



**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**  
**grundlegendes 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 1326 293">Outline the dilemma the inhabitants of Fairbourne are facing and their reactions to it.</p> <p data-bbox="225 360 491 394"><b>Aufgabenerfüllung</b></p> <p data-bbox="225 409 1401 521">Es wird erwartet, dass die Prüflinge in einem kohärenten und strukturierten Text die Informationen über das Dilemma der Einwohner von Fairbourne und deren Reaktionen darauf zusammenfassend darstellen.</p> <p data-bbox="225 589 496 622"><b>Inhaltliche Aspekte</b></p> <p data-bbox="225 638 1246 667">dilemma: inhabitants know they will have to leave Fairbourne but don't want to</p> <ul data-bbox="256 689 1401 862" style="list-style-type: none"><li>• beautiful, good place to live; close community</li><li>• but: due to its location, soon to be impacted by climate change</li><li>• in 2014 authorities decided to stop protecting Fairbourne against rising sea levels by 2054 due to high costs</li></ul> <p data-bbox="225 884 587 913">reactions of the inhabitants:</p> <ul data-bbox="256 936 1401 1193" style="list-style-type: none"><li>• shock and anger over authorities' decision to abandon village, doubt that exact date can be predicted when life in Fairbourne no longer possible</li><li>• psychological problems due to unanswered questions regarding future</li><li>• optimism:<ul data-bbox="284 1126 1369 1193" style="list-style-type: none"><li>○ continue lives regardless of looming threat; want to stay put as long as possible</li><li>○ actively provide for future</li></ul></li></ul>	30 %
2	<p data-bbox="225 1216 1002 1249">Analyse the writer's attitude. Focus on the use of language.</p> <p data-bbox="225 1317 491 1350"><b>Aufgabenerfüllung</b></p> <p data-bbox="225 1366 1401 1518">Es wird erwartet, dass die Prüflinge in einem kohärenten und strukturierten Text die Haltung des Autors analysieren. Dabei berücksichtigen sie die sprachlichen Gestaltungsmittel und belegen ihre Analyseergebnisse anhand von funktionalen Textbeispielen.</p> <p data-bbox="225 1585 480 1619"><b>Mögliche Aspekte</b></p> <p data-bbox="225 1635 1241 1664">the writer's attitude: Sylvia Hui sympathises with the inhabitants of Fairbourne</p> <p data-bbox="225 1686 448 1715">use of language:</p> <ul data-bbox="256 1738 1401 2067" style="list-style-type: none"><li>• describes life in Fairbourne and surroundings in very positive terms: choice of words, e. g. "the peaceful, slow pace of small village life" (ll. 2-3), "nestled between the rugged mountains and the Irish Sea" (ll. 3-4) → painting image of unspoiled village and attractive lifestyle</li><li>• criticizes the decision to no longer protect this idyllic place: contrast, e. g. "home for life" (l. 2) – "abandon the village to the encroaching sea" (l. 14) → highlighting the human tragedy</li><li>• lays out dramatic effect of decision on residents:</li></ul>	30 %

	<ul style="list-style-type: none"> <li>○ metaphor, e. g. “Overnight, house prices in Fairbourne nosedived.” (l. 15) → illustrating devastating economic consequences</li> <li>○ choice of quotes from newspaper articles, e. g. Fairbourne residents as “climate refugees” (l. 16); “decommissioned” (l. 17) → showing scale of problem and highlight contrast between official approach and devastating consequences</li> <li>● provides detailed description of village: contrast, e. g. “retirees” (l. 22) – “young families raising a next generation” (ll. 22-23); enumeration, e. g. “And although the village center only consists of a grocer’s, a fish and chip shop and a couple of restaurants, residents say the pebbly beach and a small steam train draw bustling crowds in the summer” (ll. 23-25) → showing its vibrant community</li> <li>● questions decision to no longer protect Fairbourne: metaphor, e. g. “ultimately boil down to cost” (l. 35) → to show it is in essence a financial decision</li> <li>● reflects on Fairbourne’s future: use of questions, e. g. “When and how will evacuation take place? Will they be compensated, and if so how much should it be?” (ll. 38-39) → highlighting scope of problem</li> <li>● ends article with powerful quote by resident, “What you have here is a human catastrophe, albeit on a small scale” (l. 54) → underlining tremendous consequences of decision on inhabitants</li> </ul>	
3		40 %
3.1	<p>“Until water actually comes in here, ’til we physically can’t work, we’ll carry on, [...] what will be, will be.” (ll. 50-51)</p> <p>Taking the quotation as a starting point, assess different attitudes towards climate change.</p> <p><b>Aufgabenerfüllung</b></p> <p>Es wird erwartet, dass die Prüflinge in einem kohärenten und strukturierten Text ausgehend vom Zitat unterschiedliche Haltungen gegenüber dem Klimawandel darstellen und bewerten. Sie gelangen dabei zu einer begründeten Stellungnahme.</p> <p><b>Mögliche Aspekte</b></p> <p>explanation of the quotation:</p> <p>resident of village that will disappear due to climate change seems resigned to his fate, but is determined to go on with his ‘normal’ life for as long as he can</p> <p>different attitudes towards climate change:</p> <ul style="list-style-type: none"> <li>● wide range of attitudes, individual positions not always clearly delineated</li> <li>● climate denial/scepticism: <ul style="list-style-type: none"> <li>○ claim climate change is hoax or humans not responsible for it</li> <li>○ some politicians (e. g. some members of Republican Party in US) use this attitude to garner votes; refuse to support international agreements (e. g. Paris climate agreement) or to pass legislation that might harm industry (e. g. CO2 certificates, ban on fossil fuels)</li> </ul> </li> <li>● climate fatalism/indifference:</li> </ul>	

