

Erwartungshorizont

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. eine 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 Bewertung		
		I	II	III
1 1a.	<p>Erwartungshorizont für eine gute Leistung</p> <p>Dharam's family, the Hindujas,</p> <ul style="list-style-type: none"> • are one of Britain's wealthiest Asian families with very close family ties • favour a very conservative upbringing of their children according to traditional Hindu values and believe in arranged marriages • favour a completely western education of their children in the best schools/universities • want to make Ninotchka a proper Asian wife accepting traditional values <p>Ninotchka's family, the Sargons,</p> <ul style="list-style-type: none"> • are of Anglo-Indian origin • are considered inferior by the Hindujas <p>Ninotchka</p> <ul style="list-style-type: none"> • thinks in European terms • refuses to live with the Hindujas and to thus become part of the large family of her husband <p>Erwartungshorizont für eine ausreichende Leistung</p> <p>Dharam's family, the Hindujas,</p> <ul style="list-style-type: none"> • are one of Britain's wealthiest Asian families • live according to traditional Hindu values and want an arranged marriage for their son • have sent Dharam to a very good English school • want to make Ninotchka a proper Asian wife <p>Ninotchka's family, the Sargons</p> <ul style="list-style-type: none"> • are of Anglo-Indian origin • are looked down upon by the Hindujas <p>Ninotchka</p> <ul style="list-style-type: none"> • refuses to live with the Hindujas 	25%		
1b.	<p>Erwartungshorizont für eine gute Leistung</p> <p>Parallels and allusions to <i>Romeo and Juliet</i></p> <ul style="list-style-type: none"> • separation of lovers/couple 			

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		I	II	III
2.	<ul style="list-style-type: none"> fatal conflict of love/passion (heart) and reason (head), tragedy the 'star-cross'd lovers' (quotation from Prologue) Juliet – Ninotchka > direct reference secret marriage not witnessed by their families bitter feud (reference to <i>R&J</i>) suicide a lesson to be learnt by the family <p>Erwartungshorizont für eine ausreichende Leistung Parallels and allusions to <i>Romeo and Juliet</i></p> <ul style="list-style-type: none"> separation of lovers/couple love story, tragedy the 'star-cross'd lovers' (quotation from Prologue) Juliet – Ninotchka > direct reference secret marriage not witnessed by their families suicide <p>Erwartungshorizont für eine gute Leistung In Dharam's and Ninotchka's case:</p> <ul style="list-style-type: none"> Hindu and western values (class, family, education, hierarchy, authority, gender, love and marriage) <p>The tragic development of their story resembles <i>Romeo & Juliet</i>:</p> <ul style="list-style-type: none"> arranged marriage against uncompromising love youthful impatience missed opportunities plans go wrong tradition, family virtues, hierarchy, authority <p>Erwartungshorizont für eine ausreichende Leistung In Dharam's and Ninotchka's case:</p> <ul style="list-style-type: none"> Hindu and western values (class, family, love and marriage) <p>The tragic development of their story resembles <i>Romeo & Juliet</i>:</p> <ul style="list-style-type: none"> arranged marriage against uncompromising love plans go wrong tradition 		25%	
3.	<p>Erwartungshorizont für eine gute Leistung</p> <ul style="list-style-type: none"> human interest story headline > eye catcher sensational style, e.g. lurid details (of suicide) tension: created by crime – mystery – manhunt – espionage register predominantly simple structure of sentences, in 		25%	

Aufgabe	Erwartete Schülerleistungen	Anforderungsbereiche Bewertung		
		I	II	III
4.	<p>parts more complex</p> <p>Erwartungshorizont für eine ausreichende Leistung</p> <ul style="list-style-type: none"> • human interest story • headline > eye catcher • sensational style • tension: crime – manhunt – register • story straightforwardly told <p>Erwartungshorizont für eine gute Leistung</p> <p>Students are expected to</p> <ul style="list-style-type: none"> • observe the requirements of the text type e-mail • discuss the statement within the context of arranged marriages among British citizens of Indian origin • consider aspects of ethnicity and culture (e.g. religions, traditions, gender roles, ethnic coherence) • state their opinion and discuss the question of freedom of choice with regard to consequences • refer to texts studied in class <p>Erwartungshorizont für eine ausreichende Leistung</p> <p>Students are expected to</p> <ul style="list-style-type: none"> • observe the requirements of the text type email • refer to the main aspects, i.e. choice and divorce <ul style="list-style-type: none"> - choice by parents - divorce rate lower than in western society - divorce is not an option • consider religion, tradition, gender roles • state their opinion • refer to texts studied in class 			25%