

2024

Abitur

Original-Prüfung
mit Lösungen

**MEHR
ERFAHREN**

Gymnasium · Gesamtschule

Englisch LK

- + Übungsaufgaben im Abiturformat
- + Lernvideos zur Textaufgabe



STARK

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Globalisierung, Studieren und Arbeiten in einer globalisierten Welt

Zentrale Abitur-Prüfungsaufgaben

Abiturprüfung 2020 – Aufgabe 1

(Inhalte: Amerikanischer Traum, Globalisierung, Zukunftsperspektiven junger Erwachsener)

- Textaufgabe:** 4 3 2 1 by Paul Auster 2020-1
Textsorte: Romanauszug
Aufgabenfokus Analyse: *point of view, language*
Zieltextformate Textproduktion: *comment, interview*

- Mediation:** „Wie sinnvoll wäre ein Pflichtdienst für junge Leute?“ 2020-3
Textsorte: Zeitungsartikel; Zieltextformat: *email*

Abiturprüfung 2020 – Aufgabe 2

(Inhalte: multikulturelle Gesellschaft, Großbritannien, Medien, Globalisierung)

- Textaufgabe:** “Diversity in publishing is under attack” 2020-13
Textsorte: Zeitungsartikel
Aufgabenfokus Analyse: *communicative strategies, language*
Zieltextformate Textproduktion: *comment, debate statement*

- Mediation:** „Literatur als Brückenbauer in Frankfurt“ 2020-15
Textsorte: Zeitungsartikel; Zieltextformat: *email*

Abiturprüfung 2021 – Aufgabe 1

(Inhalte: Postkolonialismus, Afrika, Nigeria; Bedeutung von Lyrik)

- Textaufgabe:** “AFRICA” by Osayande Igbinedion 2021-1
Textsorte: Gedicht
Aufgabenfokus Analyse: *structure, language, poetic devices*
Zieltextformate Textproduktion: *comment, online article*

- Mediation:** „Wie der junge Goethe: Warum gerade ausgerechnet auf Instagram
Gedichte ganz groß sind“ 2021-3
Textsorte: Zeitungsartikel; Zieltextformat: *email*

Abiturprüfung 2021 – Aufgabe 2

(Inhalte: multikulturelle Gesellschaft, koloniale Vergangenheit, Großbritannien, Amerikanischer Traum, Meinungsfreiheit)

- Textaufgabe:** “The toppling of Edward Colston’s statue is not an attack on history.
It is history.” 2021-13
Textsorte: Zeitungsartikel

Aufgabenfokus Analyse: *communicative strategies, language*
Zieltextformate Textproduktion: *comment, formal letter*

Mediation: „Die kolonialen Denkmäler und Straßennamen müssen weg“ 2021-15
Textsorte: Interview; Zieltextformat: *online article*

Abiturprüfung 2022 – Aufgabe 1

(Inhalte: Großbritannien, multikulturelle Gesellschaft, Rassismus)

Textaufgabe: *Girl, Woman, Other* by Bernardine Evaristo 2022-1
Textsorte: Romanauszug
Aufgabenfokus Analyse: *narrative perspective, use of language*
Zieltextformate Textproduktion: *comment, interior monologue*

Mediation: „Warum wir zu unserem Neo-Spießertum stehen sollten“ 2022-4
Textsorte: Zeitungsartikel; Zieltextformat: *email*

Abiturprüfung 2022 – Aufgabe 2

(Inhalte: Rolle der Medien, Meinungsfreiheit, ethische Fragestellungen zu neuen Technologien, Globalisierung)

Textaufgabe: „Teen Fiction and the Perils of Cancel Culture“ 2022-14
Textsorte: Zeitungsartikel
Aufgabenfokus Analyse: *line of argument, language*
Zieltextformate Textproduktion: *comment, online article*

Mediation: „Studie: Jugendlichen fehlt bei Nachrichten Alltagsbezug“ 2022-17
Textsorte: Artikel; Zieltextformat: *speech script*

Abiturprüfung 2023 www.stark-verlag.de/mystark

Sobald die Original-Prüfungsaufgaben 2023 freigegeben sind, können sie als PDF auf der Plattform MyStark heruntergeladen werden (Zugangscode vgl. Umschlaginnenseite).

