

ILLUSTRIERENDE PRÜFUNGSAUFGABEN FÜR DIE SCHRIFTLICHE ABITURPRÜFUNG

Teil 2: Erläuterungen und Lösungsvorschläge

Die Illustrierenden Prüfungsaufgaben (Teil 1: Beispielaufgaben, Teil 2: Erläuterungen und Lösungsvorschläge) dienen der einmaligen exemplarischen Veranschaulichung von Struktur, Anspruch und Niveau der Abiturprüfung auf grundlegendem bzw. erhöhtem Anforderungsniveau im neunjährigen Gymnasium in Bayern.

Englisch

erhöhtes Anforderungsniveau

Schreiben

Erläuterungen und Lösungsvorschläge

Der Prüfungsteil Schreiben geht mit 55 % in die Gesamtleistung der Prüfung ein.

Andere als in den Lösungsvorschlägen aufgeführte Aspekte werden bei der Bewertung der Prüfungsleistung als gleichwertig gewürdigt, wenn sie der Aufgabenstellung entsprechen, sachlich richtig und nachvollziehbar sind. Entscheidungen bezüglich des Umfangs und der Schwerpunktsetzung der individuellen Prüfungsleistung obliegen der korrigierenden Lehrkraft.

Ebenso kann sich der sprachliche Stil der Lösungsvorschläge von den Formulierungen der Schülerinnen und Schüler unterscheiden, ohne dass die Prüfungsleistung dadurch gemindert wird. Um den Anspruch an sprachliche Korrektheit zu erfüllen, wurden die hier vorliegenden exemplarischen Stichpunkte von Muttersprachlerinnen und Muttersprachlern redigiert.

Text I (nicht-literarisch)

Nr.		
1	<p data-bbox="225 259 1401 331">Outline the information on Siya Kolisi and how his career is typical of a black top rugby player in South Africa.</p> <p data-bbox="225 398 491 432">Aufgabenerfüllung</p> <p data-bbox="225 450 1401 555">Es wird erwartet, dass die Prüflinge in einem kohärenten und strukturierten Text die Informationen über Siya Kolisi und seine Karriere als typisches Beispiel eines schwarzen Profi-Rugbyspielers in Südafrika zusammenfassend darstellen.</p> <p data-bbox="225 622 497 656">Inhaltliche Aspekte</p> <p data-bbox="225 674 371 707">Siya Kolisi:</p> <ul data-bbox="256 725 1401 1133" style="list-style-type: none">• born in 1991, shortly before apartheid laws were abolished• difficult childhood: raised in township in poor living conditions (no toys, not enough food, no socks) by his grandmother• offer to attend (private, elite) Grey High School because of his talent → rugby stopped him from becoming a criminal• player on the national rugby team• first black captain of Springboks: highly successful (World Cup 2019); admired, considered an inspiration• autobiography <i>Rise</i> <p data-bbox="225 1151 1026 1184">career typical of black top-level rugby players in South Africa:</p> <ul data-bbox="256 1202 1401 1373" style="list-style-type: none">• origin in township rugby• chosen by private school → part of black elite• political wish for diverse national team → conscious inclusion of certain number of black players	30 %
2	<p data-bbox="225 1402 1401 1473">Analyse to what extent the history of rugby in South Africa is connected to the political developments in the country. Focus on the stylistic devices and the quotes.</p> <p data-bbox="225 1541 491 1574">Aufgabenerfüllung</p> <p data-bbox="225 1592 1401 1778">Es wird erwartet, dass die Prüflinge in einem kohärenten und strukturierten Text analysieren, inwieweit im Artikel die Geschichte des Rugbys in Südafrika mit den politischen Entwicklungen im Land zusammenhängt. Dabei berücksichtigen sie Gestaltungsmittel des Textes und die verwendeten Zitate und belegen ihre Analyseergebnisse anhand von funktionalen Textbeispielen.</p> <p data-bbox="225 1845 480 1879">Mögliche Aspekte</p> <p data-bbox="225 1897 817 1930">connection rugby and political developments:</p> <p data-bbox="225 1948 1401 2054">role of rugby in South Africa closely connected to political developments by both reflecting the (political) state of affairs in country and actively helping to overcome racial divisions</p>	30 %