- indifferent to changes and possible outcomes
  - passive due to feeling of powerlessness; not aware that even small steps might help
  - climate concern
    - aware that climate change exists and potentially harmful (e. g. extreme weather conditions leading to destruction of property, death, hunger, migration)
    - yet still only do little to fight climate change: focus on own well-being, unwilling to change habits (e. g. means of transport, food, use of fossil fuels)
  - climate action/activism:
    - keenly aware of climate change, possible dangerous outcomes and fact that world needs to act fast
    - actively work to address problem on individual level (alternative modes of transport, renewable energy, less/no meat, less/no plastic etc.) and/or take political action or support certain organizations (e. g. Fridays for Future, WWF, Greenpeace)
    - some take more drastic steps: organize protests (e. g. Greta Thunberg), even risk own physical well-being and clashes with authorities/the law (e. g. Last Generation); problem that extreme forms of activism (e. g. people gluing themselves to roads or famous paintings) might turn public opinion against them
- if world wants to keep climate change at tolerable level, people have to change their attitudes, especially in rich countries which haven't yet experienced its most dramatic consequences; extreme activism might not be right way, but decisive action on personal and political level urgently required

3.2 As part of your year as a volunteer with UK Youth for Nature in Wales, you want to use the mail distribution list of this youth movement to raise awareness of pressing environmental problems.

Using the message of the cartoon as a starting point, write an e-mail in which you comment on major effects of climate change and the ways in which individuals can fight it.

**Aufgabenerfüllung**

Es wird erwartet, dass die Prüflinge einen kohärenten und strukturierten Text verfassen, der sich an ein junges, umweltbewusstes englischsprachiges Publikum richtet und die textsortenspezifischen Charakteristika einer E-Mail aufweist (Anrede, Bezugnahme auf die Karikatur, nachvollziehbarer gedanklicher Aufbau, Schlussformel). Dabei kommentieren sie, ausgehend von der Karikatur, die wichtigsten Auswirkungen des Klimawandels und die Möglichkeit des Einzelnen, ihn zu bekämpfen, und gelangen dabei zu einer begründeten Stellungnahme.

**Mögliche Aspekte**

message of the cartoon:

climate change will have a negative effect on property values in certain places while also greatly affecting people's way of life

<p>major effects of climate change:</p> <ul style="list-style-type: none"> <li>• hotter temperatures lead to <ul style="list-style-type: none"> <li>○ melting of polar ice caps and glaciers → rising sea levels → flooding of low-lying areas → migration</li> <li>○ more severe weather events, e. g. storms and heavy rainfall → destruction of houses and infrastructure, negative effect on economy; endangering people's lives</li> <li>○ more wildfires → destruction of vast areas of land and maybe even people's homes, habitat loss; putting people's lives at risk</li> <li>○ more droughts → fewer crops → higher food prices; hunger / malnutrition / starvation (→ migration); desertification</li> <li>○ loss of certain species and spread of species to other parts of world → health risks linked to spread of disease; changing eco-systems</li> </ul> </li> <li>• increased poverty in the long run → inequality, migration</li> </ul> <p>→ devastating consequences already apparent, sooner or later everyone will be affected</p> <p>ways in which individuals can fight climate change:</p> <ul style="list-style-type: none"> <li>• everyone can do their bit, e. g. by reducing waste, recycling, using public transport or going by bike, avoiding unnecessary flights, buying locally produced organic products, saving energy</li> <li>• lobbying (local) governments: stricter environmental legislation, international cooperation, help for poorer countries</li> </ul> <p>→ urgent call to action</p>	
<p><b>Hinweis zur Aufgabe</b></p> <p>Sprachliche Fehler in der Textvorlage wurden entsprechend der geltenden Norm korrigiert.</p>	<p>100 %</p>