Autorin

Birgit Holtwick (Hinweise und Tipps, Übungsaufgaben, Lösungen zu den zentral gestellten Prüfungsaufgaben)

Vorwort

Liebe Schülerinnen, liebe Schüler,

mithilfe der folgenden Informationen, Aufgaben und Lösungen haben Sie verschiedene Möglichkeiten, sich auf das Abitur im Fach Englisch vorzubereiten:

- Der erste Teil des Buches enthält viele **Hinweise und Tipps** zur schriftlichen und mündlichen Prüfung. Ich empfehle Ihnen, diese Seiten als Erstes zu lesen. Am Ende des Kapitels finden Sie zudem auch weitere Hinweise, wie Sie sinnvoll und gewinnbringend mit diesem Band arbeiten können.
- Im zweiten Teil finden Sie **Übungsaufgaben** im Stil der **schriftlichen Abiturprüfung**, genau abgestimmt auf die **aktuellen Vorgaben**. Im vorderen Teil können Sie den Bereich „Leseverstehen und Schreiben“ intensiv üben, danach folgen noch einige Aufgaben zur „Sprachmittlung“. Die dazugehörigen **Lösungsvorschläge** sind in drei Stufen aufgebaut. Zunächst erhalten Sie einige Denkanregungen und allgemeine Informationen zur jeweiligen Teilaufgabe. Danach finden Sie Stichworte, die wesentliche Lösungsaspekte benennen. Erst in einem dritten Schritt folgt die ausformulierte Musterlösung. So können Sie selbst entscheiden, wie viel Hilfe Sie bei der Bearbeitung der Aufgaben brauchen. Ganz am Ende des Übungsteils ist ein Beispiel für eine **mündliche Prüfung** enthalten.
- Im Anschluss folgt eine Auswahl von **Original-Prüfungsaufgaben** der letzten Jahre, ebenfalls mit ausführlichen Lösungsvorschlägen.
- Lernen Sie gerne am PC, Tablet oder Smartphone? Auf den nächsten Seiten finden Sie Hinweise zu den digitalen Zusätzen zu diesem Band.

Verwenden Sie das Buch ganz nach Ihren individuellen Bedürfnissen. Eine Hilfe dabei ist das ausführliche Inhaltsverzeichnis, aus dem Sie z. B. neben den Themen auch die Schwerpunkte der Analyseaufgabe oder die geforderten Zieltextformate ablesen können. So finden Sie leicht die Aufgabentypen, die Sie noch üben möchten.

Sollten nach Erscheinen dieses Bandes noch wichtige Änderungen im Zentralabitur vom Ministerium für Schule und Bildung in Nordrhein-Westfalen bekannt gegeben werden, finden Sie Informationen dazu auf der Plattform **MyStark**.

Schon jetzt wünsche ich Ihnen viel Erfolg bei Ihren zentralen Abiturprüfungen!



Birgit Holtwick

Aufgabenstellung oder für ein allgemeines Textverständnis relevant sind, und ignorieren Sie andere Ihnen unbekannte Wörter, um Ihre Zeit effizient zu nutzen. Nehmen Sie anschließend einen Textmarker zur Hand und markieren Sie relevante Textstellen. In der Lösung können Sie manchmal der Chronologie des Textes folgen, es kann für eine logische Darstellung aber auch sinnvoll sein, die Informationen für die Lösung umzustellen. Nummerieren Sie in diesem Fall die einzelnen Textstellen in der Reihenfolge, in der Sie sie anführen wollen. Erstellen Sie sich hierzu ggf. auch ein Konzeptpapier. Abschließend sollten Sie nochmals kontrollieren, ob sich wirklich alle Aspekte, die Sie markiert haben, auf die Aufgabenstellung beziehen.

Leiten Sie Ihren Text **in der Hinführung** mit den Quellenangaben zum Text ein. Diese umfassen Titel, Autor*in, Ort und Jahr der Publikation, sofern diese angegeben sind. Fassen Sie außerdem ganz knapp zusammen, worum es in dem Text – mit Blick auf die Aufgabenstellung – geht.

