

Freie und Hansestadt Hamburg
Behörde für Bildung und Sport

Schriftliche Abiturprüfung

Englisch

Hinweise und Beispiele zu den
zentralen schriftlichen Prüfungsaufgaben

2003

Impressum

Herausgeber:

Freie und Hansestadt Hamburg
Behörde für Bildung und Sport
Amt für Schule
Hamburger Straße 31, 22083 Hamburg

Referat: Fremdsprachen

Referatsleitung: Dr. Detlev Kahl, S 13/5

Fachreferent: Pamela Hanus, S 13/51, Manfred Thönicke BW 29

Redaktion: Christiane Fraedrich
Pamela Hanus
Renate Kratsch (Hauptredaktion)
Rolf Neumeier
Manfred Thönicke

Alle Rechte vorbehalten

Internet: www.daten-fakten.bbs.hamburg.de

Hamburg 2003

Inhaltsverzeichnis

Vorwort	4
1 Regelungen für die schriftliche Abiturprüfung	5
2 Anforderungsbereiche	5
3 Liste der Operatoren	7
4 Aufgabenbeispiele	9
4.1 Grundkurs	9
Aufgabe 1: "Pakistani" (literarischer Text)	9
Aufgabe 2: "The Deadly Noodle" (Sachtext)	13
Aufgabe 3: "New Battlefield for Cola Wars: Schools" (Sachtext WG/TG)	17
4.2 Leistungskurs	22
Aufgabe 1: "After the Plague" (literarischer Text)	22
Aufgabe 2: "Heavy Medal Fans" (Sachtext)	27
Aufgabe 3: "In Search of Better Business" (Sachtext WG/TG)	33

Vorwort

Sehr geehrte Kolleginnen und Kollegen,

mit der zum August 2003 in Kraft tretenden *Ausbildungs- und Prüfungsordnung zum Erwerb der Allgemeinen Hochschulreife* (APOAH) werden zentrale Elemente in der schriftlichen Abiturprüfung eingeführt. Für die Abiturprüfung im Februar 2005 werden demnach in der schriftlichen Abitur erstmals zentrale Aufgaben für die Fächer Deutsch, Mathematik, Englisch, Französisch, Spanisch, Latein, Gemeinschaftskunde, Biologie, Wirtschaft (am Wirtschaftsgymnasium) sowie Technik (am Technischen Gymnasium) den Schülerinnen und Schülern gestellt.

Die jeweiligen Abituraufgaben beziehen sich in den Fremdsprachen auf Schwerpunktthemen, die den Schulen am Ende der Vorstufe für das Abitur dieses Jahrganges von der Behörde für Bildung und Sport in einer eigenen Verwaltungsvorschrift zur Kenntnis gegeben werden.

In der Ihnen hier vorgelegten ergänzenden Handreichung, die die entsprechende Verwaltungsvorschrift ausführt, werden Ihnen Beispiele gezeigt, wie die Aufgaben für die schriftlichen Abiturprüfungen ab dem Jahre 2005 sowie der nachfolgenden Jahre formuliert werden. Die hier beispielhaft gewählten Schwerpunktthemen entsprechen nicht der Schwerpunktsetzung für 2005 (und nehmen nicht die jährlich erfolgende Festlegung der Schwerpunktthemen vorweg).

Bei der Durchsicht der vorliegenden Handreichung werden Sie feststellen, dass die Beispielaufgaben im Hinblick auf die gewählten Themen, Aufgabenformaten und Anforderungen nichts Ungewohntes bieten. Dafür gibt es hauptsächlich zwei Gründe. Zum einen entsprechen die Beispiele der Hamburger *Richtlinie für die Aufgabenstellung und Bewertung der Leistungen in der Abiturprüfung*. Zum anderen wurde bewusst Gewohntes gewählt, um den Übergang zu den zentral gestellten Aufgaben in der schriftlichen Abiturprüfung zu unterstützen.

Das Neue liegt darin, dass die Aufgaben mit verbindlich definierten Aufträgen („Operatoren“) formuliert werden und dass bei der erwarteten möglichen Schülerleistung die Kriterien und die Anforderungen für eine „gute“ und für eine „ausreichende“ Leistung aufgabenbezogen beschrieben werden. Beides dient dem Ziel, mehr Verbindlichkeit und Vergleichbarkeit zu schaffen. Außerdem werden Aufgaben und Themen vorgestellt, die speziell auf die Wirtschafts- und Technischen Gymnasien zugeschnitten sind.

Zurzeit werden die *Einheitlichen Prüfungsanforderungen in der Abiturprüfung* (EPA) für alle Prüfungsfächer überarbeitet. Für Englisch liegen sie bereits vor, für die anderen neueren Fremdsprachen werden sie Ende 2004 veröffentlicht, und die alten Sprachen kommen im Schuljahr 2003/04 an die Reihe. Wenn diese neuen EPA als KMK-Beschlüsse vorliegen, wird die oben genannte Hamburger Richtlinie neu geschrieben und den jeweiligen EPA angepasst werden. Erst dann wird es für die Aufgabenformate und die Anforderungen vermutlich Veränderungen geben. Die Verwendung von Grafiken und Statistiken in einer hier beschriebenen Aufgabe gibt einen Eindruck davon, was in der neuen EPA Englisch mit „erweitertem Textbegriff“ gemeint ist.

In der Hoffnung, dass die vorliegende Handreichung hilfreich für Sie und der Einführung der zentralen Elemente in die schriftliche Abiturprüfung dienlich ist, wünsche ich Ihnen und Ihren Schülerinnen und Schülern eine erfolgreiche Vorbereitung auf das Abitur.



1 Regelungen für die schriftliche Abiturprüfung

Ab dem Schuljahr 2004/2005 werden die schriftlichen Abiturprüfungen im Fach Englisch mit zentral gestellten Aufgaben durchgeführt. Dabei gelten die folgenden Regelungen:

Der Fachlehrerin, dem Fachlehrer

- werden **zwei** Aufgaben (I und II) zu unterschiedlichen Schwerpunkten vorgelegt.

Die Abiturientin, der Abiturient

- erhält **beide** Aufgaben,
- wählt davon **eine** Aufgabe aus und bearbeitet diese,
- vermerkt auf der Reinschrift, welche Aufgabe sie/er bearbeitet hat,
- ist verpflichtet, die Vollständigkeit der vorgelegten Aufgaben vor Bearbeitungsbeginn zu überprüfen (Anzahl der Blätter, Anlagen usw.)

Aufgabenart: Textaufgabe (*comprehension, analysis, comment / creative writing*)

Bearbeitungszeit: Grundkurs: **270** Minuten einschließlich Lese- und Auswahlzeit
Leistungskurs: **330** Minuten einschließlich Lese- und Auswahlzeit

Hilfsmittel: Einsprachiges Wörterbuch

Grundlage der schriftlichen Abiturprüfung sind der Lehr- bzw. Rahmenplan und die *Richtlinie für die Aufgabenstellung und Bewertung der Leistungen in der Abiturprüfung* in der jeweils letzten Fassung.

Somit gelten u.a. bei der Lösung der Textaufgabe weiterhin die Gewichtung der inhaltlichen Leistung, des Ausdrucksvermögens und der sprachlichen Richtigkeit (siehe Rundschreiben zu den Fehlerquotienten vom Januar 1999) zu gleichen Teilen.

Die wechselnden curricularen Vorgaben, Konkretisierungen und Schwerpunktsetzungen werden den Schulen jeweils im zweiten Semester der Vorstufe bekannt gegeben.

2 Anforderungsbereiche

Die Anforderungen in der Abiturprüfung unterscheiden sich nach der Art, der Komplexität und dem Grad der Selbstständigkeit der geforderten Leistung; sie verlangen unterschiedliche Arbeitsweisen. Zur Erhöhung der Transparenz und Vergleichbarkeit lassen sich drei Anforderungsbereiche beschreiben, ohne dass in der Praxis der Aufgabenstellung die drei Anforderungsbereiche immer scharf voneinander getrennt werden können. Daher ergeben sich bei der Zuordnung der Teilaufgaben zu Anforderungsbereichen Überschneidungen.

Die zentralen Aufgaben der schriftlichen Abiturprüfung ermöglichen Leistungen in den folgenden drei Anforderungsbereichen:

Anforderungsbereich I – *comprehension*

Der erste Anforderungsbereich bezieht sich auf Anforderungen in den Bereichen Reproduktion und Textverstehen. Er umfasst die sprachlich angemessene Wiedergabe des Inhalts von vorgelegten Materialien auf der Grundlage von Sachverhalten und Kenntnissen aus einem begrenzten Gebiet, die im Lehrplan verbindlich vorgegeben und im Unterricht vermittelt worden sind.

Dazu gehören:

- Verstehen und Wiedergabe des Inhalts, der zentralen Aussagen oder der Problemstellung vorgegebener Materialien, ggf. im Sinne der Mediation in der jeweils anderen Sprache
- aufgabenbezogene Wiedergabe von Kenntnissen im gelernten Zusammenhang

- angemessene und weitgehend normgerechte Verwendung der sprachlichen Mittel zur Beschreibung und verkürzenden Wiedergabe von Sachverhalten
- Anwendung gelernter und geübter fachspezifischer Arbeitsweisen

Anforderungsbereich II – *analysis*

Der zweite Anforderungsbereich bezieht sich auf Anforderungen in den Bereichen Reorganisation und Analyse. Er umfasst das Erklären, Verarbeiten und Darstellen bekannter Sachverhalte mit Hilfe neuer Fragestellungen und unter Anwendung fach- und sachadäquater Methoden sowie das selbstständige Übertragen von Gelerntem auf vergleichbare fachbezogene Gegenstände hinsichtlich der Sachzusammenhänge, Verfahren, sprachlichen Mittel und Darstellungsformen.

Dazu gehören:

- Erschließen und sprachlich eigenständiges und aufgabenbezogenes Darstellen der inhaltlichen Aussagen sprachlich und strukturell komplexer Materialien oder umfassenderer Sachverhalte
- planmäßige Auswahl und Anwendung von Fachmethoden (Erschließungstechniken, Analyseverfahren) zur problemlösenden Bearbeitung einer komplexen Aufgabenstellung
- aufgabenbezogene Anwendung von Formen der analytisch-deutenden und problemlösenden Argumentation und ihre sprachliche Realisierung
- weitgehend norm- und funktionsgerechte Verwendung eines differenzierteren Repertoires sprachlicher Mittel

Anforderungsbereich III – *comment / creative writing*

Der dritte Anforderungsbereich bezieht sich auf Anforderungen in den Bereichen Werten und Gestalten. Er umfasst planmäßiges Verarbeiten komplexer Sachverhalte und Materialien mit dem Ziel, zu selbstständigen Lösungen, Gestaltungen oder Deutungen, Folgerungen, Begründungen, Wertungen zu gelangen. Dabei werden aus den gelernten Methoden oder Lösungsverfahren die zur Bewältigung der Aufgabe geeigneten selbstständig ausgewählt oder einer neuen Problemstellung angepasst.

