to volunteer at a food bank or organize a campus fundraiser"</i> (ll. 11-14)	
intensifiers <i>"how hard"</i> (l. 10), <i>"how much"</i> (l. 10) and indeterminate indications of quantity and time <i>"countless"</i> (l. 11), <i>"multiple"</i> (l. 12), <i>"the times"</i> (l. 12), <i>"the evenings"</i> (l. 13) to emphasise the degree of hardship	
positively connoted nouns to praise the graduates' qualities: <i>"knowledge"</i> (l. 45), <i>"skills"</i> (l. 45), <i>"heart, and grit, and smarts"</i> (l. 47)	
elliptic sentence structure in her final remarks to stress her admiration for the graduates: <i>"Love you all. Very proud. Thank you."</i> (ll. 52-53)	

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presentation of the current problems and challenges in society	
enumeration of incidents of everyday racism to evoke a sense of shared experience: <i>"the folks who crossed the street in fear of their safety; the clerks who kept a close eye on us in all those department stores; the people at formal events who assumed we were the 'help' – and those who have questioned our intelligence, our honesty, even our love of this country"</i> (ll. 17-21)	
allusions to racism and discrimination to express subtle criticism: personification <i>"those age-old problems are stubborn and they haven't fully gone away"</i> (ll. 8-9); <i>"assumptions"</i> (l. 15); <i>"limited notion of the world"</i> (ll. 15-16); <i>"experience"</i> (l. 16); metaphor <i>"the sting of those daily slights"</i> (l. 17); <i>"little indignities"</i> (l. 22), <i>"structural challenges"</i> (ll. 26-27), <i>"Baltimore and Ferguson"</i> (l. 28), <i>"challenges of today"</i> (l. 40), metonymy <i>"the noise and the pressures"</i> (l. 49)	
general and vague expressions to avoid blaming white people: <i>"The world"</i> (l. 9); <i>"They"</i> (l. 10, l. 14); <i>"the folks"</i> (l. 17), <i>"the clerks"</i> (l. 18), <i>"the people at formal events"</i> (l. 19), <i>"those"</i> (l. 20)	
reassurance and call for action	
direct address and questions to make the graduates aware of their active roles in shaping their own future and society: <i>"So, graduates, that's what I want for all of you. I want you all to stay true to the most real, most sincere, most authentic parts of yourselves. I want you to ask those basic questions: Who do you want to be? What inspires you? How do you want to give back?"</i> (ll. 1-4)	
inclusive pronouns 'we' and 'us' to remind graduates of their shared experience and achievements: <i>"our history provides us with a better story, a better blueprint for how we can win"</i> (ll. 33-34)	
positively connoted verbs to stress the positive outcome of active involvement: <i>"we can win"</i> (l. 34, l. 36, l. 37), <i>"we pull ourselves out"</i> (l. 34), <i>"we can build ourselves and our communities up"</i> (l. 36), <i>"we can overcome"</i> (l. 37); <i>"succeed"</i> (l. 43)	
repetition of <i>"we can"</i> (l. 34, ll. 36-37) and <i>"together"</i> (l. 36, l. 37) to emphasise the necessity of acting in unison	
enumeration of sources of empowerment to highlight the graduates' potential: <i>"You've got the knowledge and the skills honed here on this hallowed campus. You've got families up in the stands [...]. And most of all, you've got yourselves"</i> (ll. 45-47)	
conditional clauses and reference to Christian values to strengthen the graduates' confidence: <i>"if you rise above the noise and the pressures that surround you, if you stay true to who you are and where you come from, if you have faith in God's plan for you, then you will keep fulfilling your duty to people all across this country"</i> (ll. 49-51); <i>"God bless you, graduates."</i> (l. 52)	
...	