<i>The text</i> <i>The excerpt (from the novel/drama)</i> <i>The novel</i> <i>The short story</i> <i>The drama</i> <i>The poem/The song</i> <i>The (newspaper) article</i>	(title)	<i>written by (author's name) and published in (2022)/on (26 May 2022)</i> <i>in (The New York Times/London)</i>	<i>deals with ...</i> <i>is about ...</i> <i>discusses the question if ...</i> <i>provides information on ...</i> <i>presents ...</i>
<i>The speech</i> <i>The excerpt from the speech</i>	(title)	<i>delivered/given by (speaker's name) on (14 April 2020) in (New York)</i> <i>addresses (the public/the members of the UN/the conference/...).</i>	<i>It explores the question whether ...</i> <i>It deals with ...</i> <i>The speaker discusses the question if ...</i>
<i>The cartoon</i>	<i>called (title)</i>	<i>created by (name of artist) and published in (2021)/on (26 July 2021)</i> <i>in (The New York Times/London)/on the website (www.website.com)</i>	<i>deals with the problem of ...</i> <i>is about ...</i> <i>depicts an attitude towards ...</i> <i>presents a possible view on ...</i>

Beachten Sie im **Hauptteil**, dass Sie bei der Wiedergabe des Inhalts sprachlich nicht zu nah am Ausgangstext bleiben, sondern soweit möglich eigene Formulierungen verwenden. Zitate und Textverweise sind in diesem Aufgabenteil in aller Regel nicht erwünscht. Versuchen Sie, die Inhalte möglichst prägnant wiederzugeben und vermeiden Sie dabei in jedem Fall wertende Äußerungen. Verwenden Sie das *present tense* und verzichten Sie auf *short forms* (also z. B. „do not“ anstatt „don’t“). Verwenden Sie verschiedene Einleitungsverben, um die Aussagen des Autors/der Autorin wiederzugeben (z. B. „The author observes that ...“).

<i>to add</i> <i>to claim</i> <i>to insist</i> <i>to observe</i>	<i>to affirm</i> <i>to declare</i> <i>to maintain</i> <i>to remark</i>	<i>to announce</i> <i>to demand</i> <i>to mention</i> <i>to state</i>
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Analysis (Anforderungsbereich II)

Im **ersten Schritt** sollten Sie auch hier die Aufgabenstellung genau prüfen. Der inhaltliche Fokus kann ein anderer sein als in Aufgabe 1. Sie sind auf jeden Fall gefordert, zu untersuchen und darzustellen, wie der vorgegebene inhaltliche Fokus sprachlich und/oder strukturell umgesetzt wird und, besonders wichtig, welche Wirkung bei den Leserinnen und Lesern dadurch erzielt wird.

Je nachdem, welche Textsorte Ihnen vorgelegt wird, können ganz unterschiedliche sprachliche und stilistische Aspekte in den Fokus gerückt werden. Hierzu gehören:

Bei literarischen Texten:

- *atmosphere*
- *characterisation and constellation of characters*
- *dialogue and director's instructions (screenplay only)*
- *dialogue and stage directions (drama only)*
- *lyric speaker and his/her situation (poem and song only)*
- *narrative techniques: narrative perspective and point of view (narrative texts only)*
- *rhetorical/stylistic devices*
- *rhyme, rhythm and metre (poem and song only)*
- *setting (place and time)*
- *structure and plot*
- *themes and conflicts (inner conflicts and conflicts between characters)*
- *interaction between characters*
- *tone*
- *use/means of language, choice of words*

Bei Sach- und Gebrauchstexten:

- *communicative strategies*
- *message (of the text)/intention (of the author)*
- *rhetorical/poetic/stylistic devices*
- *structure*
- *style, register, tone*
- *techniques of argumentation and persuasion/line of argument*
- *use/means of language*

Lesen Sie im nächsten Schritt den Ausgangstext erneut, und zwar nun mit Blick auf die aktuelle Aufgabenstellung. Markieren Sie wiederum relevante Textstellen und notieren Sie Gedanken am Rand. Bringen Sie dann Ihre Ideen auf einem Konzeptpapier in eine Struktur, indem Sie notieren, welche Textstellen eine gleiche bzw. ähnliche Wirkung erzeugen und daher in einem Absatz zusammengefasst werden können. Sehen Sie sich als Beispiel folgende Aufgabenstellung an (vgl. Übungsaufgabe 1):

Schriftliche Abiturprüfung NRW – Englisch LK
Leseverstehen und Schreiben – Übungsaufgabe 3

