

Kernfach Englisch
Sprachmittlung

Situation

You are going to take part in an international youth conference about sustainable business ideas. To prepare for the discussions, participants share an example from their own country on the conference website.

Task

Write a blog entry for this website in which you present the concept, the current situation and the prospects of "Lieferrad DA".

Der Spargel kommt per Lastenrad¹

Lange schon hegte das Professoren-Trio die Idee

die

¹ Lastenrad – cargo bike

Kernfach Englisch
Sprachmittlung

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] Kommunen haben schon Interesse am Aufbau eines ähnlichen Lieferdienstes bekundet. [...]

Astrid Ludwig, „Der Spargel kommt per Lastenrad“, in: *Frankfurter Allgemeine Zeitung*, 24. September 2021; 645 Wörter

² Hiwi – studentische und wissenschaftliche Hilfskraft

Kernfach Englisch
Sprachmittlung

**„Der Spargel kommt per Lastenrad“
Erwartete Schülerleistungen und Bewertungskriterien**

Bewertungskriterien
Die Leistungen der Prüflinge werden mithilfe des Bewertungsbogens für die schriftliche Sprachmittlung Deutsch – Fremdsprache für das Abitur 2023 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 going to take part in an international youth conference about sustainable business ideas. To prepare for the discussions, participants share an example from their own country on the conference website.
Task
Write a blog entry for this website in which you present the concept, the current situation and the prospects of "Lieferrad DA".

Inhaltliche und strukturelle Bewältigung	
Charakteristische Textmerkmale des geforderten Produkts	Benutzername, Datum (ggf. Uhrzeit), ggf. Titel, Absätze/ Untertitel, ggf. interaktive Elemente/ Links/ Aufruf zu Leserkomentaren, ggf. Gruß am Ende
	zentrale Schreibhandlung: informierend, erläuternd
	Leserorientierung: Interesse weckend
Interaktionale und interkulturelle Bewältigung	
Situation/ Rolle	Teilnehmer bzw. Teilnehmerin an einer internationalen Jugendkonferenz
Adressat/ fremdkultureller Hintergrund	(internationale) Besucherinnen und Besucher der Internetseite des Projekts
kulturspezifisch notwendige Erläuterungen	ggf. Darmstadt (inkl. Abkürzung DA), Bundesland Hessen, Fahrradkultur

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Sprachmittlung

Inhalte/ Informationen	
concept of "Lieferrad DA"	
research project founded by three professors from two German universities	
located in the German city of Darmstadt (DA = abbreviation for Darmstadt)	
subsidised by the state of Hesse with €100,000 in its first year (2020)	
(sustainable) delivery service for everyday products from local shops to homes	
strengthening of local economy (in particular since Covid 19)	
eco-friendly delivery by (e-)cargo bike	
fair hourly wage for couriers	
only delivery of products that do not need cooling	
advertising on social media, use of contacts to local authorities and businesses	
current situation of "Lieferrad DA"	
free delivery despite the cost of about €4	
available Mondays to Fridays	
same-day delivery possible if ordered before 12 am	
clients order from retailers, currently about 50 local small businesses and chain stores	
retailers pass orders to student office team that coordinates orders and routes, lends support	
two students deliver about 125 orders per week; peak of about 300 around Christmas	
prospects of "Lieferrad DA"	
continuation of funding on the horizon	
changing legal status from university project to registered society or LLC (limited liability company) to make business profitable	
attracting more businesses/ clients	
possible adoption of the concept by other communities	

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

Junius Edwards, "Liars Don't Qualify" (1961)

<https://ltet.net/download/nate/Third-Edwards.pdf>

text type: short story (excerpt)

Assignments	
1. Portray Will as well as the situation and the events at the registration office.	20 %
2. Examine the means and strategies the author employs to convey the situation Will experiences as degrading.	40 %
3. In preparation for your next article, you as a young journalist have interviewed the elderly Will Harris about the situation at the registration office. You relate Will's experience in the 1950s to the experiences of African Americans today to show that despite major achievements towards equality, African Americans are still subjected to systemic racism in everyday life. You end with a call for action. Write the article using your background knowledge.	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?

"Liars Don't Qualify" (1961)

by Junius Edwards

Introductory Note

Will Harris, an African American, has been kept waiting for hours in front of the registration office¹ and is finally called in by Sam and Charlie, the two officers in charge.

[...] "Boy. What you come here for?"

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

¹ registration office – place where US citizens must register to be eligible to vote

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

The image consists of a series of horizontal black bars of varying lengths, arranged in a list-like structure. The bars are solid black and have no text or other markings. The lengths of the bars vary significantly, with some spanning the full width of the page and others being much shorter and indented. The bars are arranged in a vertical sequence, with some bars appearing to be grouped together. The overall effect is that of a document where all content has been redacted, leaving only the structural layout of the text visible.

² book – here: The Declaration of Independence

Kernfach Englisch

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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

You don't qualify. Liars don't qualify." [...]