## Text II (literarisch)

Nr.		
1	<p data-bbox="225 264 1054 293">Outline what the reader learns about Zoe and her state of mind.</p> <p data-bbox="225 360 491 389"><b>Aufgabenerfüllung</b></p> <p data-bbox="225 412 1401 517">Es wird erwartet, dass die Prüflinge in einem kohärenten und strukturierten Text die relevanten Informationen der Textvorlage über Zoe und ihre Gefühle bzw. ihren Gemütszustand in der beschriebenen Situation zusammenfassend darstellen.</p> <p data-bbox="225 584 496 613"><b>Inhaltliche Aspekte</b></p> <p data-bbox="225 636 379 665">Zoe Castle:</p> <ul data-bbox="256 687 959 949" style="list-style-type: none"><li>• 24 years old</li><li>• good-looking, popular</li><li>• very successful and ambitious track cycling athlete:<ul data-bbox="284 837 730 949" style="list-style-type: none"><li>○ competing in Athens Olympics</li><li>○ has reached finals</li><li>○ determined to win gold</li></ul></li></ul> <p data-bbox="225 965 831 994">Zoe's state of mind while waiting for final race:</p> <ul data-bbox="256 1016 1401 1404" style="list-style-type: none"><li>• increasingly tense and nervous:<ul data-bbox="284 1061 1193 1173" style="list-style-type: none"><li>○ feels trapped in the changing room</li><li>○ considers running away and doing something different with her life</li><li>○ can't control her shaking body, feels embarrassed about it</li></ul></li><li>• angry at her coach, who seems too relaxed to her; even considers changing coaches</li><li>• Zoe's confidence returns when Tom reminds her of her ambition to win gold:<ul data-bbox="284 1285 906 1404" style="list-style-type: none"><li>○ faith in herself and her coach restored</li><li>○ regains control of her body, can smile again</li><li>○ enters arena even more determined and motivated than before</li></ul></li></ul>	30 %
2	<p data-bbox="225 1435 1401 1503">Analyse how the setting is used to create atmosphere. Focus on the author's use of language.</p> <p data-bbox="225 1570 491 1599"><b>Aufgabenerfüllung</b></p> <p data-bbox="225 1621 1401 1771">Es wird erwartet, dass die Prüflinge in einem kohärenten und strukturierten Text analysieren, wie das <i>setting</i> dazu dient, Atmosphäre zu schaffen. Dabei berücksichtigen sie sprachliche Gestaltungsmittel und belegen ihre Analyseergebnisse anhand von funktionalen Textbeispielen.</p> <p data-bbox="225 1839 480 1868"><b>Mögliche Aspekte</b></p> <ul data-bbox="256 1890 1401 2045" style="list-style-type: none"><li>• contrast between reality of the changing room and Zoe's high expectations:<ul data-bbox="284 1935 1401 2045" style="list-style-type: none"><li>○ has imagined what the Olympics would look like: use of elevated vocabulary, e. g. "the floors and the walls of every building in Athens had been Platonic surfaces, hewn from an Olympian material that glowed with inner light" (ll. 8-10) → evoking</li></ul></li></ul>	40 %