Aufgabenstellung

Punkte

1. Point out what Peter Kellner reproaches different parties with in his article (Material A). 12
2. Analyse the campaign poster (Material B) and how it fits Kellner's article. 16
3. Choose one of the following tasks: 14
 - 3.1 Comment on the consequences of Brexit on young people of both sides of the Channel. (*Evaluation: comment*)
 - 3.2 *Refugee Action* is a UK charity which aims at helping refugees and asylum seekers to build new lives in the UK. Write an article as a contribution to its website assessing the importance of learning English to establish a productive life in the UK. Use the campaign poster (Material B) and Zarlasm Halaimzai's example (Material A) as a starting point. (*Evaluation: re-creation of text*)

Text (Material A):

Peter Kellner, The Other Britain Waiting to Surface

1 Dear Europe, don't give up on us. The best of Britain can be found not around Boris Johnson's cabinet table in London but in the hills of Greece; not snarling at France but helping traumatized Afghan families who have reached the European Union to rebuild their lives.

5 The Refugee Trauma Initiative (RTI), founded six years ago, is one of many British charities making a difference beyond our borders. Quietly, away from the headlines, they demonstrate daily that the cause of deep, committed cooperation with the rest of Europe lives on.

10 The news agenda is different. It reports battles with the EU on various fronts. The most notable of these just now are with Brussels over the Northern Ireland Protocol – part of the Brexit deal that Johnson signed two years ago but now wants to ditch – and with France over deadly trade in people paying traffickers to make the hazardous journey across the English Channel to Britain in dinghies.

15 On November 24, 2021, twenty-seven migrants drowned when their dinghy capsized. This should have been a moment when Britain and France came together to solve a political problem that has now become a human tragedy. However, Johnson defied the accepted norms of what to do in situations that call for delicacy and quiet diplomacy. Seeking to make President Emmanuel Macron a scapegoat, he wrote a provocative letter to France's leader and released it in time for the next day's papers. Macron
20 responded by disinviting Priti Patel, Britain's home secretary, to a meeting that had been planned to tackle the crisis.

Across the board, friction is growing between the UK and the continent. There is a reason for this. Five years ago, the UK voted by 52–48 percent to leave the EU. The campaign that achieved this narrow victory was straightforwardly nationalist: “take
25 back control.” The message was that Britain was being held back by rules and regulations that stymied the country’s economy and prevented it from controlling its borders to keep out immigrants.

The trouble is that the promise of better times has not been kept. Trade with the EU is sharply down. Manufacturers whose exports have to meet EU standards don’t want
30 separate UK rules that will complicate what they do and increase their costs. The government’s own Office for Budget Responsibility has predicted that Brexit will cost Britain’s economy more than COVID-19 and reduce Britain’s potential gross domestic product in the long term by 4 percent.

To this catalogue of failure must now be added the disaster of events in the Channel.
35 Brexit was supposed to increase Britain’s ability to keep out immigrants. Had the UK remained within the EU, it could have employed systems that were being developed to return people who did not qualify for asylum. This had some chance of deterring people from risking their lives to cross the Channel in the first place. Outside the EU, Britain must negotiate afresh. As we have seen, this is not going well.

Following the tragedy on November 24, 2021, one of the normally loyal and fiercely
40 pro-Brexit Conservative members of parliament, Sir John Hayes, addressed the home secretary: “People who voted to take back control have every right to ask the question: ‘If you cannot protect the integrity of the borders, what can you control?’” The minister had no answer.

45 The Brexit chickens, then, are coming home to roost. There is a fundamental reason for this – indeed, a fundamental reason why the politics of nationalist populism in all countries at all times seldom turn out well. It is that voters are swayed by grievance and the demonization of scapegoats – unwelcome immigrants, greedy bankers, dishonest politicians, interfering foreigners, arrogant elites.

50 Such campaigns never map out a plausible road to the future once these ne’er-dowells have been shoved aside. The Leave campaigners conformed to type in the Brexit referendum. They steered well clear of saying what Brexit Britain would be like. It would be a debate they knew they would lose. Events have shown how wise they were.

[...] Johnson’s default mode, especially with the EU, is to seek scapegoats rather
55 than solutions. He ignores the old truth that blaming scapegoats is one way to run a campaign, but no way to run a country. While this lasts, the flame of rational, outward-looking patriotism must be kept alight by civil society. Which brings us back to the Refugee Trauma Initiative.