Junius Edwards, "Liars Don't Qualify", 802 words

Kernfach Englisch

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

“Liars Don’t Qualify”

by Junius Edwards

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 2023 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	
Portray Will as well as the situation and the events at the registration office.	
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	
presentation of Will	
African American	
well-dressed and well-educated / high school graduate	
veteran / former soldier	
presentation of the situation and the events	
confronted with two racist officers (who first keep him waiting)	
presents all necessary papers upon request	
answers the long list of questions	
reads from the Declaration of Independence when asked to	
provoked by the officers who search for reasons to deny registration	
finds his words twisted and himself being accused of lying	
forced to admit to lying	
denied registration	

Kernfach Englisch

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

Arbeitsauftrag 2	
Examine the means and strategies the author employs to convey the situation Will experiences as degrading.	
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	
initial response to Will's request to register	
Will's 3 rd person limited perspective reveals his perspective of the unpleasant situation in the office: <i>"The fat man kept his eyes on Will and finished the candy. He took out his handkerchief and wiped his mouth. He grinned"</i> (ll. 10-11)	
detailed description of Sam's behaviour, anaphora, paratactic sentence structure to highlight his reluctance to serve Will: <i>"He didn't say anything. He just stared, his lips a thin line, his eyes wide open. [...] He took the wrapper off the candy and threw the wrapper on the floor at Will's feet. He looked at Will and ate the candy. [...] The fat man kept his eyes on Will and finished the candy."</i> (ll. 3-10)	
anaphora and use of will-future in the description of Will's inner struggle and thoughts to show that Will needs to reassure himself to cope with the situation: <i>"Will stood there and tried to keep his face straight. He kept telling himself: I'll take anything. I'll take anything to get it done."</i> (ll. 8-9)	
the officers' explicit use of first names and short utterances in their seemingly staged interaction in front of Will show their intention to ridicule him and his	

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

request: "'Charlie.' <i>The fat man turned to the little man. 'Yeah, Sam.' 'He says he come to register.' 'Sam, are you sure?' 'Pretty sure, Charlie.'"</i> (ll. 12-16)	
manner of the qualification process	
enumeration of the many documents Will has to present to be able to register to emphasise his relief to fulfil the registration requirements: " <i>Discharge, High School Diploma, Birth Certificate, Social Security Card, and some other papers.</i> " <i>Will had them all. He felt good when he handed them to Sam.</i> " (ll. 17-19)	
Sam's use of incorrect grammar and his racist address of Will in his short and elliptic questions show Sam's disrespect and his intention to put pressure on Will and to rope him into missteps: " <i>You belong to any organization?</i> " (l. 20), "'Boy, Sam said. ' <i>You born in this town?</i> '" (l. 24), " <i>You happy here?</i> " (l. 26), " <i>You believe in what them folks do in New York?</i> " (l. 41), " <i>You a Communist?</i> " (l. 46)	
Will's repeated use of 'sir' and short answers emphasise his obedience and eagerness to comply with the unwritten rules how African Americans have to behave not to cause offense and not to get in trouble: " <i>No, sir.</i> " (l. 21, l. 29, l. 33, l. 45, l. 47), " <i>Yes, sir.</i> " (l. 23, l. 27, l. 31, l. 38, l. 53), " <i>New York.</i> " (l. 35)	
Sam's repeated interjections, questioning and use of imperative reveal his prejudice that African Americans cannot read: "' <i>Hah,</i> ' Sam said, and looked over at Charlie's bowed head. ' <i>Hah,</i> ' he said again, and turned back to Will. ' <i>Boy, you pretty sure you can read?</i> '" (ll. 50-52), " <i>All right. All right. We'll see about that.</i> " (l. 54), " <i>Read that loud</i> " (l. 56)	
Sam's interruption of Will's reading and the repetition of the same question show that he does not apply the principles of the <i>Declaration of Independence</i> to African Americans and thus denies them their rights: anaphora "' <i>Wait a minute, boy,</i> ' Sam said. ' <i>Wait a minute. You believe that? You believe that about 'created equal'?</i> ' ' <i>You really believe that?</i> '" (ll. 59-62)	
Will's thoughts revealed in the narrator's comments show that Will is aware of being trapped: "' <i>Yes, sir,</i> ' Will said, knowing that was the wrong answer." (l. 61), " <i>Will couldn't make himself say the answer Sam wanted to hear.</i> " (l. 63)	
accusation of lying and denial of the request	
Sam's repeated use of the word 'lie' and his suggestive questions in his reproaches and accusations show how Sam twists Will's words: e.g. " <i>Then you lied, boy. You lied to me because you're in the Army Reserve. That right?</i> " (l. 66), " <i>When you said you wasn't in an organization, that was a lie. Now, wasn't it, boy?</i> " (l. 70), " <i>Now, wasn't it a lie?</i> " (l. 73, l. 82, l. 85)	
Sam's use of negations as well as parallel and paratactic sentence structure in his judgmental statement underline his power and his degradation of Will to a liar: " <i>That's it boy. You can't register. You don't qualify. Liars don't qualify.</i> " (l. 89)	
...	

Kernfach Englisch

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

Arbeitsauftrag 3

In preparation for your next article, you as a young journalist have interviewed the elderly Will Harris about the situation at the registration office. You relate Will's experience in the 1950s to the experiences of African Americans today to show that despite major achievements towards equality, African Americans are still subjected to systemic racism in everyday life. You end with a call for action. Write the article using 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 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: junger Journalist bzw. junge Journalistin	
Adressat: öffentliche Leserschaft	
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 (Appell, ggf. Ausblick ...)	
stilistische Aspekte/ Leserorientierung: Interesse weckend, überzeugend	