	<p>stylistic devices and quotes:</p> <ul style="list-style-type: none"> • rugby mirrors divided society during apartheid: metaphor, e.g. rugby “run on racially demarcated lines” (l. 21); quote by Nelson Mandela, rugby as “application of apartheid in the sports field” (ll. 2-3); quote by black rugby player Temba Ludwaba “We didn’t see it as a white sport [...] It was ours.” (l. 20) → illustrating how race was crucial dividing factor • successful attempt by Nelson Mandela in 1995 to achieve political change through rugby: metaphor, e.g. “to woo recalcitrant whites” (l. 13); contrast, e.g. “praised by Afrikaners who once deemed him a terrorist” (ll. 15-16); allusion, e.g. “Hollywood ending” (l. 36) → showing how rugby succeeded in bringing blacks and whites closer together • systematic integration of non-white players into top teams to promote diversity: indirect quote by minister for sport, “winning was less important than the team’s racial composition” (l. 40) → highlighting that achieving political aim counted more than success in sports • acknowledgement that the issue is highly emotional: quote by black commentator containing enumeration “our grandson, our son, our nephew, our younger brother” (ll. 52-53); metaphor, e.g. “Mr Erasmus, now South Africa’s director of rugby, and his team tap into profound feelings” (ll. 61-62) or “unleash scrumloads of pent-up emotion” (l. 64); quote by Rassie Erasmus containing contrast and repetition, “You are fighting, Siya, for the next lightie [child] in Zwide to not suffer like you suffered.” (ll. 59-60); elliptical rhetorical question as commentary, e.g. “Cheesy? Maybe.” (l. 61) → showing the key role of rugby for South African society • victory in Rugby World Cup 2019 proves that change is hard to achieve, but possible: metaphors, e.g. “to realise the tarnished dream of the rainbow nation” (l. 10), “awakens the dormant dreams of reconciliation and progress” (l. 63); contrasts, e.g. “racial progress is real but uneven” (l. 9), “tensions are high and trust is low” (ll. 62-63); enumeration, e.g. “not just the stereotypes of corruption, economic decline and high crime” (ll. 65-66) → presenting rugby as a uniting force and a positive symbol for a country still struggling with numerous problems 	
3		40 %
3.1	<p>“There were times that I felt I was in the team just because of my skin colour.” (ll. 41-42)</p> <p>Taking the quotation as a starting point, discuss the role of affirmative action when trying to achieve changes in society.</p> <p>Aufgabenerfüllung</p> <p>Es wird erwartet, dass die Prüflinge in einem kohärenten und strukturierten Text ausgehend vom Zitat die Rolle von <i>affirmative action</i> beim Versuch, Veränderungen in der Gesellschaft zu erreichen, diskutieren. Sie gelangen dabei zu einer begründeten Stellungnahme.</p> <p>Mögliche Aspekte</p> <p><u>explanation of the quotation:</u></p> <p>Siya Kolisi at times suspected that he got his place on the Springboks team mainly</p>	

because he was black and not because of his athletic skills as the government was aiming to have racially mixed national teams to reflect the make-up of society

definition of affirmative action:

the practice or policy of making sure that a specific number of jobs, etc. are given to people from groups that are often treated unfairly because of their race, sex, etc.

role of affirmative action to achieve change in society:

con

- frustration/anger among people
 - people who profit from affirmative action feel reduced to their race, sex, etc., resent not being valued for their knowledge and skills
 - better qualified people don't get jobs/promotions, feel treated unfairly
- possible negative effects on economy
 - loss of expertise/quality work
 - less profit