Dazu gehören:

- begründete, wertende Folgerungen aus den Ergebnissen der durchgeführten Analyse oder Problemerkörterung
- Einordnung der Ergebnisse in den größeren thematischen Zusammenhang der Problemstellung
- Kenntnis und Anwendung der grundlegenden Konventionen der Textgestaltung anwendungs-/produktionsorientierter Textformen;
- Anwendung rhetorischer, ästhetisch gestaltender und leserorientierter Sprachmittel in einem thematischen Bezug und innerhalb der Konventionen einer bestimmten Textsorte (kommunikative Funktion literarischer Texte bzw. von Sach- und Gebrauchstexten)
- argumentierende Darlegung komplexer Sachverhalte, begründende, kommentierende Stellungnahme und zieltextgebundene Textgestaltung unter Verwendung der dazu erforderlichen sprachlichen Mittel in weitgehend normgerechter und differenzierter Form

3 Liste der Operatoren

Mehr noch als bei dezentralen Aufgaben, die immer im Kontext gemeinsamer Erfahrungen der Lehrkräfte und Schüler mit vorherigen Klausuren stehen, müssen zentrale Prüfungsaufgaben für die Abiturientinnen und Abiturienten eindeutig hinsichtlich des Arbeitsauftrages und der erwarteten Leistung formuliert sein. Die in den zentralen schriftlichen Abituraufgaben verwendeten Operatoren (Arbeitsaufträge) werden in der folgenden Tabelle definiert und inhaltlich gefüllt. Entsprechende Formulierungen in den Klausuren der Studienstufe sind ein wichtiger Teil der Vorbereitung der Schülerinnen und Schüler auf das Abitur.

Neben Definitionen und Beispielen enthält die Tabelle auch Zuordnungen zu den Anforderungsbereichen **I** *comprehension*, **II** *analysis* und **III** *comment / creative writing* (vgl. oben Abschnitt 2), wobei die konkrete Zuordnung auch vom Kontext der Aufgabenstellung abhängen kann und eine scharfe Trennung der Anforderungsbereiche nicht immer möglich ist.

Operatoren	Definitionen	Beispiele
analyse, examine II	describe and explain in detail certain aspects and / or features of the text	Analyse the opposing views on class held by the two protagonists. Examine the author's use of language.
assess III	consider in a balanced way the points for and against sth.	Assess the importance of standards in education
characterise II	describe and examine the way in which the character(s) is / are presented	Characterise / Write a characterisation of the principal figures in the play.
comment III	state clearly your opinions on the topic in question and support your views with evidence	Comment on the suggestion made in the text that a 'lack of women in the armed forces demonstrates a weakness in the role of women in society.'
compare II–III	point out similarities and differences	Compare X's and Y's views on education.
contrast II	emphasize the differences between two or more things	Contrast the author's idea of human aggression with the theories of aggression you have read about.
describe I–II	give a detailed account of sth.	Describe the soldier's appearance. (I) Describe the way the playwright creates an atmosphere of suspense. (II)
discuss III	investigate or examine by argument; give reasons for and against	Discuss the implications of globalisation as presented in this text.
examine II	cf. analyse	
explain II	describe and define in detail	Explain the protagonist's obsession with money.
illustrate II	use examples to explain or make clear	Illustrate the author's use of metaphorical language.

Operatoren	Definitionen	Beispiele
interpret II–III	make clear the meaning of sth. and give your own views on it	Interpret the message the author wishes to convey.
justify III	show adequate grounds for decisions or conclusions	You are the principal of a school. Justify your decision to forbid smoking on the school premises.
outline I	give the main features, structure or general principles of a topic omitting minor details	Outline the author's views on love, marriage and divorce
state I	specify clearly	State briefly the main developments in the family described in the text.
summarize, write a summary I	give a concise account of the main points	Summarize the information given in the text about the hazards of cloning.

4 Aufgabenbeispiele

Die folgenden Aufgaben sind Beispiele für zentrale schriftliche Abiturprüfungen im Fach Englisch unter Angabe von fiktiven Schwerpunktthemen und den dazu gehörenden unterrichtlichen Voraussetzungen. Diese wechselnden curricularen Vorgaben, Konkretisierungen und Schwerpunktsetzungen für die schriftliche Abiturprüfung werden den Schulen jeweils im zweiten Semester der Vorstufe bekannt gegeben.

Außer der Aufgabenstellung mit Bezug zu den drei Anforderungsbereichen enthalten die Beispiele Angaben zum Aufgabentyp und einen Erwartungshorizont mit Beschreibungen einer „guten“ und einer „ausreichenden“ Leistung.

4.1 Grundkurs

Aufgabe 1: "Pakistani" (literarischer Text)

Als Schwerpunkt für die schriftliche Abituraufgabe sei vorgegeben das Thema

Identity.

Einerseits werden Merkmale und Prozesse erarbeitet, die zur Ausbildung der Identität des Individuums führen, wie z.B. *sexual, racial, cultural, national, class identity*. Es bieten sich sowohl Vergleiche zur Sozialisation von Jungen und Mädchen an als auch zu nationalen und historischen Unterschieden.

Andererseits wird das Individuum als Teil einer Gruppe untersucht, z.B. im Kontext der Familie, Schule, Gesellschaft. Dabei werden Aspekte wie z.B. *conformist vs. nonconformist behaviour, stereotypes vs. individuals, insiders vs. outsiders, prejudice vs. tolerance* behandelt.

An Hand von entwicklungspsychologischen und soziologischen Sachtexten wird Hintergrundwissen erworben; aktuelle Zeitungsartikel, literarische Texte und Filme eröffnen den Zugang zur Untersuchung konkreter Fallbeispiele.

Aufgabenstellung

Pakistani

John Mortimer

Die BBS ist nicht autorisiert, den Text ins Internet zu stellen

(608 words)

from: John Mortimer: *Your Life My Life*. London 1986, pp. 35–36 (Heinemann Educational Books)

Vocabulary Annotation

Shalwar (l. 34/35) loose, pyjamalike trousers worn by both men and women in India and Pakistan

1. Summarize the "New Girl's" experiences in this short story.

Analysis

2. Examine the "New Girl's" feelings about the other children and about her own role in this situation. Explain the meaning of the last sentence in this context.
3. Analyse the attitude and the behaviour of the girl with brown hair towards the "New Girl".

Comment / Creative Writing (Choose either task 4 or 5.)

5 Assignments

Comprehension

4. Do you feel admiration or pity for the protagonist? Write a comment.

or

5. Imagine the Pakistani girl had not been a 'quiet child' (l. 1). How might she have resolved the conflict with the girl with brown hair? Re-write the end of the story starting at l. 49.

Erwartete Leistungen für die Notenstufe „gut“

Eine Klausur ist mit „gut“ zu bewerten, wenn in den drei Anforderungsbereichen sowie bezogen auf die Sprache des Zieltextes und die Darstellungsleistung die folgenden inhaltlichen und sprachlichen Leistungen erbracht werden:

Inhaltlich

1. The story “Pakistani” by John Mortimer is about a young girl’s anxiety about being accepted by or excluded from the rest of the group on her first day at a new school.

During a break which the girls spend in the playground the Pakistani newcomer, who is a reticent girl, watches the others. She is longing to join them in their game. When she is eventually addressed by an unattractive girl with brown hair who seems to have been the outsider so far they enter into a short conversation by which the ice is broken and she is invited to play with the rest. She does not enjoy the feeling of belonging for a long time, though. She is suddenly reproached for having kicked the girl with brown hair and she is discriminated against by being called “Darkie” and “Pakistani”. Her pain and humiliation turn into strength the moment she thinks of the love she has been taught to feel for her country, her parents and God. In the end she has gained enough confidence to be able to smile.

2. The Pakistani girl longs to join the other children and to become one of them. After having been included in their play, she experiences complete and perfect happiness by feeling like an equal member of the group. When in the second half of the story she is once again painfully isolated and alone, the love she feels for her country and, simultaneously, for the people around her enables her to bear her loneliness. The prospect of one day sharing this all-encompassing love even with those who insult her now makes her strong and hopeful enough to smile.
3. At first the other girl seems to be quite friendly and willing to integrate the Pakistani girl. However, when she senses her power over the new and strange girl, her behaviour changes abruptly and she completely sets her apart again. In the end, however, the tables are turned once more;

the Pakistani girl is the strong one who even instils fear into the other girl, who is now separated from her playmates as well.

4. The answer to this question has to contain an evaluation of the protagonist’s behaviour and the situation she finds herself in. It could be argued that the protagonist shows admirable willpower by wanting to respond to the painful insults with love.

On the other hand, one could pity her because she is treated very unfairly for no apparent reason and has to suffer exclusion just for being different. In any case the students’ argumentation has to be conclusive and convincing.

A possible reason for the lack of any specific reference to time, names and places could be that this facilitates a generalization of the experiences shown.

5. The students are free to choose any trait for the Pakistani girl other than “a quiet child”. They are expected to continue the storyline conclusively and convincingly, e.g. the Pakistani girl may be presented as a loud, aggressive, extrovert child who resolves the conflict with the girl with brown hair in a fight, either verbally or physically. It might leave the Pakistani girl victorious and striving for reconciliation with the other girl(s).

The evaluation of the content will chiefly be based on the appropriateness and richness of the observations and arguments provided, the conclusiveness of reasoning and the adequate marshalling of ideas.

Sprachlich

Eine *gute* sprachliche Leistung liegt vor, wenn

- differenzierte Verknüpfungen zwischen Satzteilen, Sätzen und Satzgruppen in einer der Aufgabenstellung angemessenen Weise eingesetzt sind;
- Sachverhalte und Meinungen differenziert ausgedrückt und wichtige Wörter und Wendungen aus den im Rahmen der Aufgabenstellung einschlägigen Sachfeldern eingebracht sind, hier besonders aus dem Feld „Identity“ und
- formalsprachliche Verstöße die Verständlichkeit nicht beeinträchtigen.

10 Erwartete Leistungen für die Notenstufe „ausreichend“

- 15 Eine Klausur ist mit „ausreichend“ zu bewerten, wenn in den drei Anforderungsbereichen sowie bezogen auf die Sprache des Zieltextes und die Darstellungsleistung die folgenden inhaltlichen und sprachlichen Leistungen erbracht werden:

Inhaltlich

1. On her first day at a new school the Pakistani newcomer watches the others longing to join them in their game. Eventually, she is invited to play with the rest. She is suddenly reproached for having kicked the girl with brown hair and she is called “Darkie” and “Pakistani”. In the end she has gained enough strength to be able to smile.
2. The Pakistani girl experiences complete and perfect happiness by feeling like an equal member of the group. However, in the second half of the story she is once again painfully isolated and alone.
3. At first the other girl seems to be quite friendly, but her behaviour changes abruptly and she completely sets her apart again. In the end it is the Pakistani girl who instils fear into the other girl.
4. The answer to this question has to contain an evaluation of the protagonist’s behaviour and the situation she finds herself in. It could be argued that the protagonist shows admirable willpower by wanting to respond to the painful insults with love.

On the other hand, one could pity her because she is treated very unfairly for no apparent reason and has to suffer exclusion just for being different.

Students achieve a satisfactory result

- a) if the number of observations and arguments are reduced, i.e. either admiration or pity is expressed and one reason is given for each,

or

- b) by providing a variety of observations and arguments deficient in appropriateness and conclusiveness.

5. The students are free to choose any trait for the Pakistani girl other than “a

quiet child”. They are expected to continue the storyline conclusively and convincingly, e.g. the Pakistani girl may be presented as a loud, aggressive, extrovert child who resolves the conflict with the girl with brown hair in a fight, either verbally or physically. It might leave the Pakistani girl victorious and striving for reconciliation with the other girl(s).

The evaluation of the content will chiefly be based on the appropriateness and richness of the observations and arguments provided, the conclusiveness of reasoning and the adequate marshalling of ideas.

Students achieve a satisfactory result

- c) if the number of observations and arguments are reduced or
- d) by providing a variety of observations and arguments deficient in appropriateness and conclusiveness.