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

stilistische Aspekte/ Schreibhandlung(en): Informieren, Argumentieren, Appellieren	
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Inhaltliche Aspekte je nach unterrichtlicher Schwerpunktsetzung	
contextual reference	
Will's experience at the registration office	
presenting the issue: voting discrimination / denial of the right to vote due to skin colour (despite the 15 th Amendment to the US Constitution, 1870)	
major achievements towards equality, e.g.	
legislation: Civil Rights Act (1964 / 1968), Voting Rights Act (1965), Fair Housing Act (1968)	
politics: Clarence Thomas takes seat as Supreme Court judge (1991), Barack Obama elected President (2009), Ketanji Brown Jackson appointed first female African-American judge to the <i>Supreme Court</i> (2022), Kamala Harris elected Vice President (2021)	
identification of systemic racism, e.g.	
society: social bias; more often victims of violence and crime; racist organizations such as KKK; Charlottesville 2017	
justice: racial profiling; more often (fatal) victims of police violence (e.g. George Floyd, Michael Brown, Breonna Taylor); arrested and imprisoned at higher rates; stricter penalties and harsher sentences	
education: segregated schools; bias in schools; lower level of education; higher drop-out rate; lower-quality education; underfunded schools; underrepresentation at prestigious institutions	
employment: limited access to stable and well-paid jobs; proportionally lower income; higher unemployment rates	
wealth: unequally distributed by colour, leaving African Americans economically insecure and with fewer possibilities for upward mobility	
housing: less likely to be homeowners; persistent residential segregation; racially segmented housing market; poorer neighbourhoods; ghettoization	
health: health-insurance gap; much more likely to be uninsured; lack of access to healthcare; disproportionally higher death rate due to Covid-19	
call for action, e.g.	
stressing the need to confront systemic racism, discrimination and bias in society	
social activism to value diversity, increase understanding, promote unity	
...	

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

Daniel Hunter, "Don't Believe the Lie that Voting is All You Can Do"

www.nytimes.com/2020/08/04/opinion/voting-2020-election-blm-movement.html

text type: newspaper article

Assignments	
1. Outline what the author says about the general characteristics of social movements and their effectiveness.	20 %
2. Analyse how the author's opinion on social movements is conveyed, referring to the article and the function of the photo published with it.	40 %
3. Choose one of the following tasks: 3.1 Using the article as a starting point, assess to what extent young people can contribute to social change. Include your background knowledge. 3.2 <i>"In Australia, and some other countries, there's mandatory voting. It would be transformative if everybody voted."</i> (former US President Barack Obama in 2015) You are taking part in a session of the European Youth Parliament, an organization that encourages young people to express their ideas on pressing issues. Write the script for a speech, commenting on the idea of mandatory voting.	40 %

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

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

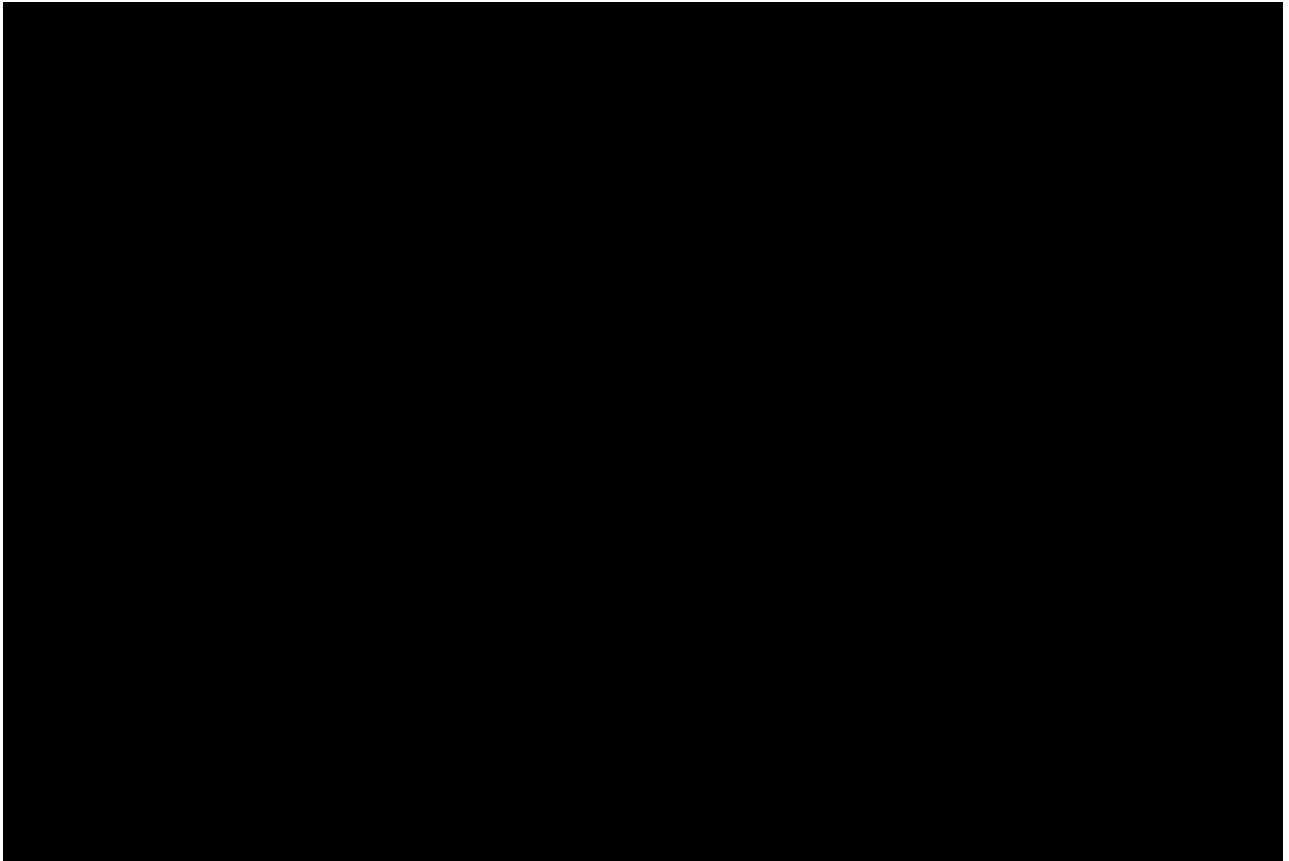
Kernfach Englisch

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

“Don’t Believe the Lie that Voting is All You Can Do”

