

Klausurteil A (70%): Schreiben mit Leseverstehen (integriert)**1. Inhaltliche Leistung****Teilaufgabe 1 (Comprehension)**

	Anforderungen: Die Schülerin / Der Schüler	Max. Punkte	Errei. Punkte
1	<p>beschreibt die “hard Brexit ideologues”, z.B.</p> <ul style="list-style-type: none"> - representing the right wing of the Conservative Party - calling for & symbolizing a clear & fast separation & cut with the EU – instead of negotiating a new deal in order to keep privileged access to the European single market - fed by nostalgic visions of Britain still being a mighty Empire - ideology coined by imperialist and chauvinist attitudes concerning GB and Europe/the rest of the world 	3	
2	<p>beschreibt die möglichen Konsequenzen und Risiken eines harten Brexits:</p> <ul style="list-style-type: none"> - risk of Brexit “fundamentalism” – i.e. a rigid adherence & unwavering attachment to principles set by hardliners - new & naïve British chauvinism blindfolds destructive economic impact of Brexit on GB - financial crisis & economic downturn due to <ul style="list-style-type: none"> o lack of EU legislation – global processes such as financial passporting o withdrawal of banks – London might lose its position as financial capital of Europe o losing the EU as their most important business partner o loss of export partners / markets on the continent o withdrawal of inward investors / huge companies such as Nissan → change of business location o negotiating new global deals (e.g. with India or Australia) will take several years before they might be put into practice o new trade deals come with a price: e.g. agricultural exporters will demand new regulations, e.g. dropping farm subsidies o trade deals with other countries cannot substitute the single market: <ul style="list-style-type: none"> ▪ e.g. Australia (2 % of GB’s trade vs 50 % with the EU) ▪ e.g. India – no access to their inner market - risk of being deluded by the lack of short-term effects on GB’s economy, confusing it with ideologies of British resilience - losing (economic) power since GB is no longer member of the deciding EU council 	5	
3	<p>benennt die Lösungsvorschläge, die Herbert in der aktuellen Situation sieht:</p> <ul style="list-style-type: none"> - since there is no alternative & substitute for the European single market, GB has to negotiate the best deal possible with the EU - preserving a privileged access to the single market - sending out clear messages to the British people as well as the European partners – instead of the Brexiteers’s inconsistency - being aware of long-term effects that will follow Brexit 	2	
	SUMME Teilaufgabe 1	10	

Teilaufgabe 2: Analysis

	Anforderungen: the student...	Max. Punkte	Errei. Punkte
1	...outlines the argumentative structure of the speech underlining Herbert’s point of view		

