

“The 12th Day of July”

**Mündliche Leistungsmessung angelehnt an die neuen Vorgaben
zum mündlichen Abitur 2013/Hier dem Niveau Klasse 10 angepasst**

- 1. Während der Präsentationen kann jederzeit eine mündliche Note erhoben werden.**
 - 2. In die Struktur der Einheit sind mehrere GFS eingebaut, die nach den an den Schulen festgesetzten Bewertungskriterien benotet werden.**
 - 3. Es wird eine mündliche Prüfungssituation vorgestellt.**
 - 4. Im Material findet sich auch eine Klassenarbeit, die aber nach dieser ausgeprägten Betonung der Mündlichkeit nicht zwingend notwendig ist.**
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- A) Mündliche Prüfung während oder nach der Einheit
 - B) Klassenarbeit über 60 Minuten am Ende der Einheit mit Schwerpunkt „Reading Comprehension“ and „Creative Writing“ (Grammatikübung in Anlehnung an „Language focus zur Wahl oder als Pluspunktkontosiehe handout)
 - C) Kurze Bemerkung zur Bewertung der GFS/GFS als Gruppenarbeit

A) Oral exam

Oral exam Unit Ireland/reading a novel	English A country of many faces	Work in pairs and on your own
Date:	Mark 1	Mark 2

"Ireland- a country of many faces"

In this oral exam, you will have to go through three different phases. You may make notes, but during the exam you will have to speak freely (palm cards are allowed).

- A) Monologue: Talking about Ireland and the novel “12th Day of July” in general
- B) Dialogue: Role play based on the novel
- C) Talking about a picture/statistics or others with reference to the main topic

A) Ireland and the novel/teacher's questions/cues

- Say in a few words what the novel “The 12th Day of July” is about.
- Describe the situation the two main characters find themselves in.
- What picture of Northern Ireland is evoked?
- How does it contrast with what we have learned about the Republic of Ireland?
- Can you imagine what life was like in a city like Belfast in the worst times of the conflict?

B) Your name is John and you live in the Catholic part of Belfast. You are going to be 16 soon and you would like to invite Sally, a Protestant girl who has just moved into the neighbourhood. The relationship between Catholics and Protestants is not as bad as it used to be but people still want to keep to their own folks. You are discussing the issue with your best friend Marc.**C) Speaking about a picture**

Which face of Northern Ireland is presented here and how does it contrast with the other impressions we got of the country while reading the novel??



www.publicdomainpictures.net/view-image.php?image=3050&picture=landschaft-mit-see
>Landschaft mit See von Petr Kratochvil

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- What picture of Northern Ireland is evoked?
- How does it contrast with what we have learned about the Republic of Ireland?
- Can you imagine what life was like in a city like Belfast in the worst times of the conflict?

B) Your name is Marc and you live in the Catholic part of Belfast. Your best friend John has fallen in love with a nice girl who has just moved to Belfast. She is a Protestant who doesn't care much about the differences between the two groups. John would like to invite her to his birthday party and although the problems are not as severe as they used to be, he needs some advice from his best friend. His parents might not be too keen on meeting Sally.**C) Speaking about a picture**

Which face of Northern Ireland is presented here and how does it contrast with the other impressions we got of the country?



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Picture from: www.publicdomainpictures.net

„Oral Exam“ Beispiel 2

1. Monologisches Sprechen mit Lehrerimpulsen

Partner A: You are to speak for about 8-10 minutes.

- i) **Describe the photo (Belfast wall; soldiers patrolling in the streets)**



- ii) **State your opinion: The British should have pulled out of Northern Ireland much earlier.**
- iii) **Discuss the differences between being brought up in Germany and in Northern Ireland.**

Partner B: You are to speak for about 8-10 minutes.

- i) **Describe the photo (graffiti on Belfast walls, children looking at British soldiers).**
- ii) **State your opinion: It's always children that suffer most.**
- iii) **Discuss the pros and cons of Irish reunification.**

2. Dialogisches Sprechen (10 minutes)

Talking about the novel

Discuss the statements below with your partner. Bear in mind what we discussed in class/presented in front of the group and try to reach an agreement: Kevin and Sadie have helped overcome the deep-seated hatred between Protestants and Catholics in Northern Ireland.

