

Name

Inhalt - Teilaufgabe 1 - Comprehension		16	0														
1	Intro: author, title, publication date, extract, theme	1	0														
2	setting: Neo-Pavlovian Conditioning Rooms, Infant Nurseries; persons: DHC, nurses, group of students, Delta babies	3	0														
3	stage 1 of the conditioning process: set-up of objects, babies' access to objects, accoustic and eelectric shock treatment	4	0														
4	stage 2: verification of effectiveness - babies reject objects that initially appeared to be attractive, end of process, removal of babies	3	0														
5	DHC's explication: hatred of botany and literature; threat of deconditioning; view of the past: nature accessed free of charge; dominance of economic interests in form of payable country sports	5	0														
6	Weiteres aufgabenbezogenes Kriterium		0														
Inhalt - Teilaufgabe 2 - Analysis		24	0														
1	experiment - science: the set-up of the conditioning process is comparable to a scientific experiment: the objects that attract the babies (1st paragraph); the director's & Head Nurse's co-operation (9, 10: "switchboard!"); the sequence of phases one & two (23); observation of results (27); all details reveal the pseudo-scientific nature of the process, whose purpose contradicts any sound science and brings up memories of medical experiments in Nazi concentration camps	5	0														
2	babies' PoV: the description of the guinea-pig babies works with elements of a climax - from first attraction ("began to crawl towards", 1) proceeding to "distort[ion] with terror" (12) and "limbs mov[ing] jerkily" (17), continuing with the phase of "[shrinking] away in horror" (25) and finally subsiding when being wheeled out (34) b) contrast/ juxtaposition - the silence of the babies (1) facing attractive nursery toys ("cock-a-doodle-doo" & "baa-baa sheep", 25) versus the noise of explosions and "shriller ... [shrinking] sirens" (alliteration - 11)	5	0														
3	Director: his hubris ("triumphantly", 27) and cynicism ("Excellent!" 6; "now we proceed to rub in the lesson", 13) stand in stark contrast to the nature of the presentation; his self-aggrandizing explanations ("we condition ...we see to it" 51 f) reveal the pride with which he justifies the unjustifiable enslavement of human beings; the blasphemous reference to the Christian wedding vow: "Those Whom God Hath Joined Together Let No Man Put Asunder" (cf. 29f)	5	0														
4	Nurses / Students: Headnurse (15) and nurses (24) obey the DHC's commands unquestioningly; cynical treatment of lower castes is accepted by (one of the) students (36) whereas the hatred of flowers does not make sense - it can only be understood in a historical context (41f); obviously historical knowledge is subdued in the BNW (satire)	4	0														
5	State philosophy: unchecked consumerism that puts the interests of society above that of the individual - gratuitousness as a "grave defect" (46 satirical because of its contradiction to sound thinking), satirical hint at sports as a way to boost industrial production ("elaborate apparatus", 52); book reading is seen as a waste time (37), which is diametrically opposed to what we understand as education	5	0														
6	Weiteres aufgabenbezogenes Kriterium		0														
Inhalt - Teilaufgabe 3 - Evaluation		20	0														
1	although the boundaries of different social classes as not as distinctive as those in BNW, there are efficient mechanisms in our modern societies that regulate the allocation of people to different classes, foremost the education system, which - seen critically - is a form of mental conditioning	5	0														
2	in its ugly form, globalisation takes the form of a rigorous dictate of economic interests	5	0														
3	science is rarely independent of economic interests and can be used to manipulate public opinion and economic processes	5	0														
4	enlarging on the above criteria, the abuse of media, drugs (soma) and hedonistic attitudes at large can be discussed	5	0														
5	weiteres aufgabenbezogenes Kriterium	0	0														
6	weiteres aufgabenbezogenes Kriterium	0	0														
Inhalt - Teilaufgabe 3 - Kreativteil		20	0														
1	presentation of a comparable setting, situation and character constellation	5	0														
2	action & plot elements: the savage's interaction with other characters revealing a clash with the values of the dystopian society	5	0														
3	satirical elements in the set-up of the conditioning process that are provocative to the onlooker	5	0														
4	message: either the futility of the Savage's protests or his verbal lambasting of the system's cynicism	5	0														
5	weiteres aufgabenbezogenes Kriterium		0														
6	weiteres aufgabenbezogenes Kriterium		0														
Darstellung & Sprachleistung – Kommunikative Textgestaltung		30	0														
1	erstellt einen kohärenten und flüssig lesbaren Text, berücksichtigt dabei den Adressaten und bedient sich adäquater sprachlicher Mittel der Leserleitung	5	0														
2	beachtet die Normen der jeweils geforderten Textsorte (Teilaufgaben 1. 2. 3.1 = expositorisch-argumentative Textform; Teilaufgabe 3.2 = .....)	5	0														
3	belegt seine Aussagen zum Text durch konkrete Verweise und Zitate	5	0														
4	strukturiert seinen Text in erkennbare und thematisch kohärente Abschnitte, die die Darstellungsabsicht sachgerecht unterstützen	5	0														
5	stellt die einzelnen Gedanken in logischer, folgerichtiger Weise dar und verknüpft diese so, dass der Leser der Argumentation leicht folgen kann	5	0														
6	gestaltet den Text ökonomisch (ohne unnötige Wiederholungen und Umständlichkeiten)	5	0														
Darstellung & Sprachleistung – Ausdrucksvermögen / Verfügbarkeit sprachlicher Mittel		30	0														
7	formuliert verständlich, präzise und klar	4	0														
8	bedient sich eines sachlich wie stilistisch angemessenen und differenzierten allgemeinen Wortschatzes sowie passender idiomatischer Wendungen	4	0														
9	bedient sich eines treffenden und differenzierten thematischen Wortschatzes	4	0														
10	bedient sich sachlich wie stilistisch angemessen des fachmethodischen Wortschatzes (Interpretationswortschatz)	4	0														
11	bildet angemessen komplexe Satzgefüge und variiert den Satzbau in angemessener Weise (z.B. Wechsel zwischen Para- und Hypotaxe; Partizipial-, Gerundial- und Infinitivkonstruktionen, Aktiv und Passiv)	10	0														
12	löst sich von Formulierungen des Ausgangstextes und formuliert eigenständig	4	0														
Darstellung & Sprachleistung – Sprachrichtigkeit		30	0														
13	Orthographie / 0 Punkte / 1-2 Punkte/ 3-4 Punkte / 5-6 Punkte	6	0														
14	Grammatik / 0-1 Punkte / 2-5 Punkte/ 6-9 Punkte / 10-12 Punkte	12	0														
15	Wortschatz / 0-1 Punkte / 2-5 Punkte/ 6-9 Punkte / 10-12 Punkte	12	0														
Note ↓ Paraphe ↓ Gesamtsumme der Punkte		150	0														
<b>ungenügend</b>		<b>Datum 27.11.09</b>															
143-150	135-142	128-134	120-127	113-119	105-112	98-104	90-97	83-89	75-82	68-74	58-67	49-57	40-48	30-39	0-29		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0		