Stop minimizing the work of movements

by Daniel Hunter



Part of the crowd at the historic 1963 March on Washington. [...] (Leonard Freed/ Magnum Photos)

The Black Lives Matter movement has had significant wins

[Redacted text block]

[Redacted text block]

[Redacted text block]

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

[Redacted text block containing multiple paragraphs of blacked-out content]

¹ L.G.B.T. rights – rights affecting lesbian, gay, bisexual and transgender people
² GQ – (abbr.) *Gentlemen's Quarterly*, US magazine focusing on men's fashion and style
³ flagrantly racist president – reference to Donald Trump, US president at the time of publication

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

Candidate	Percentage
Barack Obama	37%
Mitt Romney	27%
Rick Warren	17%
Herman Cain	16%
Ron Paul	14%
Rick Warren	13%
Rick Warren	12%
Rick Warren	11%
Rick Warren	10%
Rick Warren	9%

www.nytimes.com/2020/08/04/opinion/voting-2020-election-blm-movement.html;
980 words

⁵ the election in November – reference to the 2020 US presidential election

Kernfach Englisch

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

“Don’t Believe the Lie that Voting is All You Can Do”

by Daniel Hunter

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 <i>Schreiben</i> (sprachliche Leistung) Abitur 2023 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	
Outline what the author says about the general characteristics of social movements and their effectiveness.	
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	
general characteristics of social movements	
well-structured and organized form of mass protest	
grassroots movements developing from local level to national networks	
raising manifold, pressing questions and awareness of the need for change	
aimed at putting pressure on policy makers, authorities and companies to evoke change	
continuous work independent from elections	
change does not become visible immediately	
effectiveness of social movements	
change society's views and commitment	
passing and implementation of new policies and laws	
long-lasting impact on people's everyday life	

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

Arbeitsauftrag 2	
Analyse how the author's opinion on social movements is conveyed, referring to the article and the function of the photo published with it.	
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	
social movements are undervalued in society and more effective than voting	
imperatives, negatively connoted words and direct address to trigger the readers' interest that there is more they can do than voting and to show that social movements are undervalued in society: " <i>Don't Believe the Lie That Voting is All You Can Do</i> " (title), " <i>Stop minimizing the work of movements</i> " (subtitle)	
specific mentioning of important social movements, activists and events to highlight the great impact of movements: e.g. " <i>Rosa Parks' refusal to move to the back of the bus</i> " (ll. 33-34), " <i>the 1960s student sit-ins</i> " (l. 68)	
use of a photograph of the key event of the Civil Rights Movement, the March on Washington in 1963, as an eye-catcher to show how social movements can mobilise masses and therefore bring about change	
use of the positively connoted compound 'significant wins' and enumeration of concrete and visible changes to prove the effectiveness of current movements: " <i>The Black Lives Matter movement has had significant wins in recent months.</i> "	

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<i>Municipalities have removed statues of racists corporations [...], schools have cut ties with police forces and cities have reduced police funding."</i> (ll. 1-4)	
adverbs and quotations with superlatives to criticise the overevaluation of voting by influential people: <i>"too often, politicians, celebrities and community leaders [...] are quick to follow up by asserting, like Mayor Keisha Lance Bottoms of Atlanta, that voting 'would be the most effective response, the deepest payback' for George Floyd's death – or that there is 'no greater form of protest' than voting, as Lisa Deeley [...] put it."</i> (ll. 5-9), <i>"far too many times"</i> (l. 11)	
first-person pronoun and emotive language to highlight his expertise and to express his opinion in a judgmental way: <i>"I've led movements for most of my adult life and have heard similar misguided refrains far too many times. The truth is voting is an honorable act that many movements use as a tactic. But the popular message that it's the only real source of power misleads the public"</i> (ll. 10-13)	
enumeration of specific historical achievements as well as use of conditional to prove the impact of social movements: <i>"Movements led to the abolition of slavery, brought Jim Crow to its knees and won child labor laws, the minimum wage, the Clean Water Act and more. African Americans and women wouldn't even have the right to vote if it weren't for people taking action."</i> (ll. 18-20)	
war imagery to show that voting is part of the process of social change but not its fundamental cause: <i>"Those victories weren't just the results of elections. [...] Where voting changes the players on the battlefield, social movements alter the very terrain on which the battle is being fought."</i> (ll. 21-23)	
social movements are complex, do not end with voting and are measured by their ability to change public perception	
examples of protests to illustrate that social movements do not evolve from a single incident: <i>"A common misconception about movements – like the mythic story that Rosa Parks' refusal to move to the back of the bus spontaneously sparked the civil rights movement – is that they 'just happen.'"</i> (ll. 33-35); <i>"Yes, George Floyd's brutal murder [...] motivated people to take to the streets [...]. But social movements never emerge just because conditions are bad."</i> (ll. 36-38)	
enumerations to characterise social movements as strategic and goal-directed accepting time-delayed achievements: <i>"in the intervening years, organizers had worked to seed local groups, build national networks, hone responses to the pronuclear lobby and develop alternative policy platforms."</i> (ll. 43-45), <i>"It grew into a network of dozens of local Black Lives Matter chapters across the United States and Canada [...] leading to radical, ground-shaking demands"</i> (ll. 47-50)	
use of questions as examples to show the complexity of the challenges social movements tackle: <i>"Does society really need armed police answering mental health crises? [...] What are practical alternatives to police systems?"</i> (ll. 58-60)	
metaphor and imagery to show it needs more than voting to bring about change: <i>"It's tempting to think that reform will rain down if we elect the right leaders. Yet most of us know through experience that voting is no magic bullet."</i> (ll. 71-72)	
...	

