

## Gemeinsame Abituraufgabenpools der Länder

# Pool für das Jahr 2017

## Aufgabe für das Fach Englisch

### Kurzbeschreibung

<b>Kompetenzbereich</b>	Hörverstehen
<b>Anforderungsniveau</b>	grundlegend
<b>Aufgabentitel</b>	<ol style="list-style-type: none"><li>1 Commencement Speech</li><li>2 Detroit, the 21st century "City of Tomorrow" – a failed city?</li><li>3 Anti-pollution documentary</li></ol>
<b>Material</b>	<ol style="list-style-type: none"><li>1 Auszüge aus einer Rede</li><li>2 Auszüge aus einem Interview</li><li>3 NPR Hintergrundbericht</li></ol>
<b>Quellenangaben</b>	<ol style="list-style-type: none"><li>1 Gaiman, N. (2012, 17. Mai). Keynote Address 2012. The University of the Arts Class (Phil). Zugriff am 22.02.2015 von <a href="http://uarts.edu/neil-gaiman-keynote-address-2012">http://uarts.edu/neil-gaiman-keynote-address-2012</a>.</li><li>2 Rheannon, F., Binelli, M. (2013, 4. Dezember). Detroit City is the place to be. Writer's Voice. ©PRX: Public Radio Exchange. Zugriff am 16.02.2015 von <a href="https://beta.prx.org/stories/107143">https://beta.prx.org/stories/107143</a>.</li><li>3 Kuhn, A. (2015, 04. März). The Anti-Pollution Documentary That's Taken China By Storm. ©NPR: National Public Radio. Zugriff am 18.09.2015 von <a href="http://www.npr.org/blogs/parallels/2015/03/04/390689033/the-anti-pollution-documentary-thats-taken-china-by-storm">http://www.npr.org/blogs/parallels/2015/03/04/390689033/the-anti-pollution-documentary-thats-taken-china-by-storm</a>.</li></ol>
<b>Hilfsmittel</b>	ein- und zweisprachige Wörterbücher Wörterbuch der deutschen Rechtschreibung

## 1 Material für Schülerinnen und Schüler

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### Listening Comprehension

You will hear each recording twice. After each listening you will have time to complete your answers.

#### Task 1: Commencement Speech (2012)

8 BE

While listening, tick  the correct answer (a, b, c, or d). There is only one correct answer.

This is an extract from a commencement speech given by Neil Gaiman to graduates of the University of Arts in Philadelphia.

#### 1. Neil Gaiman tells the graduates that starting a career in the arts means they

a	are good at what they are doing.	<input type="checkbox"/>
b	do not know what they are doing.	<input type="checkbox"/>
c	are not good enough at what they are doing.	<input type="checkbox"/>
d	will not earn money with what they are doing.	<input type="checkbox"/>

#### 2. According to Gaiman, people who decide what is possible or not in the arts

a	have tested the rules.	<input type="checkbox"/>
b	do not accept the rules.	<input type="checkbox"/>
c	have not tested the limits.	<input type="checkbox"/>
d	know what they are doing.	<input type="checkbox"/>

#### 3. He asks the students to

a	go ahead with their ideas.	<input type="checkbox"/>
b	exchange ideas with others.	<input type="checkbox"/>
c	keep their ideas to themselves.	<input type="checkbox"/>
d	think carefully about their ideas.	<input type="checkbox"/>

#### 4. Working as a journalist, Neil Gaiman

a	appreciated what he learned.	<input type="checkbox"/>
b	could not develop a good style.	<input type="checkbox"/>
c	hated to have to work under stress.	<input type="checkbox"/>
d	was able to write about interesting topics.	<input type="checkbox"/>

**5. Finding your way you have to keep in balance your**

a	body and soul.	<input type="checkbox"/>
b	work and free time.	<input type="checkbox"/>
c	salary and expenses.	<input type="checkbox"/>
d	ambitions and daily needs.	<input type="checkbox"/>

**6. To remind himself of his aim, Gaiman**

a	painted a mountain.	<input type="checkbox"/>
b	looked at a mountain.	<input type="checkbox"/>
c	imagined a mountain.	<input type="checkbox"/>
d	walked up a mountain.	<input type="checkbox"/>

**7. He turned down job offers if they**

a	were not creative enough.	<input type="checkbox"/>
b	were not attractive to him.	<input type="checkbox"/>
c	did not get him closer to his aim.	<input type="checkbox"/>
d	did not earn him enough money.	<input type="checkbox"/>

**8. His strategy was to do a job as long as it**

a	was outdoors.	<input type="checkbox"/>
b	was paid well.	<input type="checkbox"/>
c	did not feel like work.	<input type="checkbox"/>
d	did not mean moving.	<input type="checkbox"/>

**Task 2: Detroit, the 21st century “City of Tomorrow” – a failed city?**

**8 BE**

You are going to listen to an extract from a radio program. It focusses on Mark Binelli’s book “Detroit City is the Place to be” (2013). The program was broadcast in the series “Writer’s Voice”. The host is Francesca Rheannon.