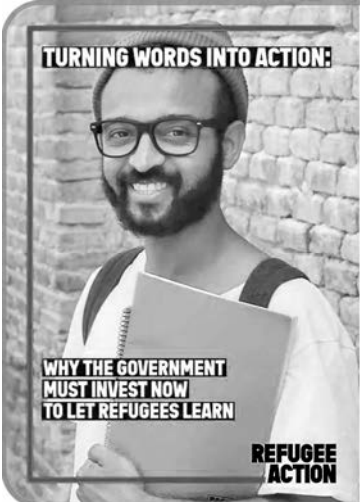
Three years ago I encountered its founder at an event organized by UpRising, a
60 mentoring charity that helps talented youngsters to achieve their potential. Some years earlier, she had served on UpRising’s first program. She went on to start RTI in 2016 after working with refugees in Turkey near the Syrian border. In 2018, we celebrated her selection as one of the first group of twenty community rising stars from around the world to be awarded the Obama Foundation Fellowship, established by Michelle
65 and Barack Obama.

Her name is Zarlisht Halaimzai. She is a refugee from Afghanistan. In the mid-1990s, at the age of eleven, she escaped with her family from the Taliban. After four years without a permanent home, she arrived in the UK, speaking no English. She had to race to catch up, and did.

70 Zarlisht is just one example of the best of today's Britain. Dear Europe, don't give up on us. (886 words)

Peter Kellner, "The Other Britain Waiting to Surface".
<https://carnegieeurope.eu/strategieurope/85879>, 30. 11. 2021

Poster (Material B):



TURNING WORDS INTO ACTION:

WHY THE GOVERNMENT MUST INVEST NOW TO LET REFUGEES LEARN

REFUGEE ACTION

Our report: Turning Words into Action

1 The Government does recognise the importance of learning English to refugees, but the resources made available are in stark contrast to ministers' stated ambition that "everyone living in England should be able to speak and understand English."

5 This report presents the results of a survey of 128 refugees across England. Almost two thirds of respondents told us that they did not think they had received enough ESOL teaching hours.

10 More than three quarters of parents requiring childcare told us that lack of childcare had been a barrier to their ability to attend English lessons.

Two out of every three respondents told us that they are not confident that their current level of

15 English makes them ready to work in the UK.

Read the report

<https://www.refugee-action.org.uk/let-refugees-learn/>

Lösungsvorschläge

1. *In this task you first need to identify which parties Kellner addresses and then say what he reproaches them with. Note that a party can be a single person or a group of people.*
- *Boris Johnson ...*
 - *does not stick to a deal made (Northern Ireland Protocol)*
 - *does not adhere to behavioural norms*
 - *makes Macron a scapegoat instead of using diplomacy*
 - *does not offer solutions*
 - *is not capable of running a country (implicit reproach)*
 - *Leave campaigners ...*
 - *resort to a nationalist campaign*
 - *demonize scapegoats*
 - *do not offer visions for the future*

In his article “The Other Britain Waiting to Surface” published online on 30 November 2021, Peter Kellner presents the negative consequences of the UK withdrawing from the EU. He reproaches Leave campaigners in general and Boris Johnson in particular with several mistakes made in the process.

introduction

According to Kellner, Johnson does not honour a deal made, namely the Northern Ireland Protocol. He blames the Prime Minister for not adhering to behavioural norms when twenty-seven migrants drowned on their way across the Channel. Instead of resorting to quiet diplomacy, Boris Johnson tried to publicly put the blame on French President Macron. In general, he is convinced that Johnson is not capable of running the country because he does not offer any solutions but only looks for scapegoats.

reproaches
Johnson

Kellner reproaches Leave campaigners with the same tactic. He claims that their campaign was very nationalist as they only demonized scapegoats but did not offer any visions for the future. Thus, they are at least partly to blame for the problems resulting from Brexit.

reproaches Leave
campaigners

(170 words)

2. *This task is twofold and refers to both materials. First you have to analyse the campaign poster. This includes the analysis of both the visual and the textual elements and their effect on their audience. Once you have shown what the topic and the message are and how they are got across you can relate them to the given article. Show what similarities and differences regarding content there are. Don't forget to prove your point using quotes.*
- Intention of the poster:*
- *Raise interest in the report: eye-catching words in bold print*