Kernfach Englisch

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

Arbeitsauftrag 3	
You are a student journalist at an American high school. Michelle Obama's appeal <i>"We need you to channel the magic of Tuskegee toward the challenges of today."</i> (II. 39-40) and her speech prompt you to write an article in which you present the biggest challenges of African Americans in US society and call for action. Using the speech as a starting point and your background knowledge, write the article.	
Anforderungsbereich(e)	AFB II/III
Gewichtung	40%

Gute Leistung	
Aufgaben- stellung	gelingen umgesetzt
	Aspekte aus dem Ausgangstext gelungen verwendet
	Rollenübernahme und Adressatenbezug stimmig
	Hintergrundwissen treffend und in angemessenem Umfang
Textprodukt	Konventionen eines Zeitungsartikels weitgehend gelungen umgesetzt
Darstellung/ Gestaltung	meist eigenständig, schlüssig und überzeugend
	Gestaltungsmittel adäquat verwendet
Ausreichende Leistung	
Aufgaben- stellung	in Teilen umgesetzt
	Aspekte aus dem Ausgangstext noch stimmig verwendet
	Rollenübernahme und Adressatenbezug noch stimmig
	Hintergrundwissen treffend und 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: Schüler*in an einer amerikanischen High School	
Adressat: Leserschaft der Zeitung, v.a. Schulgemeinschaft (S*S, L*L, ggf. Eltern)	
Funktion/ Intention(en)/ Absicht: informieren, erklären, Aufmerksamkeit erregen	
strukturelle/ inhaltliche Aspekte: Titel (ggf. Untertitel), Einleitung (Leseanreiz), Hauptteil, Schluss (Zusammenfassung, ggf. Appell)	
stilistische Aspekte/ Leserorientierung: Interesse weckend, überzeugend	
stilistische Aspekte/ Schreibhandlung: Informieren, Problematisieren, Argumentieren, Appellieren	

Kernfach Englisch

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

Inhaltliche Aspekte je nach unterrichtlicher Schwerpunktsetzung	
starting point	
contextual reference to the quotation/ speech	
presenting the issue	
identification of possible structural challenges	
racism: racist organizations such as KKK; Charleston church shooting; Charlottesville 2017	
justice: more often victims of violence and crime; more likely to be fatally shot; arrested and imprisoned at higher rates; more often targets of violent, predatory and hostile police actions (George Floyd, Trayvon Martin, Michael Brown)	
education: fewer African Americans have got a high school diploma and college degree; receive less quality education due to underfunding of schools in crucial neighbourhoods; underrepresented at prestigious institutions	
employment: less access to stable and well-paid jobs; lower incomes; higher unemployment rates	
wealth: unequally distributed by colour, leaving African Americans economically insecure and with fewer possibilities for economic/ upward mobility	
housing: less likely to be homeowners; persistent residential segregation; racially segmented housing market; black neighbourhoods	
health: health insurance gap; much more likely to be uninsured than white Americans; lack of access to healthcare	
call for action	
need to confront systemic racism and to take action	
education campaigns in towns, neighbourhoods, at schools and universities necessary to support unity and justice	
organization of projects that encourage white and black Americans to meet/ cooperate	
...	

Kernfach Englisch

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

Nancy Kress, *Beggars in Spain*

Phoenix Pick, Rockville 1991, pp. 5-9

text type: novel (excerpt)

Assignments	
1. Sketch the purpose of the doctor's appointment and the course of the conversation.	20%
2. Examine the means and strategies Kress employs to show the growing tension in the relationship between Dr. Ong and Mr. Camden in the course of the conversation.	40%
3. Your school is organizing a project week on genetic engineering. You have read the excerpt and have been asked to write a blog entry for your school's website entitled: " <i>Scientists can now design customised babies – Should they?</i> " Using the excerpt as a starting point, write the blog entry. Include 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 Nancy Kress

They sat stiffly on his antique Eames¹ chairs,

² cross-border data-atoll investment – international data trading

Kernfach Englisch

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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

65 [REDACTED] That's only good
business." [...]

Nancy Kress, *Beggars in Spain*, Phoenix Pick, Rockville, 1991, pp. 5-9; 795 words

Kernfach Englisch

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

Beggars in Spain (excerpt)

by Nancy Kress

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 den Bereich sprachliche Leistung wird gemäß Bewertungsbogen Schreiben (sprachliche Leistung) Abitur 2021 inklusive Gutachtenfeld 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 the purpose of the doctor's appointment and the course of the conversation.	
Anforderungsbereich(e)	AFB I/II
Gewichtung	20%

Gute Leistung	
Textverständnis	überwiegend souverän
Informations- auswahl	fast vollständig und passend
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
Darstellung	teilweise komprimiert und noch eigenständig
	noch schlüssig und nachvollziehbar
	teilweise mit Wertungen, Interpretationen und Redundanzen
Aufbau/ Struktur	noch klar und logisch