Sprachlich

Eine *ausreichende* sprachliche Leistung liegt vor, wenn

- elementare Verknüpfungen zwischen Satzteilen, Sätzen und Satzgruppen eingesetzt sind;
- der Wortschatz ausreicht, um Sachverhalte und Meinungen verständlich auszudrücken;
- die Kenntnis wichtiger Wörter und Wendungen aus den im Rahmen der Aufgabenstellung einschlägigen Sachfeldern zu erkennen ist, hier besonders in dem Feld „Identity“ und
- formalsprachliche Verstöße die Verständlichkeit nicht erheblich beeinträchtigen.

Aufgabe 2: "The Deadly Noodle" (Sachtext)

Als Schwerpunkt für die schriftliche Abituraufgabe sei vorgegeben das Thema

25 *Health.*

- Es geht um die weltweit veränderten Lebensbedingungen der Menschen zu Beginn des 21. Jahrhunderts, die wiederum direkte Auswirkungen auf die Gesundheit der Menschen haben. Tiefgreifende Veränderungen in der Familienstruktur, den Arbeitsbedingungen sowie wachsende Urbanisation ebenso wie Globalisierung haben Auswirkungen auf das tägliche Leben der Menschen, insbesondere auch auf ihre Ernährungssituation und -gewohnheiten. Fehlernährung, Unterernährung führen zu schwerwiegenden gesundheitlichen Schäden und zu einer Belastung der öffentlichen Kassen.
- 40 Die Schülerinnen und Schüler haben die Möglichkeit, eigene Erfahrungen sowie – in fächerverbindender Weise – Sachkenntnisse einzubringen, die sie in Fächern wie Biologie, Geografie, Gemeinschaftskunde gewonnen haben.
- 45 Dazu gehören Grundlagen der Ernährung, so-

ziologische Grunddaten zur Weltbevölkerung (z.B. Beschäftigung, Wirtschaft, Industrialisierung etc.) und Vergleiche der Ernährungssituation in industrialisierten Ländern und Schwellenländern, in Vergangenheit und Gegenwart.

50

Dabei werden Sachtexte, Statistiken, Cartoons, Filme und literarische Texte zum Thema verschiedene Lebenswelten, Lebensstile, Arbeitswelten etc. mit nationalem als auch internationalem Bezug einbezogen. Der Versprachlichung visuellen Materials (bars, graphs, diagrams, cartoons etc.) kommt eine besondere Bedeutung zu.

55

Aufgabenstellung

60

The Deadly Noodle

from: NEWSWEEK, January 20, 2003

(582 words)

Die BBS ist nicht autorisiert, den Text ins Internet zu stellen.

Annotations

Sauce velouté
Crème brûlée
Angioplasty
Roughage
Staple
Well-heeled

cremig aufgeschäumte Sauce (frisch hergestellt)
französisches Dessert
hier: By-pass Operation
Ballaststoffe
hier: Grundnahrungsmittel
well-equipped

Assignments

Comprehension

- 1.1. Describe why France has a growing fat problem.
- 1.2. Summarize the information the text gives about the "couch-potato syndrome."

Analysis

- 2.1 Compare the food situation of the developed countries with that of the developing countries.
- 2.2 Use the information in the graphs, too.

Comment / Creative Writing (Choose one!)

- 3.1 Comment on the question whether globalization is to blame for the recent trend in food habits and thus increasing health problems.

or

- 3.2 Your best friend has a serious weight problem. But you find it very difficult to talk to him / her about it.

Write a letter to her / him giving advice as to how to overcome the problem.

Erwartete Leistungen für die Notenstufe „gut“

Eine Klausur ist mit „gut“ zu bewerten, wenn in den drei Anforderungsbereichen sowie bezogen auf die Sprache des Zieltextes und die Darstellungsleistung die folgenden inhaltlichen und sprachlichen Leistungen erbracht werden:

Inhaltlich

Comprehension

Es wird erwartet, dass die Schülerinnen und Schüler die meisten Unterschiede zwischen der Amerikanisierung der Ernährung im Vergleich zu der traditionellen Ernährung – hier am Beispiel Frankreichs – erkennen und benennen.

Ferner erkennen sie die wachsende Gefahr des Übergewichts in weiten Teilen der Weltbevölkerung, insbesondere auch bereits bei Kindern, als Ursache für eine Gefährdung der Gesundheit und – verbunden mit abnehmender körperlicher Aktivität als Grund für die immer weiter steigenden Kosten im Gesundheitswesen.

- *Longer than other countries France has resisted American influence on her “cuisine” and national, traditional food and eating habits*
- *That is now changing, particularly in urban areas of northern France. There eating-related problems, obesity among children are increasing*

Reasons:

- *globalization and Americanisation of food habits
even traditional foods (staple diets) are nowadays produced with processed ingredients
– making them less healthy*
- *urbanisation leading to more sedentary lifestyles (couch-potato syndrome)*

Analysis

Über die Beschreibung der offensichtlichen Trends in der Welternährung in industrialisierten und Schwellenländern hinaus, erläutern die Schülerinnen und Schüler unter Einbeziehung der Graphiken aus dem Text diese weltweit und kommt zu treffenden Aussagen hinsichtlich der nationalen und internationalen Ursachen dieser Trends. Sie machen deutlich, dass sie die Perspektive des Autors verstanden haben.

- *in the developed countries – above all France – still fresh products are still used for daily and traditional food – but a strong trend towards Americanisation of eating habits is to be noticed, particularly in urban areas;*
- *globalization may be one reason, another is less physical activity for people world-wide due to a change in work patterns. The smaller the income the more serious are the consequence for eating habits. Junk food is also fast food, often less expensive and time consuming than traditional meals;*
- *fast food is processed food and thus less healthy. Combined with only little physical activity that will result in a growing danger to health;*
- *in both countries, developed and developing ones alike, the situation of the poor is even worse. Even their traditional diet – like the “noodle” in China – is nowadays produced in a processed way making it fattening and less nutritious;*
- *that can be illustrated by the graphs of Mexico and Egypt showing that although their average meals have about 1000 calories less than a high-calorie American one, the number of obese people in all three countries is about the same;*
- *in France, however, a traditional meal has about 1000 calories but only one third of its population is overweight – South Korea shows the best record so far;*
- *the growing number of deaths because of eating disorders (more women than men) is as worrying as the total number of obese ten-year-olds (compare Mediterranean countries)*

Comment / Creative Writing

- 3.1 Die Schülerinnen und Schüler kommentieren sachlich richtig und pointiert die Welternährungssituation.

Sowohl Übergewicht bzw. Fehl- oder Unterernährung als auch Bewegungsarmut sind Folgen der Globalisierung, aber auch Folgen der Weiterentwicklung der Gesellschaften von der industriellen zur technisierten Welt.

- *experts speak of a McDonaldisation of the world*
- *a change in people's lifestyles and work patterns*
- *worldwide economic changes.*

- 3.2 Die Schülerinnen und Schüler sind in der Lage, einen Brief an einen Freund zu entwerfen, der ein schlüssiges Konzept zur Bekämpfung des Übergewichts erkennen lässt ohne den Freund zu verletzen. Ihre Argumente sind sensibel aufeinander abgestimmt:

- *friendly tone, caring advice*
- *the letter points out the dangers of overweight and the friend's worries*
- *describes diets which are less dangerous and how to prepare or buy them*
- *suggests physical activities – a gym nearby? – courses one can attend together and that are fun*
- *activities with other people that may make the friend forget about eating at times.*

Sprachlich

Eine gute sprachliche Leistung liegt vor, wenn

- differenzierte Verknüpfungen zwischen Satzteilen, Sätzen und Satzgruppen in einer der Aufgabenstellung angemessenen Weise eingesetzt sind;
- die weltweite Problematik des wachsenden Übergewichts der Menschen differenziert ausgedrückt und wichtige Wörter und Wendungen aus Wirtschaft, Gesundheit eingebracht sind und
- formale Verstöße die Verständlichkeit nicht beeinträchtigen.

Erwartete Leistungen für die Notenstufe „ausreichend“

Eine Klausur ist mit „ausreichend“ zu bewerten, wenn in den drei Anforderungsbereichen sowie bezogen auf die Sprache des Zieltextes und die Darstellungsleistung die folgenden inhaltlichen und sprachlichen Leistungen erbracht werden:

Inhaltlich

Comprehension

Die Schülerinnen und Schüler entnehmen der Vorlage die für die Bearbeitung der Fragen notwendige Information in Grundzügen:

- *“Americanisation” of food and eating habits is a danger to public health as it is high-calorie food leading to obesity world wide*
- *even in Europe fast food is becoming a growing danger for public health*
- *the couch-potato syndrome means a lifestyle with hardly any physical exercise e.g. because of changed work patterns*

Analysis

Die Analyse erfasst Gründe für die Welternährungssituation und Konsequenzen in Grundzügen. Teilweise wird der Text mit Kenntnissen über z. B. wirtschaftliche Zusammenhänge erläutert:

- *the basic difference between traditional food (e.g. in France) and junk food / fast food as it is meant by “high-calorie American diet”*
- *in general the danger of processed food for public health*
- *general comparison of food habits in developed and developing countries.*

Die Schülerinnen und Schüler beziehen die Graphiken in ihre Ergebnisse mit ein, z. B. die Erkenntnis, dass schon die Gesundheit von 10-jährigen durch Übergewicht gefährdet ist und dass selbst bei traditionellen Gerichten die Gefahr in der Verwendung von „processed products“ liegt (vgl. Titel des Textes)

Comment / Creative Writing

- 3.1 Die Schülerinnen und Schüler kommentieren auf der Basis eigener Lektüre und Erfahrungen allgemein die Welternährungssituation, die Gefahr von Bewegungsarmut für die Bevölkerung – people on low income cannot hit the gym- , changed labor patterns etc. und beantworten die Frage, ob „globalization“ für diese Entwicklung verantwortlich gemacht werden kann
- 3.2 Die Schülerinnen und Schüler sind frei in dem Entwurf eines Briefes an einen Freund/an eine Freundin. Dieser Brief sollte allgemein die Situation des Freundes/ der Freundin beschreiben und einige Möglichkeiten, einen Ausweg aus dieser schwierigen Lebenssituation zu finden, aufzeigen:
- *the letter should be friendly not patronizing*
 - *describe less “fattening” ways of diets and daily food*
 - *suggest forms of activities other than eating together, e.g. fitness activities like cycling.*
 - *maybe offer own ways of supporting the friend*

Sprachlich

Eine *ausreichende* sprachliche Leistung liegt vor, wenn

- elementare Verknüpfungen zwischen Satzteilen, Sätzen und Satzgruppen eingesetzt sind;
- der Wortschatz ausreicht, um Sachverhalte und Meinungen verständlich auszudrücken;
- die Kenntnis wichtiger Wörter und Wendungen aus den im Rahmen der Aufgabenstellung einschlägigen Sachfeldern zu erkennen ist, hier besonders in dem Feld *Health, Food and Economy* und
- formalsprachliche Verstöße die Verständlichkeit nicht erheblich beeinträchtigen..

Aufgabe 3: "New Battlefield for Cola Wars: Schools" (Sachtext WG/TG)

Als Schwerpunkt für die schriftliche Abituraufgabe sei vorgegeben das Thema

Marketing.

Die Schülerinnen und Schüler haben die Möglichkeit, eigenes Wissen sowie – in fächerverbindender Weise – Sachkenntnisse einzubringen, die sie in Fächern wie Sozial- bzw. Wirtschaftswissenschaft gewonnen haben.

Inhaltlich setzt diese Aufgabe eine Unterrichtsreihe zum Thema *Marketing* voraus, in der die Schülerinnen und Schüler sich mit für sie relevanten grundlegenden Zusammenhängen und Problemen gegenwärtigen ökonomischen Handelns auseinandersetzen. Dies geschieht z. B. in den folgenden Bereichen:

Advertising, Public Relations, Distribution, Market Research, Sponsoring.