→ affirmative action can actually harm a society by making it less productive, reinforcing stereotypes, and discouraging people from actively changing society

pro

- long-term positive effects on economy
 - more diverse range of people has possibility of getting promising jobs
 - better results due to broader basis of knowledge and skills
- motivation/hope among people
 - more commitment to work/study when not afraid to be met with discrimination
 - people more content/self-confident

→ affirmative action can result in new awareness of discrimination in society; change of attitude can create feeling of equality, can motivate people to achieve something good together

3.2 Your school and your American partner school are preparing a video project for the "International Day for the Elimination of Racial Discrimination" (March, 21). As part of this English-language project, your school will record a series of short speeches on inspirational leaders.

You have chosen to give a speech about Nelson Mandela in which you assess the role he played in shaping South Africa. You use the photo as your starting point.

Aufgabenerfüllung

Es wird erwartet, dass die Prüflinge einen kohärenten und strukturierten Text verfassen, der sich an die Schülerinnen und Schüler der englischsprachigen Partnerschule richtet und die textsortenspezifischen Charakteristika einer Rede aufweist (Begrüßung, Einbeziehen der Zuhörenden, Hauptteil, Schluss, funktionaler Einsatz rhetorischer Mittel). Dabei bewerten sie ausgehend vom Foto die Rolle, die Nelson Mandela bei der Gestaltung Südafrikas gespielt hat und gelangen dabei zu einer begründeten Stellungnahme.

Mögliche Aspekte

message of photograph

iconic handshake between two men:

both presidents of South Africa

despite their different skin colour worked together to fight racial discrimination by ending system of apartheid → Nobel Peace Prize

situation before Mandela became president

- political power exclusively in hands of white minority, even though vast majority of inhabitants were black
- system of apartheid officially established in 1948, severely restricting rights of black people, e.g. limited political influence (voting rights)
- anti-apartheid activism: first peaceful resistance; after ban of ANC violent tactics

→ South Africa as a country defined by racial discrimination

role of Nelson Mandela in shaping South Africa

- leading roles in ANC
- political prisoner: continued fight against racial discrimination from prison for more than 25 years → became (international) symbol of freedom and equality
- political influence
 - drafting of new constitution with president de Klerk when released from prison → ending apartheid
 - first black president of South Africa
- political work as president: focusing on peace, reconciliation and nation-building; tackling socio-economic problems brought about by apartheid (poverty, inequalities)

BUT

- (racial) inequality too vast and deeply rooted to be solved quickly
- persisting problems predominantly among black people in areas like lack of adequate housing, high unemployment rate within black community, etc.
- people's mind-sets may not keep up with political actions; racist attitudes still persist

→ Mandela was not able to reach all his aims and to fully eliminate racial discrimination and inequality

overall assessment

Mandela a truly inspirational leader:

first of a group of activists fighting for human rights, later of a whole country in the attempt to overcome centuries of segregation and showing the way to establish a true "rainbow nation", in which there would be no more racial discrimination

Hinweis zur Aufgabe

Sprachliche Fehler in der Textvorlage wurden entsprechend der geltenden Norm korrigiert.

100 %

Text II (literarisch)