	<ul style="list-style-type: none"> generally, Herbert makes use of a combination of a mainly antithetical line of argument, opposing a “hard” and of “soft” approach regarding dealing with GB’s Brexit referendum, as well as a pro-ggressive/listing one, stating various arguments in favour of a “soft” solution & implying the risks of a hard & definite cut <p>headline = up-front thesis</p> <p>lead-in: pun/provocation: sexual allusion referring to the Conservative Party → to catch the reader’s interest → humorous & provocative introduction to the topic</p> <p>leading into the leading question of the article, namely the terms on which GB will be leaving the EU: hard or soft Brexit?</p> <ul style="list-style-type: none"> juxtaposition of the two options diction (pos. vs. neg. connotations) reflection soft vs. hard Brexit) & stylistic devices (metaphor: guillotine) already reveal the way he clearly favors (s.b.) <ul style="list-style-type: none"> amplification / enhancement of the 2 positions: <ul style="list-style-type: none"> “Brexit chauvinism” vs. striking the best deal, i.e. reasonable negotiations juxtaposition of the dangers/naivety of isolation vs. his appeal to negotiate <ul style="list-style-type: none"> proof/examples – listing way of support <ul style="list-style-type: none"> examples of companies (Nissan) & politicians (- proven by quotes) refuting of these position by presenting facts & figures concerning GB’s economy → leading to his thesis (ll. 29f): GB must go for the best deal possible (emphasized by paratactic sentence structure) supported by personal criticism of the three “Brexiters” and their role <ul style="list-style-type: none"> proven by revealing the dangers of GB’s alleged economic resilience emphasized by the trias: past – present (Brexit/Brexiters) – future (departure of Art. 50) erving as a warning – not to be “re-“vived again (cf. choice of words: re-launched/re-born) frame: Britannia (l. 41), chauvinism (l. 8) etc. → naivety & danger end = appeal to the audience not to be deceived by such chauvinist ideas / hardliners – emphasized by comparatives & the use of personal pronouns → feeling of community 	5	
2	<p>...points out the use of stylistic devices to emphasize his arguments:</p> <p>typically British allusions – although here used in a negative way / negatively connoted since those present the dangers and naivety of Brexit hardliners</p> <ul style="list-style-type: none"> British Empire / chauvinism / Britannia / romanticized past → symbolizing a deceiving belief in GB still being an Empire, triggering isolationist – dangerous – attitudes towards the EU maritime tradition / GB as a seafaring nation living on an island → trade with Commonwealth states democratic traditions (14) – ironic hint at the referendum resilience (35) – only pretended /would-be resilience concerning economic decline <p>contrastive language / antithesis to reflect the two options GB has</p> <ul style="list-style-type: none"> (allegedly) glorious past vs. present (1ff / 40ff) (+ pun): financial passporting vs. color of passport hard vs soft Brexit – refuting & ridiculing the first option in order to show his strong support for the latter one <p>ll. 2ff: (+ metaphor: guillotine) financial products (6ff) markets: export & inward investment (14)</p>		

	<p>global trading: “across warm oceans” vs. EU/single market (28ff) (+ facts & figures, parallelism, parenthesis, alliteration, metaphor) alleged security/ assurance by politicians etc. vs. insecurity (34) & inconsistency naivety & seduction vs. realism (apparent) resilience vs. long-term impacts (36f)</p> <p>use of imagery in order to make his speech more vivid and catch the listener’s attention, illustrate the catastrophic consequences of a “hard” Brexit etc.</p> <p>metaphors</p> <ul style="list-style-type: none"> ▪ “guillotine’s blade” (1f) → hard Brexit = death sentence ▪ haemorrhage (9) → impact / financial damage of Brexit ▪ royal yacht (10f) → glories of the past (+ irony) ▪ doorstep (27) → closeness to EU-member states / European single market ▪ warm oceans (28) → distance / pseudo-security of Commonwealth members concerning trading options beyond the EU (+ irony) ▪ Brexiteers (31ff) → ridiculing the politicians responsible for (hardliner) Brexit by comparing them to fictional characters glorifying the past (+ comparison: three blind mice, stressing their incapacity) ▪ trigger (38) → dangers underlying Brexit / fatality ▪ clock (38) → urgency of taking the right decision <p>personification “trigger” (38) counting down the clock → urgency</p> <p>use of patterns of repetition to give his speech a simple and clear structure as well as to focus on important aspects frame: (l. 8 – 41) (s.a.) repetition (e.g. of key terms like naïve (intro, 18, 41); seduction / figura etymologica – seductive (13, 28) semantic fields: chauvinism, fundamentalism , insecurity, folly, enumeration referring to possible markets (16) parallelism / juxtaposition (s.a. + antithesis) e.g. 8ff; 24ff → hard vs. soft Brexit; (impossible) options with Commonwealth countries anaphora talking about (im-)possible trade deals – 2nd time: without the intensifying adjective → implying the fading hopes alliteration “simple or swift substitute” (26) → stressing the graveness of misleading promises & pseudo-options use parenthesis /pauses for emphasis (14f / Nissan) puns (passport-ing, 8ff) → also ridiculing complicated business processes use of expressive, intensifying adjectives/adverbs (33, 35, 38) – often contrastive or also in superlative form (l. 18) → reinforced by alliteration (s.a.) → or comparative form (40f) → direct comparison of the two alternatives</p>	8	
3	<p>...portrays Clegg’s rapport with his audience, e.g.</p> <ul style="list-style-type: none"> • use of personal & possessive determiners “we” & “our” – accumulation of which in paragraphs revealing people’s responsibility or the close link between GB and Europe, e.g. international trade and negotiations → focus on collective goals & shared responsibilities / urgency to act (cf. final appeal) • contrasted with politicians calling for a hard Brexit (“those who talk...” (21)/ Brexiteers (31ff) • also used when he directly appeals to the audience to take action (40f) • passive voice (trigger) vs. “we” (39) are shut out 	2	