Dabei werden Sachtexte, Statistiken, Diagramme, Cartoons usw. aus Zeitungen, Zeitschriften, allgemeinverständlichen ökonomischen Werken sowie – vor allem auch durch die Kursteilnehmer – aus dem Internet einbezogen, aber auch einige literarische Texte, in denen ökonomische Zusammenhänge problematisiert werden.

Es wird die Beherrschung folgender Fähigkeiten und Fertigkeiten erwartet:

- Beherrschen des grundlegenden Sach- und Fachwortschatzes zum Thema Marketing
- sprachliche Mittel der Informationsvermittlung, Analyse und Stellungnahme,
- Erstellen kohärenter Texte.

Aufgabenstellung

New Battlefield for Cola Wars: Schools

by Constance L. Hays

NEW YORK – The Jefferson County school district in Colorado needed a new football stadium. The Lebanon, Ohio, school district had a crumbling outdoor track. The Keller Independent School District, outside Fort Worth, Texas, wanted to make sure its value as one of the state's fastest-growing and best-performing school systems did not go unrecognized.

So, in recent weeks, all three have signed contracts with Coca-Cola Co. or Pepsi-Cola Co. agreeing, for a price, to eliminate the competition's products from the vending machines in their hallways and from concession stands at sports events. At Jefferson, you can buy only Pepsi; Coke rules at Lebanon and Keller.

All this spotlights the latest battleground in the cola wars: America's public schools. Some school officials have displayed negotiating prowess worthy of a major league baseball star. One Coke contract in Colorado would net the school district \$8 million over 10 years if the school met sales targets.

While soft-drink giants have long fought to be designated the official beverage of professional sports and college campuses, only recently have they turned their sights on the kindergarten-through-high-school set.

The trend, which has already touched off an outcry in some quarters about the advance of the profit motive on publicly financed halls of learning, has snowballed. School districts that have signed such contracts are attracted by the easy money. Beverage executives are drawn by the vision of sowing brand loyalty among thousands, and eventually millions, of impressionable young people.

"Schools are serving up exclusivity as the carrot," said Larry Jabbonsky, a spokesman for Pepsi-Cola, a division of PepsiCo Inc. "They need to generate funds. At the same time, we are constantly looking for new ways to broaden out exposure among young people. It's a pretty natural interdependent fit."

In general, federal law forbids the sale of soft drinks in school lunchrooms. Still, school dis-

tricts derive profits from the sale of soft drinks and other products from vending machines placed on school property.

50 In most deals, Coca-Cola and Pepsi also demand, and receive, the right to advertise with corporate logos in gyms, stadiums and other places in schools. The logos might appear on scoreboards or banners and on paper cups and vending machines. Although advertising in
55 schools is nothing new, exclusive contracts are a much more recent development.

Schools are an obvious target for consumer-products companies because the younger the customers they win over, the greater the profits.
60

Critics, though, question the wisdom of allowing educators to transform taxpayer-financed schools into willing agents of corporate strategy.

65 "It raises fundamental questions of public policy, ethics and health," said Alex Molnar, a

professor of education at the University of Wisconsin-Milwaukee.

70 With many schools receiving multiple bids from competing soft-drink giants, however, their main concern often seems less about corporate influence than about which contract to sign.

75 One of the most lucrative deals was signed last November between The Colorado Springs School District and Coca-Cola, in which the district will receive \$8 million over 10 years - and more if it exceeds its "requirement" of selling 70,000 cases of Coke products a year, said John Bushey, a district official who oversees the program. Until last autumn, many of the 53 schools in the district had Pepsi vending machines; now the machines are all Coke...

80 Some opposition has cropped up, however. In Wisconsin, a bill that was introduced in the state legislature this year would ban such contracts, as well as various forms of advertising, in all public school.

(596 words)

from: *International Herald Tribune* (11.03.1998, in „World and Press“, Juli 1998)

Assignments

Comprehension

1. State how both schools and the companies can benefit from their cooperation as described in the text.

Analysis

2. Analyse how the author illustrates that advertising in schools is a highly critical and controversial subject.
3. Explain what is meant by the statement "It raises fundamental questions of public policy, ethics and health" (cf. lines 66–67).

Comment

4. Taking the headline into account, discuss advertising in schools.

Erwartete Leistungen für die Notenstufe „gut“

Eine Klausur ist mit „gut“ zu bewerten, wenn in den drei Anforderungsbereichen sowie bezogen auf die Sprache des Zieltextes und die Darstellungsleistung die folgenden inhaltlichen und sprachlichen Leistungen erbracht werden:

Inhaltlich:

Für eine gute Leistung wird erwartet, dass die Prüflinge die meisten der im Folgenden benannten Punkte in ihrem Antworttext erfassen.

Comprehension

- In times of scarce resources schools are generally in need of new funds in order to
 - finance and modernize their equipment, building and area e.g. their sporting facilities, and

- keep up with technological development, trends and standards in order to stay attractive and competitive.
- Advertising contracts with respective companies can provide millions of dollars easily.
- By gaining ground in schools companies can eliminate competitors and thus increase profit.
- They can establish brand loyalty among a large number of people which is of utmost importance.
- Schools provide the ideal target groups for marketers: The younger the potential customer the higher the return.

Analysis

2.

- In the headline of his article the author uses strong and expressive words like “battlefield” and “wars”. These words hint at -at least- two “opponents” being involved in a struggle of some kind and serve to arouse the reader’s interest.
- The use of words like “battleground”, “fought”, “target” and “to win over” in the course of the text further supports the impression that a lot of conflict is involved not only as regards companies trying to outwit their competitors but also as to controversial public reaction.
- She mentions several schools in different states such as Texas, Ohio and Colorado. This makes it clear that the subject is not just a single case but seems to evoke general interest.
- The author cites several people giving their different opinions on the subject. This underlines the seriousness of the matter.
- She mentions different points of criticism rendered by experts to emphasize the dangers of advertising in schools.
- Furthermore, she says that schools “have displayed negotiating prowess” and seem to be mainly concerned about winning the most lucrative deal and less concerned about ethics, health etc. These are quite obvious points of criticism and can be seen as attempts to make the reader aware of dangers and risks.

3.

- The constantly increasing presence of companies in schools has aroused a growing concern about commercial influence on schoolchildren.
- There do not seem to be clear statutory regulations or even clear guidelines as to whether and how brands promote themselves in schools. There is an urgent need to change this situation.
- Schools have been entrusted with the responsibility of educating the students. Taking advantage of that trust might be regarded as an ethical breach of it.
- It should be discussed whose major responsibility it is to support public education.
- It is an ethical question if it should be sanctioned to expose vulnerable and susceptible students to marketing efforts.
- Catching people when they are young can result in creating addictions.
- Soft drinks have often been criticized for causing excessive consumption, thus contributing to weight problems and other health problems of teenagers.
- Advertising for other products (e.g. tobacco, alcohol, certain toys) is considered as being even more dangerous.

Comment

Arguments for advertising in schools:

- Schools need money to finance their needs.
- As schools become increasingly wired to the outside world, they are busy testing the innumerable educational appliances the new information infrastructure is bringing to the classroom. In looking for ways to meet the cost of maintaining their new information infrastructure, schools might want to examine the commercial potential of their information assets, which include selling advertising to corporations that want access to the captive audience of teachers, students and parents. Thus,

their involvement with companies can be seen as a natural and necessary reaction to changing requirements.

- Resource-strapped schools can benefit from receiving some financial incentive (free equipment, free learning material, or even cash payments).
- Schools are not inexperienced at cooperating with the private sector. Most are accustomed to accepting handouts in the form of foundation grants, corporate contributions and equipment.
- With the logos on their clothes students very often are walking billboards themselves.
- Students are confronted with advertising of any kind all day long, some ads in schools will not do any additional harm. They must learn to develop a critical attitude towards advertising.

Arguments against advertising in schools:

- Impressionable students should not be subjected to advertising in an educational institution.
- Students cannot avoid the ads; in schools they can't change the television channel or look the other way.
- It is difficult to decide which advertising is adequate/acceptable or not (aspects of health and ethics).
- Educational goals might be influenced or even set by private companies targeting students with their own (narrow) messages.
- Financial dependency of the schools on individual companies might develop in the long run.
- Pressure to buy and measure success in life through the things we acquire is already overwhelming. Education should offer a way for students to seek a good life that means more than just wealth. Public schools should be a respite from the constant onslaught of advertisers.
- Once in the door businesses might be ceaseless in their efforts to gain more ground.
- It cannot be proper for a school system to help persuade those it serves to buy one product over the other.
- By putting ads on the walls, schools are contributing to commercial pressure.
- Kids are very sensitive to advertising messages and can easily be influenced and exploited.

Sprachlich

Eine *gute* sprachliche Leistung liegt vor, wenn

- differenzierte Verknüpfungen zwischen Satzteilen, Sätzen und Satzgruppen in einer der Aufgabenstellung angemessenen Weise eingesetzt werden,
- Sachverhalte und Meinungen differenziert ausgedrückt und wichtige Wendungen und Fachtermini des Themenbereichs „Marketing“ eingebracht werden und
- formalsprachliche Verstöße die Verständlichkeit nicht beeinträchtigen.

Erwartete Leistungen für die Notenstufe „ausreichend“

Eine Klausur ist mit *ausreichend* zu bewerten, wenn in den drei Anforderungsbereichen sowie bezogen auf die Sprache des Zieltextes und die Darstellungsleistung folgende inhaltliche und sprachliche Leistungen erbracht werden:

Inhaltlich

Comprehension

- In times of scarce resources schools need money to finance and modernize their equipment, building and area e.g. their sporting facilities.
- Advertising contracts with respective companies can provide millions of dollars easily.
- By gaining ground in schools companies can eliminate competitors and thus increase profit.
- Schools provide the ideal target groups for marketers: The younger the potential customer the higher the return.

Analysis

2.

- The use of words like “battlefield”, “battleground”, “fought”, “target” and “to win over” in the course of the text further supports the impression that a lot of conflict is involved not only as regards companies trying to outwit their competitors but also as to controversial public reaction.
- The author cites several people giving their different opinions on the subject. This undermines the seriousness of the matter.
- Although the author points out positive aspects for the schools she seems to have rather a critical attitude to the subject. She mentions different points of criticism rendered by experts to emphasize the dangers of advertising in schools.

3.

- The constantly increasing presence of companies in schools has aroused a growing concern about commercial influence on schoolchildren.
- There do not seem to be clear statutory regulations or even clear guidelines as to whether and how brands promote themselves in schools. According to Molnar there is an urgent need to change this situation.
- Catching people when they are young can result in creating addictions.
- Advertising for other products than soft drinks (e.g. tobacco, alcohol, certain toys) is considered as being even more dangerous.

Comment

Arguments for advertising in schools:

- Schools need money to finance their needs.
- In looking for ways to meet the cost of maintaining their new information infrastructure, schools might want to examine the commercial potential of their information assets, which include selling advertising to corporations that want access to the captive audience of teachers, students and parents.
- With the logos on their clothes students very often are walking billboards themselves.
- Students are confronted with advertising of any kind all day long, some ads in schools will not do any additional harm.

Arguments against advertising in schools:

- Impressionable students should not be subjected to advertising in an educational institution.
- Students cannot avoid the ads; in schools they can't change the television channel or look the other way.
- Educational goals might be influenced or even set by private companies targeting students with their own (narrow) messages.
- Financial dependency of the schools on individual companies might develop in the long run.
- Kids are very sensitive to advertising messages and can easily be influenced and exploited.