- “Turning words into action” → refers to the saying that actions speak louder than words
- “words” are part of a language, which helps refugees to make themselves be heard in a society
- “Why the government must invest now to let refugees learn” → demand that government invests in teaching English and promises reasons why this investment is important → draws attention to the report by giving its gist
- “Refugee Action” → name of organization publishing the campaign; “action” is used again → suggests that this organization really acts and does not only talk
- Convey a positive impression of refugees and migrants
 - Dark hair and eyes, darker skin → supposedly a refugee, person with migrant background
 - Wearing glasses, carrying a backpack (straps are visible) and a notepad → appears to be a student, someone eager to learn
 - Smiling, looking at the viewer → seems to be nice, friendly and open
- Stress importance of mastering English
 - Quote of ministers (Material B, cf. ll. 3–5)
 - Relation between being proficient at English and being able to work established (ibid, cf. ll. 14/15)
- Reproach the government with being all words
 - Headline
 - “stark contrast” (ibid, l. 3) between recognising “the importance of learning English to refugees” (ibid, ll. 1/2) and spending an appropriate amount of money on that aim
 - Numbers and facts underline the claim (ibid, ll. 6–15).

Relation to the article:

- Similarities:
 - Charity helping refugees; comparable to RTI (Material A, l. 5) → example of “the other Britain waiting to surface” (ibid, headline)
 - Kellner uses Zarlaskht Halaimzai as an “example of the best of today’s Britain” (ibid, l. 70) → refugee from Afghanistan
 - Man in the campaign poster could also become such an example
 - Zarlaskht Halaimzai didn’t speak English (cf. ibid, l. 68) but managed to “catch up” (ibid, l. 69) → importance of language proficiency
 - Reproaches towards the government
- Differences:
 - Campaign is about helping refugees across England
 - Article focuses on the negative effects of the UK withdrawing from the EU, e. g. human tragedy of migrants drowning in the Channel

The poster published on the website www.refugee-action.org.uk aims at raising interest in the work of the organization Refugee Action, more specifically in their report on the importance of refugees learning English. To do so, it relies on visual and textual elements. Its message can easily be put in relation to the article by Peter Kellner.

The campaign poster is divided into two sections. On the left there is a picture with a couple of words written on it. The text accompanying the poster is printed on the right-hand side of the poster.

The words on the left-hand side are eye-catching because they are printed in big, bold and capitalized letters. On the top it says “TURNING WORDS INTO ACTION”, which refers to the saying that actions speak louder than words. But as the entire campaign is about funding language classes for refugees, “words” may here also stand for the language, which allows a person to act more capably in a society.

In the lower left corner, it says, “WHY THE GOVERNMENT MUST INVEST NOW TO LET REFUGEES LEARN”, which is a clear demand that the government should invest in teaching refugees English. The phrase also promises reasons why this investment is so important and thus motivates the viewer to read the report, which can be accessed by following a link.

In the lower right-hand corner, the name of the organization behind the campaign is printed. It is “REFUGEE ACTION”. Here the word “action” is used again, which suggests that this organization really acts and does not only talk.

Also on the left-hand side, there is the picture of a man in a medium shot. We can see a man with dark hair, beard and eyes, who has dark skin. Thus, it can be assumed that he is one of the refugees the campaign is about. He is wearing glasses and carrying a notepad. One can also see straps, which indicate a backpack. Accordingly, the man seems to be a student, eager to learn. He is smiling and is looking straight at the viewer. As a result, he seems to be nice, friendly and open. All in all, the image conveys a positive impression of refugee seekers.

The text on the right-hand side stresses the importance of mastering English. First, there is the quote of “ministers” (Material B, l. 3), who are not named but can nevertheless be considered authorities and who demand that “everyone living in England should be able to speak and understand English” (ibid, ll. 4/5). Second, the text establishes a relation between being proficient in English and being able to work in the country (cf. ibid, cf. ll. 14/15).

introduction

thesis

main part:
poster, layout

eye-catching
words

visual elements

textual elements
quotation of
authority

Abiturprüfung NRW – Englisch 2022
Leistungskurs: Aufgabe 1

Teil A: Leseverstehen und Schreiben (integriert)

Inhalt 42 P. / Sprache 63 P.