	<ul style="list-style-type: none"> • direct involvement / address (41) • allusions to common history & national identity (s.a.) • familiar language (rather everyday/colloquial) 		
4	<p>...illustrates the author's choice of words, style & tone</p> <ul style="list-style-type: none"> • use of rather simple / clear / colloquial than formal / highbrow language, e.g. phrasal verbs (e.g. 39: shut out) → easy to understand / greater audience • mostly simple, paratactic sentence structure –to convey his “simple” message, to make straight-forward appeals & give simple explanations (e.g. l. 29 etc.) • vs. hypotactic sentence structure (31ff; 34ff) & technical terms (21ff) to convince the audience of his professionalism & expertise • repetitive • partly metaphorical language, mostly literal • familiar style, humorous in the beginning, in parts even emotive (s.a.), committed, motivating → revealing his dedication for the cause • provocative tone (e.g. ll. 2, 28, 31ff) to contrast the “right” and the “wrong” way, also very ironic • serious, urgent (s.a.) – final appeal / scope of negative impact / incapacities of politicians in charge (21) • diction: negatively → description of Brexiteers, hardliner Eurosceptics → description of the risks and consequences of GB leaving the EU completely vs. positively connoted → advantageous “soft” Brexit) expressions / semantic fields (s.a.) (cf. line of argument) • semantic fields: folly, naivety, seduction → underlining the deceiving character behind the Brexit campaign & their representatives, now in charge of negotiations 	4	
5	<p>...portrays the author's reliability e.g.</p> <ul style="list-style-type: none"> • quotes of politicians (!no source is given!) • knowledge: e.g. personal economic expertise – supported by: • facts and figures (ll.14ffm 29ff) • historical allusions and examples (s.a.) 	1	
6	ggf.: erfüllt weiteres, aufgabenbezogenes Kriterium (4).		
		20	

Teilaufgabe 3 (Comment)

	Anforderungen: Die Schülerin / Der Schüler	Max. Punkte	Errei. Punkte
1	<p>greift Herberts These und Appell kritisch wertend auf, z.B. hinsichtlich</p> <ul style="list-style-type: none"> • British “national character“ / identity; i.e. in this case the risk of retreating into a new kind of British chauvinism • the global impact of Brexit “fundamentalism” or naïve British chauvinism • the difficulties of the negotiation processes following Brexit • the economic impact on GB after being shut out of the EU council and the single market • etc. 	3	
2	<p>äußert sich unter Rückgriff auf unterrichtlich erworbenes Wissen und den vorliegenden Text Argumente, die Herberts kritische Einschätzung bekräftigen, z.B.</p> <ul style="list-style-type: none"> • the story behind Brexit as a ruthless political power game • David Cameron's role concerning the referendum and Brexit it triggered • reliability of the “Brexiteers” – especially politicians such as Boris Johnson • facts & figures concerning Brexit, GB's dependence on the European market etc. 		