Inhaltliche Aspekte	
purpose of the doctor's appointment	
Elizabeth and Roger Camden plan to have a genetically modified child	
discussion of possible modifications	
course of the conversation	
Mr. Camden: assurance that payment is secured	
The Camdens: expression of wishes pertaining to sex, outer appearance, mental capacities, character traits, talents, health	
Dr. Ong: explanation of feasibility of above wishes	
Mr. Camden: demand for the capability to live without sleep though still at an experimental stage	
Dr. Ong: immediate accusation of data theft as response	
Mr. Camden: demand to make an offer to the board of directors	

Kernfach Englisch

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

Arbeitsauftrag 2	
Examine the means and strategies Kress employs to show the growing tension in the relationship between Dr. Ong and Mr. Camden in the course of the conversation.	
Anforderungsbereich(e)	AFB II
Gewichtung	40%

Gute Leistung	
Inhaltliche Ausrichtung	gelungene Analyse relevanter sprachlicher Mittel und Strategien
	passend hinsichtlich 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 relevanter sprachlicher Mittel und Strategien
	stellenweise passend hinsichtlich 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	
opening of the conversation	
Ong's 3 rd person limited perspective reveals Dr. Ong's judgmental perception of Mr. Camden's dominance in the couple's relationship: " <i>They sat stiffly [...], two people who didn't want to be here, or one person who didn't want to and one who resented the other's reluctance.</i> " (ll. 1-2); " <i>She was in her late twenties – clearly a second wife – but already had a faded look, as if keeping up with Roger Camden was wearing her out.</i> " (ll. 8-10)	
Ong's polite and service-oriented reactions to Mr. Camden's demands suggest his initial acceptance of the power structure, i.e. meeting his customer's requirements: " <i>so let's get right on to details, shall we, doctor?</i> " " <i>Certainly,' Ong said.</i> " (ll. 5-6), " <i>The full array of corrections for any potential gene-linked health problems, of course.'</i> " " <i>Of course,' Dr. Ong said.</i> " (ll. 34-36)	
Camden's short elliptical sentences and interruptions show his lack of respect towards Dr. Ong and his goal-oriented communication: " <i>Yes, yes,' Roger</i>	

Kernfach Englisch

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

<i>Camden said, 'that's obvious. Now: intelligence. High intelligence. And a sense of daring.'" (Il. 26-27), "'Just testing,' Camden said" (l. 30)</i>	
Ong's choice of words and his repeated metaphorical description of Camden's head underlines awareness of Mr. Camden's power: a man in his late middle age <i>"whose bullet-shaped head did not match his careful haircut"</i> (Il. 15-16), <i>"A caricature of the bullet-shaped head had been the leading graphic of yesterday's on-line edition of the Wall Street Journal: Camden had led a major coup"</i> (Il. 17-19)	
friction	
Ong's use of adverbs of probability shows that Ong senses Camden's lack of sincerity: <i>"'Just testing,' Camden said, with a smile that Ong thought was probably supposed to be light-hearted."</i> (Il. 30-31)	
Camden's deliberate delay of his ultimate demand and the pretended casualness of the utterance increase the tension and reveal his real agenda and strategic behaviour: <i>"Neither client spoke. [...] Ong waited. Tension prickled in the room like heat. 'And,' Camden said, 'no need to sleep.'"</i> (Il. 36-40)	
Ong's repeated attempts to control his emotions highlight his agitation in response to Mr. Camden's provocative behaviour: <i>"Ong picked a paper magnet off his desk. He made his voice pleasant. 'May I ask how you learned whether that genetic-modification program exists?' Camden grinned. 'You're not denying it exists. I give you full credit for that, Doctor.' Ong held onto his temper. 'May I ask how you learned whether the program exists?'"</i> (Il. 42-45)	
Ong's repeated questions show his deliberate demonstration of politeness to shift the focus of the conversation and to find out about the theft: <i>"'May I ask how you learned whether that genetic-modification program exists?' [...] 'May I ask how you learned whether the program exists?'"</i> (Il. 42-45)	
open conflict	
Camden's statement and behaviour suggest his intention to intimidate Ong: <i>"'Don't bother hunting down the security leak in your data banks, Doctor. You won't find it.' [...] He leaned suddenly forward. His tone changed."</i> (Il. 47-49)	
Ong's intonation and completion of his sentence after Camden's interruption show his refusal to submit to Camden's misuse of power and his determination to end the conversation: <i>"'Neither the theft of our data – ' 'Which wasn't a theft – your system developed a spontaneous bubble regurgitation into a public gate, have a hell of a time proving otherwise –' – nor the offer to purchase this particular genetic modification lies in my sole area of authority.'" (Il. 55-60)</i>	
Ong's 3 rd person limited perspective reveals the failure of his final attempt to gain power: <i>"Ong stood. [...] Camden, still seated, looked at him. It occurred to Ong that there were few men who could look so confident eighteen inches below eye level."</i> (Il. 55-64)	
Ong's one-word question in reply to Mr. Camden's boldness shows his surprise: <i>"'By all means, by all means. When can I talk to them, too?' 'You?'"</i> (Il. 61-62)	
...	