Nr.		
1	<p data-bbox="225 259 983 293">Outline the information on Kya and her meeting with Tate.</p> <p data-bbox="225 360 491 394">Aufgabenerfüllung</p> <p data-bbox="225 409 1401 517">Es wird erwartet, dass die Prüflinge in einem kohärenten und strukturierten Text die relevanten Informationen der Textvorlage über Kya und ihr Treffen mit Tate zusammenfassend darstellen.</p> <p data-bbox="225 584 497 618">Inhaltliche Aspekte</p> <p data-bbox="225 633 480 667">information on Kya:</p> <ul data-bbox="256 685 1401 965" style="list-style-type: none">• seven-year-old girl; poor• lives with her father in a shack near a lagoon in the woods• sad and lonely because her mother and her older brother Jodie have left• takes the boat without her father's permission and does not want him to find out• courageous, independent, proud: goes out in the boat alone although she has never done so before; tries to hide her distress from Tate when she is lost <p data-bbox="225 981 520 1014">her meeting with Tate:</p> <ul data-bbox="256 1032 1401 1469" style="list-style-type: none">• Kya is surprised to see someone else out on the water: Tate, who is four or five years older than Kya, is fishing in the estuary• Kya does not want to go near him, but has to do so; passes his boat quickly, merely acknowledges him with a nod although he seems friendly and polite• later when she realizes she is lost, she has to turn back to the boy as she needs help• Tate gauges the situation and tries to put her at ease; he knows her name because he used to go fishing with her brother• he leads the way back to her home, ensuring she gets there safely• Kya is impressed by Tate's calm manner; their meeting lifts her sadness; she wants to see him again	30 %
2	<p data-bbox="225 1503 1273 1536">Analyse the role nature plays in this text. Focus on the author's use of language.</p> <p data-bbox="225 1603 491 1637">Aufgabenerfüllung</p> <p data-bbox="225 1653 1401 1805">Es wird erwartet, dass die Prüflinge in einem kohärenten und strukturierten Text analysieren, welche Rolle die Natur in diesem Textausschnitt spielt. Dabei berücksichtigen sie die sprachlichen Gestaltungsmittel und belegen ihre Analyseergebnisse anhand von funktionalen Textbeispielen.</p> <p data-bbox="225 1872 480 1906">Mögliche Aspekte</p> <ul data-bbox="256 1924 1401 2076" style="list-style-type: none">• nature as a home for Kya:<ul data-bbox="280 1966 1401 2076" style="list-style-type: none">○ knows her way around: detailed description of landmarks, e. g. "the old fallen cypress" (l. 13), "the piled sticks of the beaver lodge" (l. 14) → highlighting her familiarity with her natural surroundings	30 %

	<ul style="list-style-type: none"> ○ moves slowly in order not to disturb the animals: use of words, e. g. “she churned slowly through thicket for more than a hundred yards, as easy turtles slid from water-logs” (ll. 16-17) → showing that she is respectful of the natural world ○ views the marshes as being boundless and special: alliteration/personification, e. g. “endless estuaries branched and braided before her” (ll. 18-19) → illustrating the connection between nature (“branch”) and humans (“braid”) ○ is part of the surrounding landscape: contrast, e. g. “a tiny speck of a girl in a boat” (l. 18) in “endless estuaries” (l. 18) → underlining her own insignificance within the natural world ○ feels more at ease with nature than with humans: when she begins interacting with Tate, she does not look at him, preferring to focus on the surroundings, e. g. “looked beyond his shoulder into the reeds” (l. 46), “looking down at the water” (l. 48) → pointing out that Kya takes comfort in nature ● nature becomes threatening when Kya reaches the ocean and the incoming storm is described: <ul style="list-style-type: none"> ○ open sea portrayed as living being: personification, e. g. “the ocean's face – gray, stern, and pulsing – frowned at her” (ll. 20-21), “Waves [...] awash in their own white saliva” (l. 21), “Then they flattened into quiet tongues of foam” (ll. 22-23); “The surf taunted her, daring her to breach the waves and enter the sea” (l. 24) → showing the ocean as being alluring and potentially dangerous ○ ocean depicted in terms of war: metaphors, e. g. “with loud booms” (l. 22; noise of warfare); “energy searching for a beachhead” (l. 22; image of invading troops) → suggesting that the open sea is attacking her ○ clouds are described as looming and on the point of bursting: metaphor, e. g. “forming huge gray mushrooms pressing at the seams” (ll. 25-26) → underscoring the menacing nature of the storm ○ egrets are depicted as also sensing the danger: comparison/metaphor/contrast, e. g. “a line of white flags against the mounting gray clouds.” (l. 41) → illustrating that the storm will soon break and that the birds (white) are taking flight from the imminent threat (gray) ● on her way back home, nature assumes a more confusing guise: repetition, e. g. “Round and round, near oak knees and myrtle thickets, she searched”, l. 38) → mirroring the fact that Kya cannot find her way <p>→ nature is of central importance to Kya</p>	
3		40 %
3.1	<p>“‘You okay?’ Her throat tightened against a sob. She nodded but couldn’t speak. ‘You lost?’ She bobbed her hand again. Wasn’t going to cry like a girl.” (ll. 49-52)</p> <p>Using the quotation as a starting point, assess the role of gender stereotypes in Western societies.</p> <p>Aufgabenerfüllung</p> <p>Es wird erwartet, dass die Prüflinge in einem kohärenten und strukturierten Text ausgehend vom Zitat die Rolle von Geschlechterstereotypen in westlichen</p>	