	<ul style="list-style-type: none"> • British identity – which is still today often deeply rooted in the era of the Empire ○ British sense for & inclination towards nostalgia ○ Strong traditions of Eurosceptism • Euroscepticism: e.g. no common currency, GB has always fought for a “Britain first” position within the EU, cherry-picking during negotiations & regulations • “Britain first” – position (cf. Cameron) • Texts: A dynamic country steeped in tradition; cartoons on British identity; quotes on Britishness, Cameron’s Anti-Brexit speech; texts on British imperialism 	4	
3	<p>äußert sich unter Rückgriff auf unterrichtlich erworbenes Wissen und den vorliegenden Text Argumente, die Herberts kritische Einschätzung widerlegen, z.B.</p> <ul style="list-style-type: none"> • Arguments supporting an anti-Europe position, e.g. <ul style="list-style-type: none"> ○ red tape ○ over bureaucracy • Brexit represents the opinion of the majority of the British public • GB and especially imperial links / the Commonwealth of Nations offer global business opportunities – e.g. trans-Atlantic trading business etc. • GB bring the fifth largest economy & more dynamic than the Eurozone (Gove) • refugee crisis has left people insecure → GB is emblematic for other European countries that might follow GB’s decisio • texts: Michael Gove’s Pro-Brexit address, f&f Brexit; Commonwealth 	4	
4	zieht abschließend ein plausibles Fazit, das sich nachvollziehbar aus den Ausführungen ergibt und einen eigenen Standpunkt erkennen lässt.	1	
5	erfüllt ein weiteres aufgabengezogenes Kriterium	(2)	
SUMME Teilaufgabe 3		12	

SUMME Klausurteil A – Schreiben mit Leseverstehen: INHALT	42	
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2. Sprachliche Leistung / Darstellungsleistung

Kommunikative Textgestaltung [21 P.]

	Anforderungen: Die Schülerin / Der Schüler	max. Punkt-zahl	er-reichte Punkte
1	richtet seinen Text konsequent und explizit im Sinne der Aufgabenstellung auf die Intention und den Adressaten aus.	6	
2	beachtet die Textsortenmerkmale der jeweils geforderten Zieltextformate.	4	
3	erstellt einen sachgerecht strukturierten Text.	4	
4	gestaltet seinen Text hinreichend ausführlich, aber ohne unnötige Wiederholungen und Umständlichkeiten.	4	
5	belegt seine Aussagen durch eine funktionale Verwendung von Verweisen und Zitaten.	3	

Ausdrucksvermögen / Verfügbarkeit sprachlicher Mittel [21 P.]

	Anforderungen: Die Schülerin / Der Schüler	max. Punkt-zahl	er-reichte Punkte
6	löst sich vom Wortlaut des Ausgangstextes und formuliert eigenständig.	4	
7	verwendet funktional einen sachlich wie stilistisch angemessenen und differenzierten allgemeinen und thematischen Wortschatz.	6	

8	verwendet funktional einen sachlich wie stilistisch angemessenen und differenzierten Funktions- und Interpretationswortschatz.	4	
9	verwendet einen variablen und dem jeweiligen Zieltextformat angemessenen Satzbau.	7	

Sprachrichtigkeit [21 P.]

	Anforderungen: Die Schülerin / Der Schüler	max. Punkt-zahl	er-reichte Punkte
	beachtet die Normen der sprachlichen Korrektheit im Sinne einer gelingenden Kommunikation.		
7	Wortschatz	9	
8	Grammatik	8	
9	Orthographie (Rechtschreibung und Zeichensetzung)	4	
SUMME Klausurteil A – Schreiben mit Leseverstehen: SPRACHE		63	
Gesamtpunktzahl Klausurteil A – Schreiben mit Leseverstehen		105	

Klausurteil B (30%): schriftliche Sprachmittlung D-E (isoliert)**1. Inhaltliche Leistung**