Kernfach Englisch

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

Arbeitsauftrag 3.1	
Using the article as a starting point, assess to what extent young people can contribute to social change. 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 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
	Rollenübernahme und Adressatenbezug noch stimmig
	Situation noch adäquat berücksichtigt
	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 des Textprodukts	
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, ggf. Appellieren	

Kernfach Englisch

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

Inhaltliche Aspekte je nach unterrichtlicher Schwerpunktsetzung	
reference to the article, e.g.	
effectiveness of social movements	
support for social movements	
impact depending on level of organisation, e.g.	
individual level: single youth, affecting one or more persons	
groups of youth at a local level: collaboration to achieve common goals affecting the community and/or the region	
groups of youth at a national or international level: working together to achieve institutionalized change	
impact depending on type of engagement, e.g.	
social engagement: volunteering, donation of money, fundraising	
political engagement: community-oriented or political	
artistic expression: visual arts, music, dance and literature	
research and development: finding innovative solutions to existing problems	
possibilities for young people to get involved, e.g.	
becoming an activist in a social movement or an NGO (e.g. Fridays for Future, PETA, Black Lives Matter, Amnesty International, #MeToo, Extinction Rebellion)	
raising awareness of pressing issues (e.g. climate change, LGBTQ+ rights, violation of human rights, animal rights, anti-war movement, gender pay gap)	
using their advantage as digital natives to express concern, to network, organize protests	
factors limiting young people's motivation to get involved, e.g.	
lack of rights: too young to vote or to hold office	
lack of resources: insufficient financial means, lack of access to decision makers, not enough time	
self-doubt: feeling they lack authority, recognition, experience, knowledge; feeling they cannot make a real impact or do not have an effective network	
public reaction: fear that their engagement will be exploited; worries about peers' and other people's negative reactions	
possible examples of youth activists and their impact, e.g.	
Greta Thunberg, Luisa-Marie Neubauer, Malala Yousafzai, Desmond Naples, Felix Finkbeiner, Amanda Gorman ...	
...	

Kernfach Englisch

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

Arbeitsauftrag 3.2	
<p>"In Australia, and some other countries, there's mandatory voting. It would be transformative if everybody voted." (former US President Barack Obama in 2015). You are taking part in a session of the European Youth Parliament, an organization that encourages young people to express their ideas on pressing issues. Write the script for a speech, commenting on the idea of mandatory voting.</p>	
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: Teilnehmer bzw. Teilnehmerin an einer Sitzung des <i>European Youth Parliament</i>	
Adressat: Sitzungsteilnehmende	
Situation: Sitzung des europäischen Jugendparlaments	
Funktion/ Intention(en)/ Absicht: Informieren, Aufklären, Überzeugen	
strukturelle/ inhaltliche Aspekte: Begrüßung/ Anrede, ggf. Vorstellen des Redners/ der Rednerin, Situationsbezug/ Redeanlass, direkte Ansprache, Positionierung, Hauptteil, Abschluss/ Fazit gemäß Intention	
stilistische Aspekte/ Zuhörerorientierung: Interesse weckend, überzeugend	

Kernfach Englisch

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

stilistische Aspekte/ Schreibhandlung: Informieren, Argumentieren, Überzeugen	
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Inhaltliche Aspekte je nach unterrichtlicher Schwerpunktsetzung	
presenting the issue	
presenting the idea of mandatory voting	
reasons for mandatory voting, e.g.	
civil duty	
high voter-turnout strengthens democracy	
greater acceptance of policies	
stronger proof of legitimacy of elected representatives	
increased political awareness and education	
best way to encourage politicians to address the needs of all voters/ citizens	
AND/OR reasons against mandatory voting, e.g.	
mandatory voting can cause resentment	
contradiction to the idea of freedom and the right to choose	
civic duties are already exercised in many different ways (e.g. paying taxes, obeying the law, military service, attending school, jury service)	
slippery slope to totalitarianism	
danger of uninformed voters and/or protest voters	
question of implementing appropriate penalties for non-voters	
additional administrative expenses to prosecute non-voters	
positioning	
weighing advantages and/or disadvantages	
clear positioning	
...	

Kernfach Englisch

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

Michael Crichton, *Next*

New York 2006, pp. 268-271

text type: novel (excerpt)

Assignments	
1. Describe the design of the research project and the researchers' observations and interpretations as well as the drug's effects on Adam.	20 %
2. Examine the means and strategies including the narrative techniques the author employs to make the discoveries a dramatic experience for the reader.	40 %
3. The genetic research company <i>BioGen</i> feels urged to react to Adam's death when the circumstances become known to the public to prevent possible damage to their reputation. In a statement at a press conference, the company's spokesperson promotes the benefits of genetic research and red biotechnology for the individual and society and addresses society's fears. Using your background knowledge, write the script for this statement.	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?

Next (excerpt)

by Michael Crichton

Josh Winkler and his assistant Tom Weller, both genetic researchers at BioGen, test a drug supposed to accelerate maturational behaviour in rats. When Josh takes it home and does not pay attention, his brother Adam takes the drug which cures him of his drug addiction within a few days.

[...] Josh Winkler hurried into the animal facility to see what

¹ pituitary adenoma – benign tumor

Kernfach Englisch

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

[REDACTED]

[REDACTED]
[REDACTED]

[REDACTED]

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

[REDACTED]

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

[REDACTED]

[REDACTED]
[REDACTED]

² Rick – founder of *BioGen*, i.e. Josh and Tom's boss

Kernfach Englisch

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

"[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

"We need to find out," Josh said. [...]

