



SCHOOL-SCOUT.DE

Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:


Ethnic Diversity in Great Britain (Leistungskurs)

Das komplette Material finden Sie hier:

School-Scout.de





Titel:	Leistungskursklausur mit Erwartungshorizont Ethnic Diversity in Great Britain (Leistungskurs)
Bestellnummer:	63803
Kurzvorstellung:	<ul style="list-style-type: none">• Das Thema „Ethnic Diversity“ ist zentraler Gegenstandsbereich des Abiturs im Fach Englisch in vielen Bundesländern. Das Material nimmt in dem Erwartungshorizont in dem Aufgabenbereich III auf die vorliegende Reihenplanung „Ethnic Diversity in GB and USA – a literary approach“ Bezug. Es kann aber auch unabhängig verwendet werden.• Dieses Material bietet eine ausgefeilte Klausur, die sich mit dem Thema „Ethnic Diversity“ beschäftigt. Hierbei stehen der Inhalt und das Formulieren einer eigenen Stellungnahme im Vordergrund. Dabei werden im Aufgabenbereich II und III Auswahlmöglichkeiten angeboten• Präsentiert werden die Aufgabenstellung sowie ein Erwartungshorizont, der die Anforderungen für gute und ausreichende Leistungen detailliert aufzeigt, welches die Bewertung vereinfacht.
Inhaltsübersicht:	<ul style="list-style-type: none">• Arbeitsblatt mit Aufgabenstellung• Erwartungshorizont mit Leistungsdifferenzierung
	<ul style="list-style-type: none">• Internet: http://www.School-Scout.de• E-Mail: info@School-Scout.de

Term Paper

Assignments

Deal with three assignments (one from each section). You are expected to write a minimum of 450 words altogether.

Time available: _____ minutes

1. Comprehension

Summarise the text in your own words. Do not write more than 150 words.

2. Analysis

2.1 Analyse **the author's attitude towards extremism**. If possible, show how language is used to reflect this attitude. Give evidence from the text.

or

2.3 Analyse the author's development and the reasons that caused it. Give evidence from the text.

3. Comment/ creative writing

3.1 Explain and discuss the following statement taking into account further material you are familiar with.

"I do not want them to consider Islamism as an option, as I once did."

(ll. 40-41)

or

3.2 Give your opinion on Ed's way of coping with extremism by referring to your knowledge on extremism as well as further material you are familiar with.

2.2 Analyse the author's development and the reasons that caused it.

Gute Leistung	Ausreichende Leistung
<ul style="list-style-type: none"> • as a teenager: convinced, self-confident since belonging to a group forces sense of belonging, being among friends (I.12) • as a teenager, passionate, pretentious, unexperienced, undiscerning, rebellious - kind of rebellion against father, who "was in no mood to be taught lessons from his son" (II 7-8) – search for identity in adulthood • insecure – longing for parents' support (I.10) • after "halagah" hesitating, unsteady, insecure- first doubts rise, first realisation of Islamism as concept/ belief that uses violence to accomplish their goals (I-25) – aggressive extent of extreme behaviour • insecure – needs girlfriend's support "to maintain composure (I.28) • prudent, sceptical, mixed up the religion Islam with Islamism (II25-26) • questioning aims and objectives of Islamism (I. 32) • inner conflict: learned/engraved convictions versus reality/ new insights/ uncertainties/ means to accomplish objectives by movements (II33-35) • discernment of damages that ideological employment has created (II 36-38) • feels necessity to think for himself again (I.38), recovery of independence / taking own decisions <p><u>conclusion:</u></p> <ul style="list-style-type: none"> • undergoes change: as a teenager: positive and convinced due to search for identity, feeling of misapprehension from father's side, insecurity maintains while realising distorted view on Islam/ fake ideology promulgated by leaders; discerning when understanding the damages his decisions/ reactions had created (parents) towards a critical, sceptical, progressive, rational and honest person 	<ul style="list-style-type: none"> • <u>as a teenager:</u> positive, being among friends (I.12) • <u>after "halagah":</u> insecure- first doubts rise, (I-25) • questioning aims and objectives of Islamism (I. 32) • inner conflict: feels necessity to think for himself again (I.38), recovery of independence/ taking own decisions <p><u>conclusion:</u></p> <ul style="list-style-type: none"> • change in attitude towards extremism from an uncritical follower to a critical thinker about the ideology



SCHOOL-SCOUT.DE

Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

Ethnic Diversity in Great Britain (Leistungskurs)

Das komplette Material finden Sie hier:

School-Scout.de