Take notes. Give two examples (a, b) for each category. In the text the examples do not appear in chronological order.

**Francesca Rheannon on Detroit**

1. Detroit’s significance in the past	2. Detroit’s current situation	3. Detroiters’ reactions to the current situation	4. Detroit’s future
a)	a)	a)	a)
b)	b)	b)	b)

Now listen to the recording again.

**Task 3: The Anti-Pollution Documentary**

**11 BE**

Listen to a radio report about an anti-pollution documentary from China. Complete the sentences below and answer the following questions.

The surprising thing about the documentary from China is

1. \_\_\_\_\_.

Chai Jing, the woman who made the documentary worked as

2. \_\_\_\_\_.

She stopped working because

3. \_\_\_\_\_.

In 2014 Chai Jing was dissatisfied with living in Beijing because

4. \_\_\_\_\_.

The production of the film cost Chai Jing

5. \_\_\_\_\_.

The film is called

6. \_\_\_\_\_.

In her film, Chai Jing shows that China's environmental problems are caused by

7. \_\_\_\_\_.

To learn how to improve the air in cities, in the film Chai Jing travels to

8. \_\_\_\_\_ and \_\_\_\_\_.

9. How, according to Chai Jing, can pollution be fought?

\_\_\_\_\_

10. Why hasn't Chai Jing been silenced?

\_\_\_\_\_

11. What did one major Chinese website do with the documentary?

\_\_\_\_\_

## 2 Erwartungshorizont

### Teilaufgabe 1

Standardbezug	Aufgabenerfüllung																											
Die Schülerinnen und Schüler können...																												
<p><b>Hörverstehen</b></p> <ul style="list-style-type: none"> <li>◆ einem Hör[...]text die [...] Einzelinformationen entsprechend der Hörabsicht entnehmen</li> <li>◆ Stimmungen und Einstellungen der Sprechenden erfassen in Abhängigkeit von der jeweiligen Hör[...]Absicht Rezeptionsstrategien anwenden</li> <li>◆ gehörte [...] Informationen aufeinander beziehen und in ihrem kulturellen Zusammenhang verstehen</li> </ul>	<p>Commencement speech, <b>8 BE</b> insgesamt 1 BE pro Item</p> <table border="1"> <thead> <tr> <th>No</th> <th>BE</th> <th>Lösung</th> </tr> </thead> <tbody> <tr><td>1</td><td>1</td><td>b</td></tr> <tr><td>2</td><td>1</td><td>c</td></tr> <tr><td>3</td><td>1</td><td>a</td></tr> <tr><td>4</td><td>1</td><td>d</td></tr> <tr><td>5</td><td>1</td><td>d</td></tr> <tr><td>6</td><td>1</td><td>c</td></tr> <tr><td>7</td><td>1</td><td>c</td></tr> <tr><td>8</td><td>1</td><td>c</td></tr> </tbody> </table>	No	BE	Lösung	1	1	b	2	1	c	3	1	a	4	1	d	5	1	d	6	1	c	7	1	c	8	1	c
No	BE	Lösung																										
1	1	b																										
2	1	c																										
3	1	a																										
4	1	d																										
5	1	d																										
6	1	c																										
7	1	c																										
8	1	c																										