Michael Crichton, *Next*, New York 2006, pp. 268-271; 732 words

Kernfach Englisch

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

Next (excerpt)

by Michael Crichton

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 <i>Schreiben</i> (sprachliche Leistung) Abitur 2023 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

Describe the design of the research project and the researchers' observations and interpretations as well as the drug's effects on Adam.

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

design of the research project

maturity gene study on twenty young rats in laboratory

intention to accelerate maturational behaviour

the researchers' observations and interpretations

first two rats die, the researchers presume respiratory infection

remaining eighteen rats seem to be fine when fed the day after at six pm

another nine rats suddenly die that same night

dissection of the first two dead rats reveal premature aging

remaining nine rats show serious health problems typical of old rats

the drug's effects on Adam

cured of his drug addiction

sudden visible signs of premature aging (dry skin, wrinkles, graying, loss of hair)

initial health issues (toothache, constipation)

Kernfach Englisch

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

Arbeitsauftrag 2	
Examine the means and strategies including the narrative techniques the author employs to make the discoveries a dramatic experience for the reader.	
Anforderungsbereich(e)	AFB II
Gewichtung	40 %

Gute Leistung	
Inhaltliche Ausrichtung	gelungene Analyse der Erzähltechnik
	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 Erzähltechnik
	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	
narrative techniques	
Josh's 3 rd person limited perspective and description of his thoughts allow the reader to identify with his dramatic experiences in both settings	
narrated time and narrative time largely correspond (mainly direct speech); gradual realisation of the truth simultaneously with Josh at quite a fast pace	
short leap in time between the two settings to maintain the tension	
presentation of the discoveries in the laboratory	
description of Josh's physical reactions and repeated use of the number 'nine' in the detailed description show his immediate intuition of the drug's effects on his brother: " <i>Josh Winkler hurried</i> " (l. 1), " <i>The stiff bodies of nine dead rats lying on their sides in nine successive cages made Josh Winkler start to sweat.</i> " (ll. 4-5)	
Josh's use of questions to get all the details about the situation of the rats to evaluate the scope of the tragedy for his brother: " <i>How many rats died?</i> " (l. 2), " <i>When did they die?</i> " (l. 5), " <i>What study group were they in?</i> " (l. 8), " <i>And how old were they?</i> " (l. 11), " <i>And what about the others in the cohort?</i> " (ll. 15-16)	

Kernfach Englisch

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

Tom's use of numbers, names and time references reveal the facts and leave no doubt: <i>"Nine."</i> (l. 3), <i>"They were fed at six"</i> (l. 6), <i>"'A-7,' Tom said. 'The maturity gene study.'"</i> (l. 9), <i>"Thirty-eight weeks and four days."</i> (l. 12)	
Tom's conclusion and the narrator's account of Josh's calculations reveal the enormous speed of the aging process: <i>"'They were fed at six; no notion of problems then.'"</i> (ll. 6-7), <i>"The average life span of a lab rat was 160 weeks – a little over three years. These rats had died in a quarter of that time."</i> (ll. 14-15)	
Josh's exclamations and the narrative description of his need to control his emotions show his growing fear for his brother: <i>"Jesus. Josh tried to remain calm."</i> (ll. 10-11), <i>"Oh God."</i> (l. 13), <i>"He took a deep breath."</i> (l. 15)	
Tom's enumeration of the rats' health problems foreshadows consequences for Adam: <i>"Ragged coats, inactive, excessive sleeping, trouble standing on their hind legs, muscle wasting, hind leg paralysis in four of them."</i> (ll. 21-22)	
Josh's facial expression and use of an intensifier show his realisation of the fatality of the drug: <i>"Josh stared. 'They're old,' he said. 'They're all old.'"</i> (l. 23)	
Tom's use of negatively connoted nouns and conditional tense foreshadow what is likely to happen to Adam: <i>"Maybe this gene won't be the wonder product Rick is counting on after all. Not if it causes early death. It'd be a disaster."</i> (ll. 28-29)	
presentation of the conversation at lunch	
narrative description of Josh's way of speaking and secretly observing as well as his use of seemingly innocent elliptic questions and statements show his fear: <i>"Just wondered," Josh said, as casually as he could. He tried not to stare at his older brother."</i> (ll. 33-34), <i>"No, uh, drugs?"</i> (l. 40), <i>"Doesn't taste good?"</i> (l. 43)	
Adam's enumeration of his health issues in a rather matter-of-fact way intensifies the emotional impact on Josh: <i>"I'm a little tired sometimes. And my skin is dry. I'm getting a few wrinkles. But I feel okay."</i> (ll. 31-32).	
use of adjectives, adverbs and quantifiers to contrast their different perception of Adam's visible aging process: <i>"little tired"</i> (l. 31), <i>"few wrinkles"</i> (l. 31) vs. <i>"changed dramatically"</i> (l. 34), <i>"full head of salt-and-pepper hair"</i> (l. 35), <i>"noticeably wrinkled"</i> (l. 36), <i>"deeply creased"</i> (l. 37), <i>"much older"</i> (l. 37)	
description of Josh's thoughts and inner exclamations, a repetition to his former exclamation in the laboratory, to show his fear Adam might die at a young age: <i>"Adam was thirty-two. Jesus."</i> (ll. 38-39)	
Adam's use of imperatives and questions as well as his change of register and tone to show his own fear: <i>"Why? [...] Do you know something?"</i> (l. 56), <i>"You just suddenly wanted to have lunch, urgently, today? Couldn't wait?"</i> (l. 58), <i>"'Cut the crap, Josh,' he said. 'You were always a shitty liar.'"</i> (l. 60)	
Josh's evasive answers show he still does not manage to tell Adam the whole truth: <i>"I think we should do some tests."</i> (l. 61), <i>"We need to find out"</i> (l. 67)	
...	