Sprachlich

Eine *ausreichende* sprachliche Leistung liegt vor, wenn

- elementare Verknüpfungen zwischen Satzteilen, Sätzen und Satzgruppen eingesetzt werden,
- der Wortschatz ausreicht, um Sachverhalte und Meinungen weitgehend verständlich auszudrücken,
- die Kenntnis wichtiger Wörter aus dem Bereich „Marketing“ und Wendungen aus den im Rahmen der Aufgabenstellung einschlägigen Sachfeldern zu erkennen ist und
- formalsprachliche Verstöße die Verständlichkeit nicht erheblich beeinträchtigen.

4.2 Leistungskurs

Aufgabe 1: "After the Plague" (literarischer Text)

Als Schwerpunkt für die schriftliche Abituraufgabe sei vorgegeben das Thema

Visions of the Future.

Es geht einerseits um die imaginären Vorstellungen eines zukünftigen Lebens, dargestellt von Autoren in Literatur und Film, andererseits um Entwicklungen im 20. Jahrhundert, die solche Vorstellungen provozieren.

In zahlreichen literarischen Werken und Filmen werden unterschiedliche Visionen der Zukunft dargestellt, sowohl dystopische als auch utopische Entwürfe der Zukunft. Die inhaltlichen und formalen Merkmale verschiedener Visionen werden im Unterricht behandelt. Diese werden vor allem anhand von Beispielen aus Filmen und Literatur der letzten zwanzig Jahre untersucht.

Neben dem Rückbezug auf die historische Situation des Autors und der Frage nach dem Sinn eines „Gegenbildes“ zu unserer Gesellschaft spielen auch die „literarischen“ Merkmale der Texte und Filme eine wichtige Rolle, also u.a. die Betrachtung der *constellation of characters*, des *point of view*, des *tone*, der *figures of speech*, die ein Autor verwendet.

Weitere Aspekte sind die politischen, sozialen, wirtschaftlichen, technologischen und ökologischen Begleiterscheinungen bzw. Auslöser für solche Visionen (z.B. Umweltkatastrophen, Veränderungen von politischen Systemen, gesellschaftliche Unterdrückung) die in diversen Sachtexten aufgearbeitet werden.

Aufgabenstellung

AFTER THE PLAGUE

by T.C.Boyle – 2001

After the plague – it was some sort of Ebola mutation passed from hand to hand and nose to nose like the common cold – life was different. More relaxed and expansive, more natural. The
5 rat race was over, the freeways were clear all the way to Sacramento, and the poor dwindling ravaged planet was suddenly big and mysterious again. It was a kind of miracle really, what the environmentalists had been hoping for all
10 along, though of course even the most strident of them wouldn't have wished for his own personal extinction, but there it was. I don't mean to sound callous – my parents are long dead and I'm unmarried and siblingless, but I
15 lost friends, colleagues and neighbors, the same as any other survivor. What few of us there are, that is. We're guessing it's maybe one in ten thousand, here in the States anyway. I'm sure there are whole tribes that escaped it
20 somewhere in the Amazon or the interior valleys of Indonesia, meteorologists in isolated weather stations, fire lookouts, goatherds and the like. But the president's gone, the vice president, the cabinet, Congress, the joint
25 chiefs of staff, the chairmen of the boards and

CEOs of the Fortune 500 companies, along with all their stockholders, employees and retainers. There's no TV. No electricity or running water. And there won't be any dining out
30 anytime soon.

Actually, I'm lucky to be here to tell you about it – it was sheer serendipity, really. You see, I wasn't among my fellow human beings when it hit – no festering airline cabins or snaking
35 supermarket lines for me, no concerts, sporting events or crowded restaurants – and the closest I came to intimate contact was a telephone call to my on-and-off girlfriend, Danielle, from a gas station in the Sierra foothills. I think I may
40 have made a kissing noise over the wire, my lips very possibly coming into contact with the molded plastic mouthpiece into which hordes of strangers had breathed before me, but this was a good two weeks before the first victim
45 carried the great dripping bag of infection that was himself back from a camcorder safari to the Ngorongoro Crater or a conference on economic development in Malawi. Danielle, whose voice was a drug I was trying to kick, at

50 least temporarily, promised to come join me
for a weekend in the cabin after my six weeks
of self-imposed isolation were over, but sadly,
she never made it. Neither did anyone else.

I was isolated up there in the mountains – that
55 was the whole point – and the first I heard of
anything amiss was over the radio. It was a
warm, full-bodied day in early fall, the sun
caught like a child's ball in the crown of the
Jeffrey pine outside the window, and I was
60 washing up after lunch when a smooth melodi-
ous voice interrupted Afternoon Classics to say
that people were bleeding from the eyeballs
and vomiting up bile in the New York subways
and collapsing en masse in the streets of the
65 capital. The authorities were fully prepared to
deal with what they were calling a minor out-
break of swine flu, the voice said, and people
were cautioned not to panic, but all at once the
announcer seemed to chuckle deep in his
70 throat, and then, right in the middle of the next
phrase, he sneezed – a controlled explosion
hurtling out over the airwaves to detonate omi-
nously in ten million trembling speakers – and
the radio fell silent. Somebody put on a CD of
75 Richard Strauss' Death and Transfiguration,

and it played over and over through the rest of
the afternoon. [...]

I have to confess that I've never been much of
a fan of the apocalyptic potboiler, the dooms-
80 day film shot through with effects and asinine
dialogue or the cyberpunk version of a grim
and relentless future. What these entertain-
ments had led us to expect – the roving gangs,
the inhumanity, the ascendancy of machines
and the redoubled pollution and ravaging of
85 the earth – wasn't at all what it was like. There
were no roving gangs – they were all dead, to a
man, woman and tattooed punk – and the only
machines still functioning were the automo-
90 biles and weed whippers and such that we the
survivors chose to put into prosaic action.

And a further irony was that the survivors were
the least likely and least qualified to organize
anything, either for better or worse. We were
95 the fugitive, the misfit, the recluse, and we
were so widely scattered we'd never come into
contact with each other, anyway – and that was
just the way we liked it. There wasn't even any
looting of the supermarkets – there was no
100 need. There was more than enough for every-
body who ever was or would be.

(797 words)

from: T.C.Boyle. *After the Plague* [A Collection of Short Stories], London 2002, pp. 281, 282 and 293

Annotations

line 1	Ebola	a highly infectious virus disease
line 14	siblingless	having no brothers or sisters
line 24/25	joint chiefs of staff	the heads of the US army, the navy, and the air force
line 26	CEO	Chief Executive Officer (head of a corporation)
line 26	Fortune 500	"Fortune" is a business magazine that publishes an annual list of the 500 largest companies in the USA
line 47	Ngorongoro crater	a national park in Tanzania with lots of spectacular wildlife
line 90	weed whippers	a – motorized – tool to remove unwanted plants

Assignments

Comprehension

1. Describe the situation the narrator finds himself in at the beginning of the short story.

Analysis

- 2.1 Compare the short story's "vision of the future" with others you are familiar with.
- 2.2 Analyze what impression of the protagonist and his situation the author creates and what devices he uses to achieve that.

Comment / Creative writing. Choose one.

- 3.1 Comment on the narrator's opinion of dystopian literature and films.
or
- 3.2 In a situation like the narrator's – even though that might stretch your imagination a little – what would be your next "moves"? Write an entry to his diary.

Erwartete Leistungen für die Notenstufe „gut“

Eine Klausur ist mit *gut* zu bewerten, wenn in den drei Anforderungsbereichen sowie bezogen auf die Sprache des Zieltextes und die Darstellungsleistung folgende inhaltliche und sprachliche Leistungen erbracht werden:

Inhaltlich

Comprehension

1. The narrator is one of the very few survivors of a terrible disease that has ravaged most of the US, if not the world's population. He escapes the disaster by sheer luck living in self-imposed isolation in the mountains of California, where he intended to stay for six weeks before returning to his "normal" life. He must have met an occasional survivor (cf. l. 17 "We're guessing ..."); their lives are not in immediate danger because the plague has apparently subsided and provisions are plenty (ll. 98–100).

Analysis

- 2.1 There are a number of major differences:
 - the story is set in the immediate future
 - a disease has brought about the changes
 - life "after the plague" will pose major challenges to the narrator, he will have to meet them (almost) alone
 - economy, government, society have virtually disappeared

Most other accounts of the future

- are set in a distant time
- presuppose fundamental changes in science (BNW), political system (1984, Handmaid's Tale), social and economic system (Looking Backward), the environment (A Friend ...), technology (The Matrix, Neuromancer)
- pit their protagonists against the power of authoritarian, repressive regimes or the chaotic dissolution of societal bonds, etc.

The "vision" closest to that of "After the Plague" is the one by the same author, "A Friend of the Earth".

- 2.2 The narrator is portrayed as a well – educated loner (cf. his familiarity with classical music, literature and films, his knowledge of Africa; he chose to live by himself in the mountains for six weeks, counts himself among the few survivors "the fugitive, the misfit, the recluse" left after the disease struck).

The story is narrated from the first-person point of view, so the reader is close to the protagonist. He seems strangely unmoved by the catastrophe, appears bent on coping with the situation as it is. He comes across as pragmatic and tough, his account of the situation (i.e. the tone of the excerpt) is hardboiled, unemotional and down-to-earth. He uses irony and sarcasm in many passages (e.g. in ll. 8–10; 29/30; 45–48; 65–68). He even refers to some good sides the new constellation might have (ll. 4–8; ll. 98–100).

Boyle's text is satirical, particularly in several passages: When he draws up an impressive list of "VIPs" (in ll. 23–28) who have lost all significance; when he refers to "the authorities" as "fully prepared" (l. 65); or when he hints at safaris or conferences in Africa as a possible reason for the disaster.

Comment / Creative Writing

- 3.1 Here the students are expected to identify the narrator's position in ll. 78–86 and to explain it, possibly with reference to the texts / films they know.

They might then argue that literary accounts of the future can serve as a warning to us; that they raise consciousness about what aspects of the real world could give rise to conditions described in the imaginary one; that by exaggerating current developments writers can advocate

reform. Or they might argue that utopian or dystopian literature can simply serve as a means to imagine and (vicariously) experience what life in the future may be like. – Or they might consider such literature / films superfluous – with reasons.

- 3.2 Students who choose this assignment are expected to write a diary entry in the first person about how the narrator tries to cope with the challenges of the situation. He may drive or hike to the nearest village or town and examine the situation there; he might meet another “misfit” and exchange experiences with him / her; etc. It is essential that the student starts from indications in the text and uses them and that he stays “in character”.

Sprachlich

Eine *gute* sprachliche Leistung liegt vor, wenn die sprachliche Darstellung klar und gut strukturiert ist, und formalsprachliche Verstöße nur gering sind. Der Ausdruck ist variabel und treffend und es gelingt dem Prüfling, differenzierte Verknüpfungen zwischen Satzteilen, Sätzen und Satzgruppen einzusetzen. Der Wortschatz ist differenziert und weitgehend idiomatisch und der Schüler verfügt über das notwendige themenspezifische Fachvokabular zur Analyse der Erzähltechnik, der Atmosphäre und der eingesetzten Stilmittel. Der Eintrag ins Tagebuch ist auf einem angemessenen informellen Niveau.

Erwartete Leistungen für die Notenstufe „ausreichend“

Eine Klausur ist mit *ausreichend* zu bewerten, wenn in den drei Anforderungsbereichen sowie bezogen auf die Sprache des Zieltextes und die Darstellungsleistung folgende inhaltliche und sprachliche Leistungen erbracht werden:

Inhaltlich

Comprehension

1. The narrator is one of the very few survivors of a terrible disease that has ravaged most of the US, if not the world’s population. He escapes the disaster by sheer luck living in self-imposed isolation in the mountains of California, where he intended to stay for six weeks before returning to his “normal” life.