	<p>ideal location: Olympic setting as something beautiful, far above the ordinary</p> <ul style="list-style-type: none"> <li>○ finds herself in enclosed space with no way out: semantic field of confinement, e. g. “thin [...] bench” (l. 4), “tiny, subterranean changing room” (l. 7), “door [...] alarmed” (l. 6) → pointing out that room feels like a prison cell to Zoe</li> <li>○ place is depicted as being unfinished: semantic field of construction/building site, e. g. “unpainted metal door” (l. 2), “bench with the blue protective film still on it” (ll. 4-5), smell of “drying cement” (l. 10), “air-conditioning unit [...] partially connected” (l. 12) → illustrating unwelcoming atmosphere</li> <li>○ experiences the reactions of the audience above her as negative: metaphorical language/personifications, e. g. “Air horns blared. The room shook – it was so loud that her back teeth buzzed in her jaw. The noise of the crowd was liquidising her guts.” (ll. 15-17) → creating an atmosphere that mirrors her feeling of being physically threatened</li> </ul> <p>→ stark contrast between drab, prison-like changing room and high expectations mirror the tension that Zoe feels, creating an oppressive atmosphere</p> <ul style="list-style-type: none"> <li>● realisation that the door has never been locked: detailed description (modal adverbials)/metaphor, e. g. “It swung open easily, on oiled hinges” (ll. 53-54), “rang with the deep note of a bell” (l. 55) → conjuring up an atmosphere of relief</li> <li>● on her way up into the velodrome: <ul style="list-style-type: none"> <li>○ becomes aware of location: semantic field of light/brightness, e. g. “whitewashed stairwell” (l. 61), “silvered with sunshine falling from the high skylights in the velodrome roof” (ll. 61-62), “first step up into the light” (l. 66) → mirroring atmosphere of promise</li> <li>○ reads writing on the stairs: quotation of Olympic motto in Latin “<i>Citius, Altius, Fortius</i>” (l. 63) → illustrating competitive Olympic atmosphere</li> <li>○ takes in atmosphere in the velodrome: metaphor, e. g. “Zoe breathed a deep, slow lungful of the hot, roaring air.” (l. 64) → illustrating atmosphere of excitement that now rubs off on her</li> </ul> </li> </ul> <p>→ she steps upwards into the glorious Olympic environment and exhilarating atmosphere she had previously imagined, now highly motivated and ready to win</p>	
3		30 %
3.1	<p>“You’re actually pretty good,” she said.  “Get to my age, you’d better be.” (ll. 59-60)</p> <p>Using the quotation as a starting point, discuss whether society can benefit from older people’s know-how and experiences.</p> <p><b>Aufgabenerfüllung</b></p> <p>Es wird erwartet, dass die Prüflinge in einem kohärenten und strukturierten Text ausgehend vom Zitat diskutieren, ob die Gesellschaft vom Wissen und den Erfahrungen Älterer profitieren kann. Sie illustrieren ihre Argumente mit geeigneten Beispielen und gelangen dabei zu einer begründeten Stellungnahme.</p> <p><b>Mögliche Aspekte</b></p>	

explanation of the quotation:

Zoe's coach reacts to her praising his abilities by saying that they can be attributed to his age and life experience

pro

- older people may have
    - developed skills over time → able to deal with problems more effectively
    - lived through situations that others have not yet encountered → more resilient
    - gained wisdom over the years → able to see situations in a new light
    - more discerning view of cultural heritage/traditions → aware of their importance for society
    - more stable financial background → able to boost economy
  - older people may provide guidance or reassurance for younger people
- valuable contribution to society as a whole

con

- knowledge and beliefs of older people may be outdated:
    - grapple with new technological developments
    - find it more difficult to adapt to new scientific findings, changes in society etc.
- may hinder progress
- yet, disproportionate influence in politics and society due to positions and financial power
- may block progress that appears inconvenient to them
- input/contribution may be less valuable than it seems at first glance

3.2 You are doing an internship with the Association for Applied Sport Psychology (AASP) in the US and have been asked to write an entry for the "AASP Blog for Athletes, Coaches, and Parents" on growing pressure in the world of sport.

Comment on how this affects professional and amateur sportspeople.

### **Aufgabenerfüllung**

Es wird erwartet, dass die Prüflinge einen kohärenten und strukturierten Text verfassen, der sich an eine internationale Leserschaft richtet und die textsortenspezifischen Charakteristika eines Blogbeitrags aufweist (z. B. Überschrift, Einleitung, Hauptteil, Schluss, ggf. einzelne umgangssprachliche Wendungen). Dabei kommentieren sie, wie der wachsende Druck in der Welt des Sports Profisportler und Amateure beeinflusst, und gelangen zu einer begründeten Stellungnahme.

### **Mögliche Aspekte**

growing pressure in the world of sport

- pressure from different directions: coaches, parents, siblings, fans, and even athletes themselves
- pressure on professional athletes: they need to



- meet expectations of fans and (social) media
  - maintain status
  - make the most of limited time when they can perform at a high level
  - perform their best especially at high-stake events like the Olympics that may be a once-in-a-lifetime chance for them
  - earn a living from their sport, provide for future (difficult unless top athletes)
  - pressure on amateur athletes:
    - attempt to stay young and fit through sport
    - especially in youth sports: expectations of parents and coaches and possibly those of the young people themselves may simply be too high (only very few can perform well enough to become pros)
  - possible negative effects of too much pressure on both pros and amateurs:
    - temptation to enhance performance by doping
    - deterioration of physical and mental health (e. g. injuries, anxiety, burnout)
    - especially in youth sports: loss of childhood
    - sports addiction
  - how to deal with pressure:
    - certain amount of pressure necessary to succeed
    - setting of realistic goals; focus on improving individual performance
- need to reduce unhealthy pressure and focus on healthy and enjoyable aspects of sport instead

100 %