Kernfach Englisch

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

Arbeitsauftrag 3

The genetic research company *BioGen* feels urged to react to Adam's death when the circumstances become known to the public to prevent possible damage to their reputation. In a statement at a press conference, the company's spokesperson promotes the benefits of genetic research and red biotechnology for the individual and society and addresses society's fears. Using your background knowledge, write the script for this statement.

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 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: Pressesprecher bzw. Pressesprecherin der Firma <i>BioGen</i>	
Adressat: Teilnehmerinnen und Teilnehmer der Pressekonferenz, breite Zuhörerschaft	
Funktion/ Intention(en)/ Absicht: Informieren über Vorfall, Aufklären, Überzeugen, Ausdruck persönlicher Meinung	
strukturelle/ inhaltliche Aspekte: Begrüßung/ Anrede, ggf. Vorstellen der Rednerin/ des Redners, Situationsbezug/ Redeanlass, direkte Ansprache, Abschluss / Fazit gemäß Intention	

Kernfach Englisch

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

stilistische Aspekte/ Leserorientierung: Interesse weckend, Werben, Verwendung rhetorischer Mittel, Berücksichtigung von Höflichkeitskonventionen	
stilistische Aspekte/ Schreibhandlung(en): Informieren, Argumentieren, Appellieren	

Inhaltliche Aspekte je nach unterrichtlicher Schwerpunktsetzung	
references to Adam's death, e.g.	
explanation of the circumstances	
presentation of the company, e.g. importance for research, the region, employees, reputation, expansion, success, tradition	
presentation of the controversy: interest of society to make scientific progress in the field of red biotechnology vs. need of security and control	
reassuring the listeners of safety measures, e.g.	
company: qualification of staff, continuous review and compliance with safety standards, ethics committees	
politics: legislation, regulatory and supervisory authorities	
benefits of genetic research, e.g.	
empirical values: gaining knowledge to pave the way for scientific progress, centuries of successful history of biotechnology	
possibility of finding solutions for global challenges	
remaining competitive on a global scale	
benefits of red biotechnology, e.g.	
development of new vaccines to combat/ control diseases (cancer, Alzheimer's disease etc.)	
therapeutic cloning, saviour siblings	
possibility of biological parenthood (infertility, single parents, same-sex couples)	
final appeal, e.g.	
need for research in the interest of society	
reference to the trustworthiness of <i>BioGen</i>	
...	

Kernfach Englisch

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

Camilla Cavendish, "We Must Overcome the Fear of Genetic Engineering in Our Food"

in: *Financial Times*, 18 June 2021

www.ft.com/content/90889941-4ff5-4161-bcd2-7d2ab5b36a21

(accessed 28 November 2022)

text type: newspaper article

Assignments	
1. Outline the benefits of genetic engineering as presented by the author and the UK's plans to differ from EU regulations.	20 %
2. Analyse the means and strategies the author employs to convince the readers that it is time to overcome the fears of genetic engineering in our food and to adjust regulations.	40 %
3. Having discussed the article in your science club at school, you criticise it for being too one-sided and decide to write a letter to the editor. Refer to the depicted advantages of G.M. food as a starting point and elaborate on possible downsides of green biotechnologies and legitimate worries in society. Write the letter to the editor including 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 Camilla Cavendish

I recently had my Covid jab at London's Science Museum,

[illegible]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[illegible]

¹ Brexit – withdrawal of the UK from the EU on 31 January 2020

Kernfach Englisch

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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] version of the
Cavendish banana than never eat one again.

Camilla Cavendish, "We Must Overcome the Fear of Genetic Engineering in Our Food",
in: *Financial Times*, 18 June 2021; 794 words

² Royal Society – the UK's national academy of science advising the government

Kernfach Englisch

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

“We Must Overcome the Fear of Genetic Engineering in Our Food”

by Camilla Cavendish

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 <i>Schreiben</i> (sprachliche Leistung) Abitur 2023 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: Science (Fiction) & Technology: Blessing or Curse?

Arbeitsauftrag 1	
Outline the benefits of genetic engineering as presented by the author and the UK's plans to differ from EU regulations.	
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	
benefits of genetic engineering	
faster development of new (forms of) vaccines to fight diseases	
faster method than selective/ traditional breeding	
saving crops from diseases and extinction	
increased resistance of crops	
enhanced nutritional value, higher agricultural productivity to fight world hunger	
ensuring the livelihood of farmers	
reduced impact of farming on the environment	
UK's plans of altering their former European regulations	
loosening of the strict gene-editing regulations	
simplification of risk assessment and easier approval for field trials and product launches	

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Arbeitsauftrag 2	
Analyse the means and strategies the author employs to convince the readers that it is time to overcome the fears of genetic engineering in our food and to adjust regulations.	
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	
showing understanding for but also questioning of society's fears	
anecdote to provide common ground, parallel sentence structure and rhetorical question to make the readers reflect upon their contradictory attitude about genetic engineering: <i>"Having queued up to have a genetically engineered vaccine stuck in my arm, I was being encouraged to spurn genetically engineered food on my plate. Did that, I wondered, make sense?"</i> (ll. 3-5)	
comparison and example to present fears as irrational since mankind has always altered food: <i>"We routinely assume that 'natural' is better than 'unnatural' when it comes to food. But it is more complex than that. Potatoes [...] contain toxins which could be deadly if we didn't tackle them by breeding them out"</i> (ll. 26-29)	
use of numbers to downplay the impact of genetic modification: <i>"Genetic modification certainly feels scary – because it involves inserting extra DNA, even if that's only one additional gene to the plant's own tens of thousands."</i> (ll. 31-32)	
reference to exaggerated fears of the past and use of a derogatory term to stress the change in ethics in science and to show that there is no need to worry:	