Analysis

- 2.1 There are a number of major differences:
- the story is set in the immediate future
 - a disease has brought about the changes
 - society has virtually disappeared

Most other accounts of the future

- are set in a distant time
- presuppose fundamental changes Students should cite at least two of the following examples) (e.g. in science (BNW), political system (1984, Handmaid’s Tale), social and economic system (Looking Backward), the environment (A Friend ...), technology (The Matrix, Neuromancer)

- 2.2 The narrator is portrayed as a well-educated loner. Students should make at least one reference to the text to support each part of this statement (e.g. well-educated: his familiarity with classical music; loner: he chose to live by himself in the mountains for six weeks).

The story is narrated from the first-person point of view, his account of the situation is unemotional he uses irony in many passages. Boyle’s text is satirical.

Comment / Creative Writing

- 3.1 Here the students are expected to identify the narrator’s position in ll. 78–86 and to explain it.
- They might then argue that literary accounts of the future can serve as a warning to us Or they might argue that utopian or dystopian literature can simply serve as a means to imagine what life in the future may be like. Or they might consider such literature / films superfluous – with reasons.

- 3.3 Students who choose this assignment are expected to give some idea of how the narrator tries to cope with his life after the disaster. The suggestions must at least be plausible and the text must be in the form of a diary entry.

Sprachlich

Eine sprachlich *ausreichende* Arbeit liegt vor, wenn formalsprachliche Verstöße die Verständlichkeit nicht erheblich beeinträchtigen und elementare Verknüpfungen zwischen Satzteilen, Sätzen und Satzgruppen in einer angemessenen Weise eingesetzt werden, so dass der Text weitgehend kohärent ist. Der Ausdruck ist angemessen und sachspezifisches Vokabular (z.B. Erzähltechnik) wird eingesetzt.

Aufgabe 2: "Heavy Medal Fans" (Sachtext)

Als Schwerpunkt für die schriftliche Abituraufgabe sei vorgegeben das Thema

Vietnam.

Grundlage der Aufgabe ist eine Unterrichtseinheit zum Thema „Vietnam“. Eine filmische Verarbeitung der amerikanischen Erfahrungen in Vietnam wird als Ausgangspunkt gewählt, um verschiedene Aspekte für die Behandlung der Thematik zu unterscheiden; Arbeitsgruppen zur Behandlung der gewählten Schwerpunkte werden gebildet.

Während die Gruppen in häuslicher Arbeit Informationen zu ihren Themen sichten und auswählen, wird im Unterricht die Situation junger Männer in den USA am Ende der 50er, zu Beginn der 60er Jahre illustriert an Hand von Materialien (wie z.B. Sachtexten, Songtexten, Videos, Auszügen aus Spielfilmen), um (die Verarbeitung) ihrer(r) Erlebnisse in Vietnam besser verstehen zu können.

Nach der Präsentation der Gruppenergebnisse wird die Situation der nach Amerika zurückkehrenden Veteranen – an Hand von Kommentaren, „news stories“, Filmmaterial und Literatur bearbeitet. Die Behandlung auch der formalen Seite von Sachtexten, besonders von news stories, features und commentaries, steht hier im Zentrum der gemeinsamen Arbeit.

Der Text hat – vorsichtig gekürzt – noch 922 Wörter. Er ist in vielen Passagen narrativ, deshalb sprachlich relativ leicht zugänglich. Die leichte Überlänge ist deshalb vertretbar.

Aufgabenstellung

Heavy medal fans

Most of these guys were better talkers than the people who'd actually been there.

Julian Borger on the latest US phenomenon — fake Vietnam veterans

THE moment called out for a hero, and Nick Nicholson answered the call. A Vietnam veteran was being laid to rest; Nicholson stepped up in his old medal-heavy uniform and said a few words about his memories of combat alongside the dead man.

In a voice choked with emotion he played down his own role, but his Green Beret uniform and Purple Heart medal did the talking for him. Although the family of the deceased had not heard of Nicholson, his tales had the authentic ring of long buried trauma. By the time he was through, there was not a dry eye in the church.

The other veterans in the funerary honour guard swelled with pride. David Murrell was one of the few who had actually seen combat in Vietnam, but Donald "Nick" Nicholson was the "real thing", a special forces officer whose exploits made everyone else feel they belonged in the rear echelon. ...

Nicholson was the most admired citizen of Clermont County, Ohio, making the rounds of school assemblies and business lunches, inspir-

ing people wherever he went. His fellow veterans were outraged that Nicholson's achievement ... had not been properly acknowledged by the state.

They were satisfied only when the Distinguished Service Cross (the second highest US military hon-

our) was pinned to Nicholson's barrel chest in February.

A month later the pride turned to shame and embarrassment. Nicholson was unmasked as a fake. When Green Berets were fighting the Viet Cong in the jungles of Southeast Asia, Nicholson had been braving little more than sunburn as a security guard in Florida. With his second-hand medals and carefully researched war stories, Nicholson had joined a growing army of impostors infiltrating veterans' associations across the United States. In fact, preliminary investigations have uncovered enough phoney warriors to fill an entire army division.



Nicholson moved entire audiences to tears

50 B G “Jug” Burkett, a Vietnam veteran in Dal-
las who began tracing impostors 13 years ago,
has person ally unmasked more than 2,000

[...]

55 Jug Burkett got into the fake-busting business
after his attempts to raise money for a war
memorial in Texas were brushed off by his
business friends.

“People were asking me why we should give
money to those bums. I didn’t know what they
60 were talking about,” Burkett says. It turned out
his colleagues had read newspaper reports of
hardened criminals claiming to be dysfunc-
tional Vietnam vets. “Defendants were using it,
saying, ‘I murdered this man because I had a
65 Vietnam flashback.’”

Burkett, a stockbroker, looked into a few of
these cases and found, the stories of Vietnam
trauma were more often than not made up in
court, in the hope of winning the sympathy of
70 judges and juries. He dug deeper, and found a
thick layer of delusion and deception clinging
parasitically to war veteran culture, feeding off
its glamour and sense of belonging. He found a
common pattern among the frauds he investi-
75 gated. They were all deep in mid-life crises,
trying to compensate for disappointing lives
and unfulfilled expectations. They were also
entirely convincing. “Most of these guys were
better talkers than the people who’d actually
80 been there,” he reports.

Nicholson was a perfect counterfeit: even a
hardened veteran like David Murrell was taken
in. “In a crowd, I can stand up and show you
who has been in combat,” he says. “The com-
85 bat people turn back on themselves. Deep in
our hearts we have this terrible guilt. We have
taken life. You got that sense from Nicholson.
He was so good. He could back away and say
there were some things he couldn’t talk about,
90 and he could do the tears. He could have got
the details from movies or books. There are so
many books on the market.” ...

Nicholson is ... hard to track down these days.
The 62-year-old ex-policeman’s number is no
95 longer listed. His Texan drawl on his answer-
ing machine tells callers:

“You should know the routine by now.” But he
never responds to messages. He has not spoken
publicly since he broke down and confessed
100 under questioning by the Cincinnati Enquirer
in March. “I can’t face this. I’ve got such a
good reputation,” he said. “I’ve lived such a
strait-laced way of life since I was a kid. Noth-
ing but honour and integrity always came first,
105 until two and a half years ago.”

That was when a man approached him and
offered to sell him fake medals and papers
which would bring him increased Veterans’ Ad-
ministration payments. Nicholson paid \$2,000
and received an ersatz heroism. He claimed he
110 did it for the money, but Murrell, the principal
dupe, believes the seeds of the deception are
buried deeper than mere pension rights. “I be-
lieve he was raking in the glory. Anywhere we
go, we get a lot of handshakes and hugs. A lot
115 of glory.”

That was not always the case. When Murrell
got back from Vietnam he was treated like a
war criminal. “I just threw my duffle in a
120 dumpster and walked away,” he says. But in
the last two decades, with Hollywood’s
prompting, the Vietnam experience has been
reinterpreted, recasting the troops as heroic
victims of scheming politicians. The rejected
became the fêted and charlatans emerged from
the woodwork.

[...]

In a land hungry for heroes no one seems to
mind much — except the people who were
130 actually there. People like David Murrell, who
still lies awake at night thinking about the fel-
low warrior with whom he cried over painful
memories. “Every day,” Murrell says, “it just
eats me right down to my bones.”

(922 words)

from: *Guardian Weekly*, June 13, 1999

Assignments

Comprehension

- 1.1 Describe Nicholson's personal history, his fraud and his effect on people.

Analysis

- 2.1 Explain why Nicholson was so successful in deceiving people.
Look for reasons in Nicholson's personality as well as in the disposition of his audiences.
- 2.2 The text is a typical example of a "news story" or "feature". Analyze the devices characteristic of that text type.

Comment / Creative Writing (Choose one.)

- 3.1 Discuss whether Nicholson should be severely punished for his fraud.
or
- 3.2 Adopting the role of a Vietnam veteran, write a letter to Nicholson commenting on his "performances".

Erwartete Leistungen für die Notenstufe „gut“

Eine Klausur ist mit „gut“ zu bewerten, wenn in den drei Anforderungsbereichen sowie bezogen auf die Sprache des Zieltextes und die Darstellungsleistung die folgenden inhaltlichen und sprachlichen Leistungen erbracht werden:

Inhaltlich

Comprehension

Für eine gute Leistung wird erwartet, dass die Prüflinge die meisten der im Folgenden benannten Punkte in ihrem Antworttext erfassen.

- *N. is now 62 years old*
- *at the time of the Vietnam War N. had a job as a security guard in Florida, later he worked as a policeman*
- *N. collected medals second-hand, obtained forged papers*
- *he researched war stories in books and movies*
- *made people believe he was a true Vietnam veteran*
- *appeared at the funeral of veterans as a speaker, presenting himself as a Green Beret, the recipient of prestigious military medals*
- *gave speeches about "his experiences" to students and business people without being uncovered*
- *gained support among veterans*
- *was awarded the DSC*
- *created an impression of authority*
- *was capable of finding the right words, rendering his tales of combat genuine and credible, moving his audiences to tears*
- *was exposed as an impostor in March 1999*
- *keeps a low profile now, is no longer available on the phone*
- *seems to have developed a guilty conscience (ll.37–38)*

Analysis

Im analytischen Teil 2.1 müssen für eine gute Leistung die meisten der aufgeführten Aspekte angeführt, in Zusammenhang gebracht und klar als Gründe für seinen Erfolg ausgewiesen werden.

reasons in N's personality:

- *N. must have had a great ability to empathise, been a good actor and a gifted speaker*
- *struck a chord in his audiences' hearts by minimising his own role, by appearing to be modest and humble – in this way elevating the role of other veterans and filling them with pride (e.g. ll. 7–8)*
- *inspired his audiences, made them feel good about themselves*
- *skilfully exploited the effects of a uniform and military medals (ll. 8–10)*
- *was prepared excellently for his “performances” (ll. 42–44)*
- *enjoyed the praise and honour he received from his audiences, which enabled him to come across even more convincingly*
- *due to his past as a security-guard, policeman, and citizen advocating strict moral views, honour and integrity he shared a lot of values with most (conservative) Vietnam veterans*

reasons in the audience:

- *People were eager to have somebody capable of putting their thoughts and pent up emotions in words (ll. 1–6), of confirming that their participation in the war was right and honourable (ll. 15–16)*
- *the fact that thousands of impostors were able to enter veterans' organisations without being noticed suggests a disposition of credulity, a psychological need for people such as N., as they helped veterans to dispel their lingering feeling of guilt (ll. 88–92)*
- *since the beginning of the 80s the media have changed their coverage of Vietnam, so that veterans became more respected, war heroes more esteemed*
- *Borger calls the USA “a land hungry for heroes” (l. 128), another reason why Americans in large numbers were easily taken in by the likes of N.*

Im analytischen Teil 2.2 müssen für eine gute Leistung die meisten der aufgelisteten Merkmale angeführt und bezüglich ihrer Wirkung auf die Leser untersucht sein.