Gesellschaften heutzutage einschätzen. Sie gelangen dabei zu einer begründeten Stellungnahme.

Mögliche Aspekte

explanation of the quotation:

Kya consciously refuses to act like a stereotypical girl and appear helpless and weak to Tate; shows her pride and inner strength

role of gender stereotypes in Western societies today:

- gender stereotypes still exist:
 - reinforced by education (different toys for boys and girls; different expectations with respect to behavior, career plans), the media / advertising (clichéd depiction of family life, of men and women) etc.
 - people not conforming to socially defined gender norms (behavior, language, clothing etc.) often meet with resistance and refusal
 - stereotypes often subconscious; people not aware of their influence on their lives and society in general
- even today, gender stereotypes affect daily lives of both men and women, making them behave and think in ways that might not be their own

BUT

- attempts to combat these stereotypes:
 - raising awareness of stereotyping and its effects, e. g. at school, in media; debates like #MeToo exposing structural sexism
 - affirmative action, e. g. women's quotas, Girls'/Boys' Day
 - conscious use of language: "chairperson", "their" etc. instead of generic masculine
 - establishing more open concept of gender: "diverse" as well as "male" and "female"
- important not just for individuals, but for society as a whole, as people would be able to fulfill potential without adhering to social gender norms

- 3.2 You are on a work placement at *The Northern Echo*, a local newspaper in the north-east of England. You have been asked to contribute an article about human interaction to the opinion section. Taking the message of the cartoon as a starting point, comment on the importance of social contact.

Aufgabenerfüllung

Es wird erwartet, dass die Prüflinge einen kohärenten und strukturierten Text verfassen, der in der Lokalzeitung *The Northern Echo* veröffentlicht wird und die textsortenspezifischen Charakteristika eines Artikels aufweist (z. B. Überschrift, Einleitung, Hauptteil, Schluss, neutrales Register). Dabei kommentieren sie ausgehend von der Karikatur, inwieweit soziale Kontakte wichtig sind und gelangen zu einer begründeten Stellungnahme.

Mögliche Aspekte

message of cartoon: due to technological progress, self-service checkouts now in many places (e. g. supermarkets), convenient and cost-efficient, but lack of communication with other people

- why lack of social contact nowadays
 - technological progress leads to people working remotely, shopping online, making online bookings, buying train tickets at vending machines, using self-service checkouts etc.
 - ageing society: growing number of people live alone, physically limited/incapacitated
 - different family structures compared to past, e.g. fewer multigenerational families
 - changed attitudes: individualism, people less willing or too busy to engage in communal activities
- less human interaction, increased loneliness among certain groups (e. g. the elderly)
- importance of social contact
 - key for healthy development of children/young people
 - essential for people's mental health and healthy ageing
 - chance to learn from others, be inspired by them, help each other, solve problems
- social contact vital; machines replacing people not problematic if enough human interaction in general; to certain extent social contact can be facilitated by modern technology (e. g. video calls to relatives / friends living far away)

100 %