

Erwartungshorizont

Allgemeine Hinweise

Die Bewertung der sprachlichen Leistung erfolgt nach den Regelungen des Erlasses zur Korrektur von Prüfungsarbeiten im Fach Englisch vom 09.10.2003.

Die Bewertung der inhaltlichen Leistung basiert auf dem nachfolgenden Erwartungshorizont.

Positiv bewertet werden dabei auch Ausführungen, die über den Erwartungshorizont hinausgehen oder zu diesem eine sinnvolle Alternative bilden.

Negativ bewertet hingegen werden neben eindeutig falschen Aussagen auch solche, die irrelevant oder unnötig weitschweifig ausfallen, wie z. B. in der Aufgabenstellung nicht geforderte Inhaltswiedergabe.

Insgesamt unterliegt die Bewertung der inhaltlichen Leistung in besonderer Weise dem fachlichen Ermessen des/der Bewertenden.

Aufgabe	Erwartete Schülerleistungen	Anforderungsbereiche Gewichtung		
		I	II	III
1.	<p>Erwartungshorizont für eine gute Leistung <i>Experience in the old world (Russia)</i></p> <ul style="list-style-type: none"> • (political) oppression • life in Russia compared to life in a prison denying its "inmates" the right to any kind of self-expression and freedom of speech • bleak living conditions: lack of work, constant struggle to survive <p><i>Experience in the new world (America)</i> Hopes of realizing her dreams in the <i>Promised Land</i> (unlimited opportunities, freedom, self-expression) are met with obstacles:</p> <ul style="list-style-type: none"> • no common language to enable the narrator to socialize with Americans • lack of professional training and inadequate language skills forcing the narrator to work as a servant in the household of Russian immigrants • naïve belief in the universal goodness of Americans (here: her employers) leading to the narrator's exploitation and isolation, thus preventing her from really getting in touch with America and her people <p>Erwartungshorizont für eine ausreichende Leistung <i>Experience in the old world (Russia)</i></p> <ul style="list-style-type: none"> • oppression • lack of freedom • no chance of finding work • hunger 	25%		

Aufgabe	Erwartete Schülerleistungen	Anforderungsbereiche Gewichtung		
		I	II	III
	<p><i>Experience in the new world (America)</i> Hopes of living a life in freedom and abundance are met with obstacles:</p> <ul style="list-style-type: none"> • language problems prevent communication with Americans • long working hours as a servant in an Americanized immigrant family 			
2.	<p>Erwartungshorizont für eine gute Leistung The narrator's attitude towards America depends on her personal experience in Russia and in an Americanized family and is thus subject to change. Her initial euphoria based on the concept of <i>the Promised Land</i> and the <i>American Dream</i> is gradually replaced by a more realistic attitude.</p> <p><i>Reference to the text</i> Initial euphoria and longing expressed through:</p> <ul style="list-style-type: none"> • emotional outbursts and exclamations ("Ach! America!" l.3) • metaphorical language ("land of living hope, woven of dreams, aflame with longing and desire" ll. 3-4, "Promised Land" l. 5, "the golden land of flowing opportunity" l.14) • contrast ("sunlight" vs. "darkness", "freedom" vs. "prison", "prison-bars" vs. "strings of a beautiful violin" ll. 6-7, "golden land of flowing opportunity" vs. "sterile village of my forefathers" ll. 14-15) <p>More realistic attitude expressed through:</p> <ul style="list-style-type: none"> • exclamations showing disappointment ("God from the world! Here I was with so much richness in me, but my mind was not wanted without the language." ll.23-24) • repetition as a means of intensifying statements ("I had to ..." (3 x) ll.18-19, "No speech, no common language, no way to win a smile of understanding" ll.20-21, "only my young, strong body ... Only my eager, empty hands" ll. 21-22) <p>Erwartungshorizont für eine ausreichende Leistung The narrator's attitude towards America gradually changes from an idealistic to a more realistic view.</p>		25%	

Aufgabe	Erwartete Schülerleistungen	Anforderungsbereiche Gewichtung		
		I	II	III
	<p>Reference to the text</p> <p>Positive attitude expressed through:</p> <ul style="list-style-type: none"> • use of positive terms describing America (“land of living hope, woven of dreams, aflame with longing and desire” ll. 3-4, “the Promised Land” l.5, “the golden land of flowing opportunity” l.14) • contrast (“sunlight” vs. “darkness”, “freedom” vs. “prison” l. 6) <p>More realistic attitude expressed through:</p> <ul style="list-style-type: none"> • negative sentences (“Here I was with so much richness in me, but my mind was not wanted without the language. And my body, unskilled, untrained, was not even wanted in the factory.” ll.23-24) 			
3.	<p>Erwartungshorizont für eine gute Leistung</p> <p>Possible approach referring to the different parts of the quotation:</p> <p><i>“I was in America, ...”</i></p> <ul style="list-style-type: none"> • “America” referred to as a merely geographical term • “America” possibly referred to in terms of living conditions and mainstream values <p><i>“...among the Americans, ...”</i></p> <ul style="list-style-type: none"> • referring to the extent to which Candido and his wife have contact with Americans and interact with them (examples from the novel) <p><i>“... but not of them.”</i></p> <ul style="list-style-type: none"> • defining Candido’s and his wife’s status within American society • referring to the degree to which they are integrated in American society <p>Erwartungshorizont für eine ausreichende Leistung</p> <p>Possible approach referring to the different parts of the quotation:</p> <p><i>“I was in America, ...”</i></p> <ul style="list-style-type: none"> • “America” referred to as a merely geographical term <p><i>“...among the Americans, ...”</i></p> <ul style="list-style-type: none"> • referring to situations in which Candido and his wife have contact with Americans <p><i>“... but not of them.”</i></p> <ul style="list-style-type: none"> • list of reasons why Candido and his wife are not integrated in American society 		25%	

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4.	<p>Erwartungshorizont für eine gute Leistung The quotation celebrating the contribution of each and every individual to the making of America should be linked to aspects (or a text) supporting this approach and aspects (or a text) refuting it.</p> <p>Possible references:</p> <ul style="list-style-type: none"> • Crèvecoeur's letter "What is an American?" • interviews by Studs Terkel • the concepts of the Melting Pot and the Salad Bowl • mainstream American values (e. g. individualism, self-made man) • current situation of immigrants <p>Erwartungshorizont für eine ausreichende Leistung The quotation celebrating the contribution of each and every individual to the making of America should be linked to an aspect (or a text) supporting this approach and an aspect (or a text) refuting it.</p> <p>Possible references:</p> <ul style="list-style-type: none"> • any of the above-mentioned texts or aspects (argumentation is less complex) 			25%
	Summen:	25%	50%	25%