- *the predominant function of most devices is to arouse and sustain the reader's interest, to communicate information in an entertaining way; the devices in Borger's text are manifold, among them are:*
- *topic introduced as “the latest US phenomenon”, making it appear like something extraordinary one should not miss*
- *headline contains a pun (heavy metal / medal — homonym in AmE), reinforced by the photo of N. (reminiscent of heavy metal outfit: guy with beard, jeans jacket decorated with military orders)*
- *opening by means of an anecdote, the general problem illustrated using an individual case, a person and his history as an example*
- *use of emotive vocabulary, slightly exaggerated to establish a mildly ironic distance, to indicate that “there's something wrong”*
- *in most passages: straightforward narration, relatively short, clear sentences*
- *alternating narrative and more analytic / expository passages, to give readers some time to “relax” in between more demanding sections*
- *more irony employed to ridicule N.*
- *quotations from witnesses (Murrell) to lend authenticity to Borger's report, from experts to give his statements authority (Burkett / Pankratz)*
- *ending on a reflective note, giving readers food for thought*

Comment

Zur Bewältigung dieser Aufgabe muss eine ausgewogene dialektische Diskussion wesentlicher Argumente der Thematik vorgelegt werden. Die Gedankenführung muss schlüssig und zielgerichtet sein. Für eine gute Leistung muss der Schülertext diesen Anforderungen in vollem Umfang entsprechen.

Among many others the students could make use of the following arguments:

on the one hand: of course, a crime has been committed, N. shamelessly exploited the predisposition of his audiences

on the other: he did many veterans and their families a service by enabling them to overcome their doubts, to cope with bottled up emotions

The former aspect should certainly prevail in an assessment of the case, considering especially the disillusionment suffered by duped veterans (e.g. Murrell)

Creative Writing

Für eine gute Leistung muss der Schülertext angemessen komplex sein und den im Folgenden angeführten Anforderungen in vollem Umfang entsprechen:

Students can select among varying degrees of disappointment, indignation, anger; their letters should definitely take *into* account indications contained in the text concerning veterans' reactions to N.'s crime. N. must be addressed directly; the letter must have the appropriate form, a clear structure and clear message.

Sprachlich

Eine gute sprachliche Leistung liegt vor, wenn

- differenzierte Verknüpfungen zwischen Satzteilen, Sätzen und Satzgruppen eingesetzt sind;
- die Arbeit einen reichhaltigen, differenzierten und weitgehend idiomatischen Wortschatz aufweist;
- durch funktions- und themenspezifische Redemittel eine weitgehend differenzierte Kommunikation ermöglicht wird, hier besonders in den Feldern „Vietnam and its aftermath“ (1.1, 2.1), „stylistic devices and their effects“ (2.2) und „legal vocabulary“ (3.1);
- Ökonomie, Treffsicherheit und Selbständigkeit im Ausdruck erkennbar sind und
- nur geringe formalsprachliche Verstöße vorliegen.

Erwartete Leistungen für die Notenstufe „ausreichend“

Eine Klausur ist mit „ausreichend“ zu bewerten, wenn in den drei Anforderungsbereichen sowie bezogen auf die Sprache des Zieltextes und die Darstellungsleistung die folgenden inhaltlichen und sprachlichen Leistungen erbracht werden:

Inhaltlich

Comprehension

Für eine ausreichende Leistung müssen die folgenden aus dem Text zu entnehmenden Informationen sinngemäß in der Antwort enthalten sein.

- *N. is now 62 years old*
- *at the time of the Vietnam War N. had a job as a security guard in Florida, later he worked as a policeman*
- *made people believe he was a true Vietnam veteran*
- *appeared at the funeral of veterans as a speaker, presenting himself as a Green Beret*
- *gave speeches about “his experiences” to students and business people without being uncovered*
- *was exposed as an impostor in March 1999*

Analysis

Im analytischen Teil 2.1 müssen für eine ausreichende Leistung die folgenden Aspekte (oder andere auf der Liste für eine „gute“ Leistung genannte) angeführt und als Gründe für seinen Erfolg ausgewiesen werden.

- *N. must have been a good actor and a gifted speaker*
- *inspired his audiences, made them feel good about themselves*
- *was prepared excellently for his “performances” (ll. 42–44)*

- *People were eager to have somebody capable of putting their thoughts and pent up emotions in words (ll. 1–6), of confirming that their participation in the war was right and honourable (ll. 15–16)*
- *since the beginning of the 80s the media have changed their coverage of Vietnam, so that veterans became more respected, war heroes more esteemed*

Im analytischen Teil 2.2 ist für eine ausreichende Leistung die vollständige Auflistung der folgenden Gestaltungsmerkmale und die ansatzweise Analyse ihrer Wirkung oder die eingehende Analyse einzelner Merkmale erforderlich.

- *headline contains a pun (heavy metal / medal — homonym in AmE), reinforced by the photo of N. (reminiscent of heavy metal outfit: guy with beard, jeans jacket decorated with military orders)*
- *opening by means of an anecdote, the general problem illustrated using an individual case, a person and his history as an example*
- *in most passages: straightforward narration, relatively short, clear sentences*
- *more irony employed to ridicule N.*

Comment

Zur Bewältigung dieser Aufgabe muss eine ausgewogene dialektische Diskussion wesentlicher Argumente der Thematik vorgelegt werden. Die Gedankenführung muss schlüssig und zielgerichtet sein. Für eine ausreichende Leistung muss der Schülertext diesen Anforderungen im Wesentlichen entsprechen.

Among many others the students could make use of the following arguments:

on the one hand: of course, a crime has been committed, N. shamelessly exploited the predisposition of his audiences

on the other: he did many veterans and their families a service by enabling them to overcome their doubts, to cope with bottled up emotions

The former aspect should certainly prevail in an assessment of the case, considering especially the disillusionment suffered by duped veterans (e.g. Murrell)

Creative Writing

Für eine ausreichende Leistung muss der Zieltext in einfacher Form den folgenden Anforderungen entsprechen.

Students can select among varying degrees of disappointment, indignation, anger; their letters should definitely take into account indications contained in the text concerning veterans' reactions to N.'s crime. N. must be addressed directly; the letter must have a clear structure and clear message.

Sprachlich

Eine *ausreichende* sprachliche Leistung liegt vor, wenn

- elementare Verknüpfungen zwischen Satzteilen, Sätzen und Satzgruppen eingesetzt sind;
- der Wortschatz ausreicht, um Sachverhalte und Meinungen verständlich auszudrücken;
- die Kenntnis wichtiger Wörter und Wendungen aus den im Rahmen der Aufgabenstellung einschlägigen Sachfeldern zu erkennen ist, hier besonders in den Feldern „Vietnam and its aftermath“ (1.1, 2.1), „stylistic devices and their effects“ (2.2) und „legal vocabulary“ (3.1);
- formalsprachliche Verstöße die Verständlichkeit nicht erheblich beeinträchtigen.

Aufgabe 3: "In Search of Better Business" (Sachtext WG/TG)

Als Schwerpunkt für die schriftliche Abituraufgabe sei vorgegeben das Thema

Economy, Ecology and Technology.

Die Schülerinnen und Schüler haben die Möglichkeit, eigenes Wissen sowie – in fächerverbindender Weise – Sachkenntnisse einzubringen, die sie in Fächern wie Sozial- bzw. Wirtschaftswissenschaft gewonnen haben.

Inhaltlich setzt diese Aufgabe eine Unterrichtsreihe zum Thema *Economy, Ecology and Technology* voraus, in der die Schülerinnen und Schüler sich mit für sie relevanten grundlegenden Zusammenhängen und Problemen gegenwärtigen ökonomischen Handelns auseinandersetzen. Dies geschieht z.B. in den folgenden Bereichen:

Ausgehend von der Industriellen Revolution bis hin zu den neuzeitlichen technologischen Entwicklungen unserer Zeit wird ein großes Spektrum industrieller, technologischer und ökologischer Veränderungen abgedeckt und deren volks-, betriebswirtschaftliche, gesellschaftliche und individuelle Auswirkungen – im positiven wie auch im negativen Sinne – diskutiert. Integrativ sollte der Kapitalismus in seiner theoretischen Auslegung behandelt werden, um zu den modernen Marktwirtschaften (exemplarisch: Deutschland, Europa und die USA) überzuleiten und Brennpunkte (Unternehmenskonzentration, Insolvenzen, Arbeitslosigkeit) der modernen Marktwirtschaft erörtern und kommentieren zu können. Des Weiteren empfiehlt sich, über eine mögliche Integration neuer oder verloren gegangener Werte in das Wirtschaftsleben (z.B. Buddhismus) zu reflektieren und über deren positive Auswirkungen bzw. effiziente Umsetzung nachzudenken.

Es wird die Beherrschung folgender Fähigkeiten und Fertigkeiten erwartet:

- grundlegender Sach- und Fachwortschatz zum Thema *Economy, Ecology and Technology*,
- sprachliche Mittel der Informationsvermittlung, Analyse und Stellungnahme.

Aufgabenstellung

In Search of Better Business

by Elisabeth Ribbans

- In 1994, Ray Anderson, CEO of the world's largest commercial carpet manufacturer, sat down to read Paul Hawken's book *The Ecology of Commerce*. The boss of Interface Inc.
- 5 does not seem the type to question his own way of doing business. But he admits that Hawken's book left him feeling completely shaken. "It had convicted me as a plunderer of the earth," he says.
- 10 Almost as soon as he had finished the book [...] Anderson began changing his company's ethos. In the eight years since then, Interface has not only significantly reduced its use of resources and cut waste, but has also
- 15 developed new materials, production techniques and recycling processes that make the company kinder to the planet.
- Interface has collected many prizes for environmental action and innovation, but
- 20 Anderson says it should not yet be described as
- a sustainable company: "We're on the right track, but we won't be there until we never again need to take one drop of oil from the earth."
- 25 Industrialists with Anderson's passion are rare, but converts to sustainable development – the idea that today's needs should not be met at the expense of those of future generations – are being won at a first rate. [...] Now, many
- 30 others have started looking beyond simple profit to the wider concept known as the "triple bottom line".
- SustainAbility, the London and New York-based consultancy that coined this term in
- 35 1997, says it means looking not just at the economic value that companies add, but also at the environmental and social value they add – or destroy. "The term is used to capture the whole set of values, issues and processes that
- 40 companies must address in order to minimize

any harm resulting from their activities and to create economic, social and environmental value,” says SustainAbility. “This involves being clear about the company’s purpose and taking into consideration the needs of all the company’s stakeholders – that is, shareholders, customers, employees, business partners, governments, local communities and the public.”

So just how widespread is the “triple bottom line” thinking? It varies greatly, but generally, European companies tend to be ahead of those in the US, with multinationals further advanced than small and medium-sized firms. Meanwhile, because of their very high environmental impact, the pharmaceuticals, energy, and automotive sectors have been working on sustainability issues much longer than, for example, the relatively low-impact media industry.

For most companies, sustainable development still means little more than observing environmental regulations, recycling paper cups and giving money to charity. But a growing number of businesses are seeking to “go beyond compliance” and set their own standards. A minority – such as Procter & Gamble, Electrolux, Bristol-Myers Squibb, BASF and ABB – have gone even further to integrate social and environmental aims into the heart of their business strategies. For them, “life-cycle analysis” (examining the effect of a product from “cradle to grave”) and “social audits” (looking at the social and ethical behaviour of a company) are now everyday concepts.