Kernfach Englisch

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

Arbeitsauftrag 3	
Your school is organizing a project week on genetic engineering. You have read the excerpt and have been asked to write a blog entry for your school's website entitled: " <i>Scientists can now design customised babies – Should they?</i> " Using the excerpt as a starting point, write the blog entry. 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, 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, 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: Schüler*innen	
Adressat: Leserschaft der Webseite der Schule, ggf. persönlicher Stil, angemessen gehobenes Register	
Funktion/ Intention(en)/ Absicht: informieren, erklären, persönliche Meinung ausdrücken, 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 Leserkommentaren)	
stilistische Aspekte/ Leserorientierung: Interesse weckend, sensibilisierend, überzeugend	

Kernfach Englisch

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

stilistische Aspekte /Schreibhandlungen: Informieren, Problematisieren, Argumentieren, Appellieren	
--	--

Inhaltliche Aspekte je nach unterrichtlicher Schwerpunktsetzung	
use of the given title	
"Scientists can now design customised babies – Should they?"	
references to the given text	
affluent couple designing their baby	
choice of modification to guarantee beauty and success	
readiness to break the law	
possible background knowledge of technological tools	
methods to find and alter a specific piece of DNA	
PGD (preimplantation genetic diagnosis) can prevent the occurrence of genetic diseases in the implanted embryo; the child might remain a carrier though	
CRISPR can prevent the occurrence of genetic diseases in future generations; the children are mutation-free offspring	
arguments for customising babies	
eradication of hereditary diseases in society, e.g. certain forms of cancer	
prevention of genetic defects as a solution for parents with hereditary diseases who otherwise dare not risk having children	
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	
fulfilment of parents' individual concepts of the "perfect" child in the desire to provide a better future	
prospect of further scientific progress and thus further advancement in medicine; rising esteem of a country and expected profit for the scientist(s) and companies	
arguments against customising babies	
health: unknown long-term consequences and risk of new diseases	
individual: risk of psychological problems, question of identity because of complex family structures and the motives for parents to create them	
society: risk of growing social disparities, if treatment is not accessible and affordable for everyone; risk of a new elite; risk of new forms of discrimination	
ethics/ religion: tampering with nature, change of values; "playing God"	
jurisdiction/ politics: risk of violation of laws and regulations; risk of misuse for warfare and shift of power to a new elite	
...	

Kernfach Englisch

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

Warren Cornwall, "Researchers Embrace a Radical Idea: Engineering Coral to Cope with Climate Change"

in: *Science*, 21 March 2019

<https://www.sciencemag.org/news/2019/03/researchers-embrace-radical-idea-engineering-coral-cope-climate-change>

(accessed 28 November 2020)

text type: article

Assignments	
1. Outline the situation of the world's coral reefs and Australia's attempts to solve the problem.	20%
2. Examine the means and strategies the author employs to convince the readers that the scientists' research is relevant, innovative and challenging.	40%
3. Your school's science club is running a blog on genetic engineering. The article motivates you to discuss the consequences of green biotechnology on ecosystems, agriculture and food consumption in a new entry entitled " <i>Benefits and Drawbacks of Genetic Engineering</i> ". Using the article as a starting point, write the blog entry. Include your background knowledge.	40%

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?

**“Researchers Embrace a Radical Idea:
Engineering Coral to Cope with Climate Change”**

by Warren Cornwall

The National Sea Simulator in Townsville, Australia – The

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

30 [REDACTED]

Kernfach Englisch

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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] Today, the planet is on course to crack 3°C by 2100. [...]