	Anforderungen: Die Schülerin / Der Schüler	max. Punkt-zahl	er-reichte Punkte
	gibt die wesentlichen Inhalte im Sinne der Aufgabenstellung sinngemäß zusammenfassend wieder:		
1	Germany's reaction to / stance on Brexit: <ul style="list-style-type: none"> - Brexit as the result of <ul style="list-style-type: none"> o a "cock fight" between egocentric & irresponsible upper-class snobs, i.e. Boris Johnson, David Cameron (+ Michael Gove) o a ruthless fight for political power - tone / aim: <ul style="list-style-type: none"> o open disrespect & contempt for politicians involved in Brexit campaign – especially Boris Johnson o revealing their lack of responsibility, seriousness, as well as political & moral incapacities 	5	
2	Germany's stance on politicians responsible for Brexit: <ul style="list-style-type: none"> - s.a.: blatant scorn for Johnson in particular, Cameron & Gove - stressing their lack of responsibility, reliability, and seriousness concerning Brexit, as well as Johnson's ambitions for becoming Prime Minister - Brexit as the result of their "gambling" for political power - ridiculing Johnson & Gove by alluding to their Shakespearean rivalry & ruthlessness – but –in contrast to Shakespeare's (tragic) (anti-)heroes they rather resemble clownish P.G. Woodehouse characters - emphasizing Johnson's & Cameron's lack of reality, responsibility concerning pressing problems such as the refugee crisis, economic financial bubble, the consequences of Thatcherism – rather reducing it to mere arguments in a rogue fight over political power 	8	
3	The role of the media: <ul style="list-style-type: none"> - Rupert Merdoch's prominent role during pre- & post Brexit times - his political/media staging of the referendum/Brexit - the dependence of politicians on the media in general – Rupert Merdoch especially 	5	

- clear profit-orientation / political opportunism		
- The Sun : pro-Brexit supporter		
- in the beginning: also supporter of B. Johnson – after his “failure” – outright rejection		

SUMME Klausurteil B – Sprachmittlung: INHALT	18	
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2. Sprachliche Leistung / Darstellungsleistung

	Anforderungen: Die Schülerin / Der Schüler	max. Punktzahl	er-reichte Punkte
1	Kommunikative Textgestaltung: <ul style="list-style-type: none"> richtet ihren / seinen Text konsequent und explizit auf die Intention und den / die Adressaten im Sinne der Aufgabenstellung aus, <i>i.e. international audience at a youth conference</i> → <i>intention: information on Germany's stance on Brexit / responsible politicians</i> berücksichtigt den situativen Kontext, beachtet die Textsortenmerkmale des geforderten Zieltextformats, <i>i.e. script for speech</i> erstellt einen sachgerecht strukturierten Text, gestaltet ihren / seinen Text hinreichend ausführlich, aber ohne unnötige Wiederholungen und Umständlichkeiten. 	9	
2	Ausdrucksvermögen / Verfügbarkeit sprachlicher Mittel: <ul style="list-style-type: none"> löst sich vom Wortlaut des Ausgangstextes und formuliert eigenständig, ggf. unter Verwendung von Kompensationsstrategien, verwendet funktional einen sachlich wie stilistisch angemessenen und differenzierten allgemeinen und thematischen Wortschatz, <i>i.e. EU, Brexit, Economy, politics</i> verwendet funktional einen sachlich wie stilistisch angemessenen und differenzierten Funktionswortschatz, verwendet einen variablen und dem jeweiligen Zieltextformat angemessenen Satzbau. <i>i.e. rhetorical devices, e.g. patterns of repetition (cf. Speech)</i> 	9	
3	Sprachrichtigkeit: beachtet die Normen der sprachlichen Korrektheit im Sinne einer gelingenden Kommunikation, und zwar in den Bereichen <ul style="list-style-type: none"> Wortschatz, Grammatik, Orthographie (Rechtschreibung und Zeichensetzung). 	9	

SUMME Klausurteil B – Sprachmittlung: SPRACHE	27	
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Gesamtpunktzahl Klausurteil B – Sprachmittlung	45	
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GESAMTPUNKTZAHL KLAUSUR	150	
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GESAMTNOTE*		
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Datum und Paraphe:

*** Zuordnung der Notenstufen zu den Punktzahlen:**

erreichte Gesamtpunktzahl	Note	Notenpunkte (Q)
143 – 150	sehr gut plus	15
135 – 142	sehr gut	14
128 – 134	sehr gut minus	13
120 – 127	gut plus	12
113 – 119	gut	11
105 – 112	gut minus	10
98 – 104	befriedigend plus	9
90 – 97	befriedigend	8
83 – 89	befriedigend minus	7
75 – 82	ausreichend plus	6
68 – 74	ausreichend	5
60 – 67	ausreichend minus	4
50 – 59	mangelhaft plus	3
40 – 49	mangelhaft	2
30 – 39	mangelhaft minus	1
0 – 29	ungenügend	0