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<i>"Today, the scientists I speak to seem to inhabit a different world to the days of 'atomic gardening', when zealots irradiated plants to induce mutations, and there were fears about 'killer tomatoes' crossed with fish." (ll. 59-61)</i>	
use of personal pronoun 'I' and adverbs to indirectly appeal to readers to change their attitudes and follow her lead: <i>"But personally, I would rather eat a slightly altered version of the Cavendish banana than never eat one again." (ll. 62-63)</i>	
necessity to overcome fears	
positively connoted words expressing speed and progression in contrast to negatively connoted words and a neologism to show that society is hindering progress in farming: <i>"vaccines demonstrate just how fast our ability to sequence and interrogate the genome is transforming medicine. New gene-editing techniques could also transform farming, and play a vital role in combating climate change, but they are still widely shunned as creating 'Frankenfoods'" (ll. 6-9)</i>	
use of example and the word field 'danger' to show that we need to act fast if we do not want to lose common food varieties: <i>"is now on the verge of being wiped out" (l. 17), "a fungus which has already killed off the only other banana" (l. 18), "the situation is desperate: Colombia declared a national state of emergency" (ll. 20-21), "With pesticides unable to combat the fungus, it seems that the only way to save the Cavendish banana is to alter its genome." (ll. 23-24)</i>	
use of adjectives indicating size, comparatives and adverbs to highlight the possibility of tackling global challenges: <i>"With climate change the next big threat, the huge carbon footprint of farming must be addressed. Genetic engineering offers the possibility [...] of making crops more resilient. It will allow us to engineer rice to produce less methane and ultimately grow meat in the laboratory, which would drastically reduce the number of intensively farmed animals." (ll. 40-44)</i>	
necessity to adjust regulations	
use of adjectives to judge current regulations under EU law and the changes in the UK: <i>"For the EU to have treated both methods with equal stringency [...] seems unfair." (ll. 35-36), "This seems sensible." (l. 58)</i>	
rhetorical question and reference to experts to start and end her line of argumentation to show that regulations need to be loosened: <i>"But should they go even further?" (ll. 38-39), "The Royal Society has urged the UK government to regulate all new plant and animal varieties according to the safety and characteristics of the new products created" (ll. 55-57)</i>	
use of adjectives, list of questions and an example from the past to illustrate that regulations are necessary to prevent risks and misuse: <i>"Regulation is vital, for there are many legitimate worries. Can local wild plants or crops become cross-contaminated? Could insects be affected? What is safe? GM technology is still overshadowed by the attempts in the 1990s of some American companies to create monopolies, binding poor farmers permanently to their seeds." (ll. 51-54)</i>	
...	

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Arbeitsauftrag 3

Having discussed the article in your science club at school, you criticise it for being too one-sided and decide to write a letter to the editor. Refer to the depicted advantages of G.M. food as a starting point and elaborate on possible downsides of green biotechnologies and legitimate worries in society. Write the letter to the editor including your background knowledge.

Anforderungsbereich(e) AFB II/III

Gewichtung 40 %

Gute Leistung

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

Ausreichende Leistung

Aufgaben- stellung	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 Leserbriefs teilweise gelungen umgesetzt
Darstellung/ Gestaltung	stellenweise eigenständig und schlüssig
	Gestaltungsmittel zum Teil adäquat verwendet

Formale Kriterien des Textprodukts

Rollenübernahme: Mitglied im <i>Science Club</i> einer Schule	
Adressat: Leserschaft der <i>Financial Times</i> , gehobenes Register	
Funktion/ Intention(en)/ Absicht: Informieren, Erklären, Reagieren, Überzeugen, Ausdruck persönlicher Meinung	
strukturelle/ inhaltliche Aspekte: ggf. Betreffzeile, ggf. Datum, Anrede, direkte Bezugnahme auf Artikel und Angabe des Autors, Positionierung, Hauptteil (Absätze gemäß den betrachteten Aspekten), Schluss (finales Statement, ggf. Appell), keine Grußformel, Name/Pseudonym, Stadt	

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stilistische Aspekte/ Leserorientierung: Interesse weckend, sensibilisierend, überzeugend	
stilistische Aspekte/ Schreibhandlung(en): Informieren, Problematisieren, Argumentieren	

Inhaltliche Aspekte je nach unterrichtlicher Schwerpunktsetzung	
starting point	
reference to the article " <i>We Must Overcome the Fear of Genetic Engineering in Our Food</i> "	
clear position regarding Cavendish's too one-sided view on G.M. food	
criticism that the issue needs to be presented in its complexity: considering possible downsides and legitimate worries	
possible downsides of green biotechnologies, e.g.	
environment: limitation of the genetic pool, loss of biodiversity, unintended effects on ecosystems and non-target species ('superweeds'), increase of monocultures, unpredictable interaction of GMOs and nature	
health: unknown long-term consequences, new diseases, new viruses	
food production: emergence of allergens, extinction of traditional food varieties, food security and regulations at risk, unknown side effects, crop failures due to resistances, restricted choice due to prevalence of GM food	
society: growing disparities (national, international)	
politics: difficulty of adjusting legal framework to the ongoing scientific progress, lax food labelling laws, risk of companies and/ or scientists violating laws and regulations	
economy: unfair market dominance of large companies using GE patents, dependencies of farmers on the major biotech seed companies ('suicide seeds'/ terminator seeds) and increased costs	
ethics/ religion: tampering with nature, shift in values, "playing God"	
possible ending, e.g.	
worries are legitimate	
need for global cooperation and regulation	
call for a more balanced media coverage of scientific issues	
...	