<https://www.sciencemag.org/news/2019/03/researchers-embrace-radical-idea-engineering-coral-cope-climate-change> (accessed 28 November 2020); 723 words

Kernfach Englisch

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

**"Researchers Embrace a Radical Idea:
Engineering Coral to Cope with Climate Change"**

by Warren Cornwall

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 den Bereich sprachliche Leistung wird gemäß Bewertungsbogen Schreiben (sprachliche Leistung) Abitur 2021 inklusive Gutachtenfeld 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 the situation of the world's coral reefs and Australia's attempts to solve the problem.	
Anforderungsbereich(e)	AFB I/II
Gewichtung	20%

Gute Leistung	
Textverständnis	überwiegend souverän
Informationsauswahl	fast vollständig und passend
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
Darstellung	teilweise komprimiert und noch eigenständig
	noch schlüssig und nachvollziehbar
	teilweise mit Wertungen, Interpretationen und Redundanzen
Aufbau/ Struktur	noch klar und logisch

Inhaltliche Aspekte	
situation of the world's coral reefs	
negative impact of climate change on coral reefs: a rise of 2°C will destroy corals	
currently a rise in temperature of 3°C expected until 2100	
half of all corals at Great Barrier Reef already destroyed by marine heat waves	
Australia's attempts to solve the problem	
decision to invest 300 million dollars in coral research and restoration by Australian government	
building of a facility that allows scientists to study effects of current and future underwater conditions on corals and develop solutions	
breeding of genetically modified corals resistant to underwater heat waves	

Kernfach Englisch

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

Arbeitsauftrag 2	
Examine the means and strategies the author employs to convince the readers that the scientists' research is relevant, innovative and challenging.	
Anforderungsbereich(e)	AFB II
Gewichtung	40%

Gute Leistung	
Inhaltliche Ausrichtung	gelungene Analyse relevanter sprachlicher Mittel und Strategien
	passend hinsichtlich 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 relevanter sprachlicher Mittel und Strategien
	stellenweise passend hinsichtlich 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	
presentation of the scientists' research as relevant	
use of numbers/ amounts to highlight importance and uniqueness of the National Sea Simulator: "\$300 million to coral research and restoration" (ll. 19-20), "One major attraction is the National Sea Simulator, a \$25 million facility" (l. 21), "Here, in dozens of seawater tanks" (l. 23)	
use of metaphorical language to portray the dramatic change in nature all over the world and to imply a sense of urgency to act now: "she can hear the clock ticking for coral reefs" (l. 46); contrast "heat waves have turned vast swaths of reef from multihued oases to algae-coated deserts" (ll. 47-48)	
use of conditional clauses to demonstrate the possible extinction without action: "If global temperatures rise by 2°C [...], reefs as we know them will be virtually gone worldwide. Today, the planet is on course to crack 3°C by 2100." (ll. 50-52)	

Kernfach Englisch

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

example of the Great Barrier Reef to relate the scientific topic to general knowledge and the use of superlative to show the extent of the destruction: <i>"Australia's Great Barrier Reef – the world's largest – has been battered by a string of marine heat waves that have killed half its coral."</i> (ll. 15-16)	
presentation of the scientists' research as innovative	
catchy title to underline the scientists' dedication and the innovative way of fighting climate change: alliteration <i>"Researchers Embrace a Radical Idea: Engineering Coral to Cope with Climate Change"</i> (title)	
use of positively connoted words to show the uniqueness of the project: <i>"leading advocate"</i> (l. 17), <i>"global magnet"</i> (l. 20), <i>"major attraction"</i> (l. 21)	
imperative and direct address to praise the researchers' groundbreaking work: <i>"Imagine ecologists cultivating whole new breeds of trees to restock a devastated wilderness."</i> (ll. 26-27)	
contrast of old and new underscores the broad range of combined techniques: <i>"Van Oppen and others are re-engineering corals with techniques as old as the domestication of plants and as new as the latest gene-editing tools."</i> (ll. 31-32)	
comparison of the scientists' mindset to the unconventional innovators of US computer industry to highlight their revolutionary approach: <i>"And the researchers are adopting attitudes more common to free-wheeling Silicon Valley startups than the methodical world of conservation science."</i> (ll. 32-34)	
presentation of the scientists' research as challenging	
use of oxymoron and alliteration / sports simile to show her professional way of handling the complex situation: <i>"Amid the controlled chaos, coral geneticist, Madeleine van Oppen stands like a coach directing her team."</i> (ll. 5-6)	
conditional form to show that in science the outcome is not clear: <i>"the work could help shape the future of some of the world's richest underwater places. But [...] such interventions could bring new problems."</i> (ll. 27-30)	
comparison of the scientists' commitment to computer scientists to show that only trial and error and the ability to work under pressure can lead to success: <i>"Just as tech entrepreneurs are urged to 'fail fast, fail often,' scientists are pushing to quickly test ideas and ditch the least promising ones in the hunt for results"</i> (ll. 34-36); <i>"The feeling is electric, caffeinated, like the start of an all-night marathon for computer hackers."</i> (ll. 43-44)	
enumeration of the complex tasks to explain the method: <i>"The spawning will set off a frenzy of scooping, mixing, and testing"</i> (ll. 41-42)	
use of numbers and precise time periods to underline urgency and lack of time: <i>"entire research projects hinge on what transpires over the next 10 hours. Coral spawn only once per year [...]. On this night, 5 days after a full moon"</i> (ll. 37-39); <i>"The eggs will die within hours if not fertilized by sperm, and this chance won't come again for another 12 months."</i> (ll. 42-43)	
...	