### Teilaufgabe 2

Standardbezug	Aufgabenerfüllung
Die Schülerinnen und Schüler können...	
<p><b>Hörverstehen</b></p> <ul style="list-style-type: none"> <li>◆ in Abhängigkeit von der jeweiligen Hör[...] Absicht Rezeptionsstrategien anwenden</li> <li>◆ angemessene Strategien zur Lösung von Verständnisproblemen einsetzen</li> <li>◆ gehörte [...] Informationen aufeinander beziehen und in ihrem kulturellen Zusammenhang verstehen</li> </ul>	<p>Detroit, <b>8 BE</b> insgesamt Two of the aspects below for each category.</p> <ol style="list-style-type: none"> <li>1 Detroit's significance of the past <ul style="list-style-type: none"> <li>◆ birthplace of the middle class</li> <li>◆ a place of good jobs</li> <li>◆ opportunity for immigrants</li> <li>◆ opportunity for migrants from rural areas</li> <li>◆ pioneer boomtown</li> <li>◆ motor city</li> </ul> </li> <li>2 Detroit's current situation <ul style="list-style-type: none"> <li>◆ Detroit eligible for bankruptcy</li> <li>◆ real unemployment rate of 50%</li> <li>◆ firefighters without necessary resources</li> <li>◆ pensions at risk</li> <li>◆ workforce fighting for a minimum wage</li> <li>◆ Detroit is dying</li> </ul> </li> <li>3 Detroiters' reactions to the current situation <ul style="list-style-type: none"> <li>◆ signs of vitality</li> <li>◆ there are real reasons for hope</li> <li>◆ residents try to re-make their lives</li> <li>◆ some are finding new ways to live</li> <li>◆ community activists try to create a more democratic and sustainable Detroit</li> <li>◆ new tech entrepreneurs and artists see an opportunity</li> </ul> </li> </ol>

- 4 Detroit's future
  - ◆ "only time will tell"
  - ◆ a more down-sized Detroit
  - ◆ a more sustainable city
  - ◆ possibly a renaissance
  - ◆ a shattered metropolis

**Teilaufgabe 3**

Standardbezug	Aufgabenerfüllung		
Die Schülerinnen und Schüler können...			
	The Anti-Pollution Documentary, <b>11 BE</b> 1 BE pro Item		
	No	BE	Lösung
	1	1	that it was seen 200 million times
	2	1	a(n investigative) reporter/an anchor
	3	1	she had a sick child/her daughter had a tumor
	4	1	there were 176 days of smog
	5	1	\$ 160,000
	6	1	under the Dome
	7	1	industrialization / China's rapid economic development
	8	1	Los Angeles and London
	9	1	Chinese citizens should get involved /government cannot do it alone
	10	1	film has positive direction, gives people hope and confidence
	11	1	the website removed the film without explanation

**Hörverstehen**

- ◆ einem Hör-[...]text die Hauptaussagen und Einzelinformationen entsprechend der Hör[...] Absicht entnehmen
- ◆ in Abhängigkeit von der jeweiligen Hör[...] Absicht Rezeptionsstrategien anwenden
- ◆ angemessene Strategien zur Lösung von Verständnisproblemen einsetzen.

### 3 Bewertungshinweise

#### 3.1 Anforderungsbereiche und Gewichtung der Teilaufgaben

Teilaufgabe	Anforderungsbereiche	Gewichtung
1 - 3	I und II	—

### 3.2 Bewertungshinweise

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- ◆ Bei Mehrfachwahlaufgaben ist nur eine Lösung korrekt. Werden mehr Kreuze gesetzt, so gilt die Aufgabe als falsch gelöst.
- ◆ Es gibt keine halben Punkte.
- ◆ Im Erwartungshorizont nicht dargestellte korrekte Lösungen sind als gleichwertig zu akzeptieren.
- ◆ Korrekte Lösungen in Stichworten sind zu akzeptieren.
- ◆ Zahlen dürfen in Ziffern angegeben werden.
- ◆ Rechtschreib- und Grammatikfehler werden bei der Bewertung nicht berücksichtigt, soweit sie nicht sinnentstellend sind.

### 3.3 Bewertungsschlüssel für Aufgaben zum Kompetenzbereich Hörverstehen

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<b>Notenpunkte</b>	<b>mindestens zu erreichender Anteil an den insgesamt zu erreichenden Bewertungseinheiten</b>	<b>Anzahl der mindestens zu erreichenden Bewertungseinheiten</b>
15	95 %	26
14	90 %	25
13	85 %	23
12	80 %	22
11	75 %	21
10	70 %	19
9	65 %	18
8	60 %	17
7	55 %	15
6	50 %	14
5	45 %	13
4	40 %	11
3	33 %	9
2	27 %	8
1	20 %	6
0	0 %	0



## 4 Hinweise zur Aufgabe

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### Informationen zu den Teilaufgaben

task title	listening aim	duration	format	variety	text type	number of items/points
Keynote Address 2012	main ideas/ details	3:19	multiple choice	BE	speech	8
Detroit, the 21st century "City of Tomorrow" – a failed city?	details	2:07	note taking	BE	presentation	8
Anti-pollution documentary	main ideas/ details	4:01	sentence completion, multiple choice	BE	documentary	11
<b>total</b>		<b>9:27</b>				<b>27</b>