As a result, corporate “sustainability reports are slowly beginning to replace the environmental reports that are put out by more than 2,000 companies and that until recently seemed so progressive. Even if most of these new reports are better at talking about the positive actions companies have taken than they are at addressing the difficult questions ahead, they show that attention to ecological and human issues is no longer regarded by top managers as an optional extra. [...]

So what is driving companies towards sustainability? The fundamentalist position says that exploitation of natural and human

capital is not only an ugly concept, but it is also, in the end, self-destructive. As American environmental guru Amory Lovins points out: “We all live downwind of the products we make.” Lovins says, that in the first industrial revolution, workers were scarce and natural resources abundant. “The next industrial revolution must be based on the fact that the reverse is true.”

However, this argument is perhaps less influential than the one that indicates sustainability offers direct financial benefits. For example, the Financial Times recently reported that, in Japan, where the cost of waste disposal is rising rapidly, office equipment manufacturer Canon saved ¥ 340 million (€ 2.9 million) by cutting its waste by 96 per cent. Likewise, Interface’s Ray Anderson claims that the energy saved by redesigning his carpets to use four per cent less material is enough to keep one of his factories going for two years.

Such anecdotal evidence, however, is typically conservative business world. Far more persuasive is the argument that sustainability creates shareholder value and builds competitive advantage by improving corporate image and reducing risk – not least the risk of negative publicity. Critical media reports recently forced chocolate manufacturers in the US and Britain to sign an agreement with the ILO (International Labour Organization) to monitor cocoa farms in West Africa for child slave labour. Multinationals such as Shell, Exxon and Nike have been moved to action by consumer campaigns and media reports. [...]

The claim that ethically managed companies perform better – or, at least, no worse – than less clean-living ones do, has yet to be proved. A growing number of businesses, however, have made the decision not to waste time by waiting for the answer. As Jörgen Centermann, president and CEO of [...] ABB, says, “Sustainability is like quality: you just have to have it.”

(893 words)

from: "Business Spotlight" 2/2002.
Spotlight Verlag. S. 37–41.

Assignments

Comprehension

1. Summarise the information given in this article that
 - a) defines the *sustainability concept* and
 - b) focuses on its realisation.

Analysis

2. Analyse the structure of this article and explain the effect on the reader.
3. Explain why the *triple bottom line concept* could lead to better business.

Comment

4. In the light of this article comment on the following statement: “Bigness promotes power, profit, pride and ego.” (*S. Kumar director of Schumacher College, an international centre for ecological studies in south-west England*)

Erwartete Leistungen für die Notenstufe „gut“

Eine Klausur ist mit *gut* zu bewerten, wenn in den drei Anforderungsbereichen sowie bezogen auf die Sprache des Zieltextes und die Darstellungsleistung folgende inhaltliche und sprachliche Leistungen erbracht werden:

Inhaltlich

Für eine gute Leistung wird erwartet, dass die Prüflinge die meisten der im Folgenden benannten Punkte in ihrem Antworttext erfassen.

Comprehension

1. a) *Sustainability Concept*: In 1997 SustainAbility, the London and New York-based consultancy created the term “triple bottom line”, which means that companies should not only look at the economic value – in other words at the profit – they gain, but also at the environmental and social value they add or destroy. The term implies that companies should no longer concentrate on profit making but should try to adapt to a new business concept known as the “triple-bottom line”. According to this concept maximizing the company’s profit can only be one target. For modern businesses contributing to environmental value and creating social value should also become fundamental targets. To solely consider the needs of their customers is not sufficient any longer. Companies have to take into account the needs of their employees, business partners, local communities, governments and the public as well.

b) *Realisation*: In 1994, Ray Anderson, CEO of Interface Inc. read Paul Hawken’s book *The Ecology of Commerce* and was completely shaken. Since then he has massively changed his company’s ethos by reducing its use of resources and cutting waste, developing new materials, production techniques and recycling processes, that are ecological and environmentally harmless. Within these eight years the company has been awarded many prizes for environmental action and innovation. Apart from this Interface has achieved a profitable gain as well since the tremendous cutting of energy costs was enough to keep one factory going for two years.

At present not too many companies have adapted to this new business concept, the change to sustainability, however, is on its way. European companies tend to be ahead of those in the US, multinationals are already further advanced than medium-sized companies, as are particular business sectors, such as the pharmaceuticals, energy and automotive industries. A minority such as Procter & Gamble, Electrolux and BASF have gone further to integrate social and environmental aims into the heart of their business strategies. They permanently examine the product-life-cycle of their goods and look at the social and ethical behaviour of the company. It seems as if corporate sustainability reports are slowly replacing the environmental reports put out by more than 2,000 companies.

The claim that ethically performed companies perform better than less clean-living ones do, has yet to be proved. A growing number of businesses have made their decision not to waste time any longer.

Analysis

2. The reader's attention is aroused in the introduction, where he / she learns about the impact of Paul Hawken's book on Interface's CEO. This is followed by an elaboration of the case, which sustains the reader's interest. By the introduction of the term / topic the reader is "hooked", as he certainly agrees to the target, but he / she still does not know how to achieve this aim. Thus, the reader's curiosity is increased. The explanation given offers a solution: The sustainability concept will provide improvements. The information necessary to understand the *triple-bottom-line concept* is presented in theory. The reader questions its realization in practice, but is first offered a proof in general, as he gets an overall survey. The following paragraph once more outlines the significance of this new concept and it shows the difference to the still existing environmental reports. It serves to convince the reader. He / she also learns that this concept is really applicable. The reasons given are presented in a plausible way. Convincing statements make the reader agree to the *sustainability concept*. The aim of the author inciting the final example is to persuade the reader that this concept is efficient.

3. Whenever companies try to achieve not only economic value but even social and environmental value they operate according to the "triple bottom line" or sustainability concept and can be referred to as sustainable companies. For them environmental value means more than simply observing environmental regulations, they "go beyond compliance and set their own standards". Some companies like Procter & Gamble have integrated a "life-cycle analysis" into their business strategy allowing them to evaluate the product's efficiency or inefficiency in each production stage. Interface Inc., for example, has decisively changed its production techniques and recycling processes in order to reduce its use of resources, cut waste and develop new materials. The company's attempt at being economically and ecologically innovative has paid off as Interface has safeguarded workplaces by reducing its costs significantly. Creating human or social value, the third pillar of the "triple bottom line" concept, seems to be the most manifold target, since the company should take into consideration not only the needs of its customers but of other parties such as employees, shareholders, business partners, local communities and the public as well. Critical media reports, the "mouthpiece" of the public can force companies to change their business strategy, as the examples of 'Brent Spar' and 'Exxon Valdez' alluded to in this article reveal. Multinationals like Shell or Exxon cannot afford negative publicity as a positive image sells better. However, if companies avoid unpopular business actions, they will certainly achieve more than a positive image only; as they add to either ecological, social or human value and show that they do perform better business than others.

Comment

4. *Introduction:* The bottom line of Capitalism has always been profit maximization. In principle, this goal is absolutely justified, as entrepreneurs invest money and take risks related to their business. Small and privately run businesses scarcely exist any longer, joint stock companies and multinationals prevail in the secondary and tertiary business sectors, as they do have the financial strength to bear losses. The question raised now is whether the statement is true for modern businesses or whether there are fundamental changes that lead to a more sophisticated business strategy.

Main Part / Conclusion: In this essay the student should first explain how he / she understands the statement focussing on power, profit, pride and ego, considering positive or negative aspects, then elaborate on selected disadvantages of the profit-making mentality such as: large-scale dismissals of employees (labour costs too high), manipulation of the company's share price (assets overrated), dramatic decreases of the company's market value (bad investments, launching blocks of shares, mismanagement, greenwash, using their power to get better conditions for a business site, underpaying workers, underpaying agricultural products in the Majority World etc.). The student has to integrate the changes the sustainability concept could bring for business decisions and actions and evaluate the advantages of the triple bottom line concept accordingly in order to support his / her opinion.

Sprachlich

Eine *gute* sprachliche Leistung liegt vor, wenn

- differenzierte Verknüpfungen zwischen Satzteilen, Sätzen und Satzgruppen eingesetzt sind,
- die Arbeit einen reichhaltigen, idiomatischen und differenzierten (Fach-)Wortschatz aufweist,
- Ökonomie, Treffsicherheit und Selbstständigkeit im Ausdruck erkennbar sind und
- nur geringe formalsprachliche Verstöße vorliegen.

Erwartete Leistungen für die Notenstufe „ausreichend“

Eine Klausur ist mit *ausreichend* zu bewerten, wenn in den drei Anforderungsbereichen sowie bezogen auf die Sprache des Zieltextes und die Darstellungsleistung folgende inhaltliche und sprachliche Leistungen erbracht werden:

Inhaltlich

Comprehension

1. a) *Sustainability Concept*: In 1997 SustainAbility, the London and New York-based consultancy created the term “triple bottom line”, which means that companies should not only look at the profit they gain, but also at the environmental and social value they add or destroy. According to this concept maximizing the company’s profit can only be *one* target. For modern businesses contributing to environmental value and creating social value should also become fundamental targets.

b) *Realisation*: Since 1994, Ray Anderson has massively changed his company’s ethos by reducing its use of resources and cutting waste, developing new materials, production techniques and recycling processes, that are ecological and environmentally harmless. Within these years the company has been awarded many prizes for environmental action and innovation. At present not too many companies have adapted to this new business concept, the change to sustainability, however, is on its way. European companies tend to be ahead of those in the US, multinationals are already further advanced than medium-sized companies, as are particular business sectors, such as the pharmaceuticals, energy and automotive industries. A growing number of businesses have made their decision not to waste time any longer.

Analysis

2. The student is expected to give an overview of the structure of the article: Introduction / case / introduction of the term and topic / explanation / examples. This structure is only logical to introduce the new term / subject to an unknowing reader, who in the end is convinced that the concept works.

3. The student is expected to explain the term and support it by examples for its three pillars. For sustainable companies environmental value means more than simply observing environmental regulations, they “go beyond compliance and set their own standards”. Some companies have decisively changed their production techniques and recycling processes in order to reduce their use of resources, cut waste and develop new materials. Their attempt at being economically and ecologically innovative has paid off. Companies should take into consideration not only the needs of their customers but of other parties such as employees, shareholders, business partners, local communities and the public as well. Every measure should be taken to avoid critical reports in the media.

Comment

4. *Introduction*: The bottom line of Capitalism has always been profit maximization. In principle, this goal is absolutely justified, as entrepreneurs invest money and take risks related to their business. Small and privately run businesses scarcely exist any longer, joint stock companies and multinationals prevail in the secondary and tertiary business sectors, as they do have the financial strength to bear losses.

Main Part / Conclusion: In this essay the student should first explain how he / she understands the statement (positive or negative) and then elaborate on a few disadvantages of the profit-making mentality. The student has to integrate the basic changes the sustainability concept could bring for business

decisions and actions and evaluate the advantages of the triple bottom line concept accordingly in order to support his / her opinion.

Sprachlich

Eine *ausreichende* sprachliche Leistung liegt vor, wenn

- elementare Verknüpfungen zwischen Satzteilen, Sätzen und Satzgruppen in einer angemessenen Weise eingesetzt werden,
- der (Fach-)Wortschatz ausreicht, um Sachverhalte und Meinungen verständlich auszudrücken,
- die Kenntnis wichtiger Fachbegriffe, Wörter und Wendungen aus den im Rahmen der Aufgabenstellung einschlägigen Sachfeldern zu erkennen ist und
- formalsprachliche Verstöße nicht erheblich beeinträchtigen.