Kernfach Englisch

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

Arbeitsauftrag 3	
Your school's science club is running a blog on genetic engineering. The article motivates you to discuss the consequences of green biotechnology on ecosystems, agriculture and food consumption in a new entry entitled " <i>Benefits and Drawbacks of Genetic Engineering</i> ". Using the article as a starting point, write the blog entry. 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, in angemessenem Umfang
Textprodukt	Konventionen 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, in noch angemessenem Umfang
Textprodukt	Konventionen teilweise gelungen umgesetzt
Darstellung/Gestaltung	stellenweise eigenständig und schlüssig
	Gestaltungsmittel zum Teil adäquat verwendet

Formale Kriterien des Textprodukts	
Rollenübernahme: Mitglied des <i>Science Club</i> einer Schule	
Adressat: Leserschaft des Blogs	
Funktion/ Intention(en)/ Absicht: Meinung ausdrücken, Informieren, Überzeugen, Aufklären	
strukturelle/ inhaltliche Aspekte: Benutzername, Datum (ggf. Uhrzeit), Titel, Absätze (ggf. Untertitel), ggf. interaktive Elemente/Links/ Aufruf/ Einladung zu Leserkomentaren, ggf. Gruß am Ende	
stilistische Aspekte/ Leserorientierung: Interesse weckend, überzeugend	
stilistische Aspekte/ Schreibhandlung(en): Informieren, Argumentieren, Appellieren	

Kernfach Englisch

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

Inhaltliche Aspekte je nach unterrichtlicher Schwerpunktsetzung	
use of the given title	
"Benefits and Drawbacks of Genetic Engineering"	
reference to the text	
e.g. climate change demands radical scientific measures	
e.g. coral reefs in Australia under threat	
double-edged sword of any interference in nature	
green biotechnology is here and will be used	
even if progress and benefits are the aim, unforeseeable changes, unintended consequences and misuse might follow	
ecosystems	
rescue of other endangered or extinct species, e.g. calamites, baobab tree	
creating tailor-made organisms, e.g. trees to absorb more CO ₂	
effect on 'non-target species', e.g. potential of glyphosate-resistant 'superweeds'	
limitation of the genetic pool / loss of biodiversity	
agriculture	
reduced use of pesticides, reduced leaking of pesticides into groundwater	
higher crop yield and more profit because of disease/ drought/ insect resistance	
elimination of the exposure of farmers to hazardous pesticide chemicals	
dependence of farmers on the major biotech seed companies, 'suicide seeds'	
consumption	
healthier products and better nutritional value, e.g. higher protein content in soybeans, reduced pesticide residues on food products	
enhanced food production process: continuous supply, reduced costs, freshness, longer shelf-life, better taste/ looks, less food waste, e.g. transgenic tomatoes	
possible solution for malnutrition / world hunger, e.g. higher amount of beta-carotene in 'golden rice' to fulfil the Vitamin A requirements	
emergence of new allergens and toxins in food considered free of allergens	
risk to food security in case of the extinction of traditional varieties	
lax labelling laws: obligation of labelling only if the genetically modified product is different in its nutritional value, composition or if it poses any health risks	
possible demands	
creating more awareness	
more research to solve global challenges	
stricter safety regulations for food production and labelling	
...	