- a) Not celebrating the “Twelfth” was completely wrong because it’s important to cling to old traditions.
- b) Two young teenagers in love doesn’t mean anything in a conflict of such historical importance.
- c) A day on the beach instead of being “in the middle of it” shows that politics do not really trouble young people.
- d) Kevin and Sadie should just have stayed with their own people.

- e) The open ending of the novel shows that nothing has changed.
- f) Their story has nothing to do with me whatsoever.

3. Sprechen in der Triade (S-S-L) - 10 minutes

You have discussed the novel at length and have hopefully come to an agreement. Present your agreement to **an imaginary audience** but you have to change your speech according to the tasks below. Your teacher may intervene or become part of the talk. One speaker starts, speaker 2 takes over when he feels like it:

1. Speak about your agreement to **a group of teenagers**.
2. Justify your decision in front of **the author**.
3. Explain to your teacher how you reached your agreement.

Bemerkungen: Die 3 Teile der mündlichen Prüfung sind aufeinander abgestimmt und behandeln ein zuvor intensiv behandeltes Thema. Der Schüler muss gemäß den Bildungsstandards ganz bestimmte Kompetenzen und „skills“ vorweisen, die in verschiedener Form und Ausprägung zum Tragen kommen. Ausreichend Vorbereitungszeit sollte eingeräumt werden. Im ersten Teil (monologue) sollte der Schüler frei sprechen, wird aber durch verschiedene Lehrerimpulse gesteuert.

Je nach Intention und Möglichkeiten ist auch eine mündliche Prüfung in der Triade (siehe oben) denkbar.

(Zu Kompetenzen siehe auch Stundenkonzeption)

B) Klassenarbeit

Text siehe handout from “The Twelfth Day of July” by Joan Lingard, Cornelsen 1990, page 117

I) Comprehension

1. Explain in about 50 words how it could come to this violent confrontation.
2. Summarize the outcome of this confrontation in not more than five sentences.
3. Outline the significance of this extract for the whole novel.

10 credits (80 words)

I) Creative writing (10 credits) (100-120 words)

Choose one of the following questions:

1. Imagine you are either Kevin or Sadie. Write a diary entry for the day of the confrontation.
2. Sadie and her brother decide not to go to the popular march. Write a dialogue in which they ponder the pros and cons of going or not going.

Language: 30 credits

C) Einige Bemerkungen zu GFS und Gruppenbewertungen

Die GFS als fest etablierte Form der Leistungsmessung ist ausführlich diskutiert und fortgebildet worden. Hierzu deshalb nur noch einige Bemerkungen zu einigen immer noch heiklen Punkten. Wie bewerte ich Gruppenpräsentationen und wie kann ich den Schülern in einfacher, aber klarer Form die Notenbeschlussfassung verdeutlichen.

Beispiel einer GFS-Beurteilung:

GFS am „Name der Schule“

Klasse X/Englisch/Lehrer(in)

Unterrichtsstunde in Englisch

**Thema: Z.B.: „Good Advice is rarer than Rubies“ by Salman Rushdie
Einführung, Vertiefung, Übungen und Diskussion/Schüler hält
Unterrichtsstunde**

Name: XXXXXXXX

Datum: X

Stunde:

Unterrichtssprache: Englisch

Note: xxxxxxxx

Beschreibung des Verlaufs:

Sprache/Flüssigkeit:

Selbstständigkeit:

Literaturangaben:

Inhalt:

Materialien:

Einbindung der Mitschüler(innen)-je nach Thema:

Prozess (Absprache mit Lehrkraft etc.):

Fazit und Note:

Name der Lehrkraft:

Ort und Datum:

Sollte eine GFS von mehreren Schülerinnen und Schülern durchgeführt werden, gibt eine solche schriftliche Bewertung die Möglichkeit, die Unterschiede kurz aber deutlich aufzuschlüsseln. Ein Vordruck ist schnell vorzubereiten (oder von hier zu übernehmen) und die Notizen, die man sich während des Vortrags macht, können schnell und „schmerzlos“ in einige Sätze umformuliert werden.