Aufgabenstellung

Punkte

1. Summarise what we learn about Carole's family background as well as her mother's expectations as presented in the extract. (*Comprehension*) 12
2. Analyse how Carole is presented. Focus on narrative perspective and use of language. (*Analysis*) 16
3. Choose **one** of the following tasks: 14
- 3.1 Journalist and historian David Olusoga states that many people in Britain deny the existence of structural racism and consider it as "a minor, if regrettable, fact of life – one that black people have to tolerate and learn to live with". Assess to what extent David Olusoga's statement can be seen as a valid description of an attitude prevailing in British society today. (*Evaluation: comment*)
Zitat: David Olusoga, "Harry and Meghan interview: This is not just a crisis for the royal family – but for Britain itself", in: The Guardian, 9 March 2021
<https://www.theguardian.com/commentisfree/2021/mar/09/harry-and-meghan-interview-this-is-not-just-a-crisis-for-the-royal-family-but-for-britain-itself>
- 3.2 In the evening after the conversation with her mother on whether to return to university or not, Carole goes back to her room reflecting on her mother's advice. Write an interior monologue expressing her hopes and fears. (*Evaluation: re-creation of text*)

Text:

Bernardine Evaristo, *Girl, Woman, Other*

The story is set in present-day UK. Carole arrives at the university where she is about to start her studies.

Please note: The text presented is in the form of the original print version.

- 1 her mother couldn't get the day off work and anyway, it was just as well because she'd wear her most outlandish Nigerian outfit consisting of thousands of yards of bright material, and a headscarf ten storeys high, and she'd start bawling when she had to leave her only child for the first time
- 5 Carole would forever be known as the student with the mad African mother that first week she counted on one hand the number of brown-skinned people in her college, and none as dark as her

in the baronial dining hall she could barely look up from her plate of revolting Stone Age food, let alone converse with anyone

10 she overheard loud reminiscences about the dorms and drugs of boarding school, Christmas holidays in Goa, the Bahamas, gap years spent climbing Machu Picchu, or building a school for the poor in Kenya, about haring down the M4 for weekends in London, house parties in the countryside, long weekenders in Paris, Copenhagen, Prague, Dublin or Vilnius (where *was* that, even?)

15 most students weren't like that but the really posh ones were the loudest and the most confident and they were the only voices she heard
they made her feel crushed, worthless and a nobody
without saying a word to her
without even noticing her

20 nobody talked loudly about growing up in a council flat on a skyscraper estate with a single mother who worked as a cleaner

nobody talked loudly about never having gone on a single holiday, like *ever*
nobody talked loudly about never having been on a plane, seen a play or the sea, or eaten in a restaurant, with waiters

25 nobody talked loudly about feeling too uglystupidfatpoor or just plain out of place, out of sorts, [...]

people walked around her or looked through her, or was she imagining it? did she exist or was she an illusion? if I strip off and streak across the quadrangle will anyone notice me other than the porters who will no doubt call the fedz, an excuse they've
30 been waiting for ever since they first set eyes on her

when a student sidled up after a lecture to ask for some ecstasy, Carole almost texted her mother to say she was on the next train home

at the end of her first term she returned to Peckham informing her mother she didn't want to return to university because although she liked her studies and was managing
35 to stay on top of most of it, she didn't belong there and wasn't going back

I'm done, Mama, I'm done
eh! eh! which kain nonsense be this? Bummi shouted, am I hearing you correctly or you wan make I clean my ear with matches?

listen to me good, Carole Williams

40 firstly – do you think Oprah Winfrey (VIP) would have become the Queen of Television worldwide if she had not risen above the setbacks of her early life?

secondly – do you think Diane Abbott (VIP) would have become Britn's first black woman M P if she did not believe it was her right to enter politics and represent her community?

45 thirdly – do you think Valerie Amos (VIP) would have become the first black woman baroness in this country if she had burst into tears when she walked into the House of Lords and seen it was full of elderly white gentlemen?

lastly, did me and Papa come to this country for a better life only to see our daughter giving up on her opportunities and end up distributing paper hand towels for tips in
50 nightclub toilets or concert venues, as is the fate of too many of our countrywomen?

you must go back to this university in January and stop thinking everybody hates you without giving them a chance, did you even ask them? did you go up to them and say, excuse me, do you hate me?

you must find the people who will want to be your friends even if they are all white
55 people there is someone for everyone in this world

you must go back and fight the battles that are your British birthright, Carole, as a true Nigerian

Carole returned to her college resolved to conquer the place where she would spend the next two and a half years of her life

60 she would fit in, she decided, she would find her people, as her mother had advised not with the misfits who skulked about the place with scowls on their faces, their hair gelled up into purple Mohicans

or those with multi-coloured dreadlock extensions, people who were going nowhere fast, as far as Carole was concerned, as she watched them walk through town with
65 placards and loudspeakers, people who would horrify her mother if she brought them home

to have come this far? did your Papa sacrifice his health so that you could become a punky Rasta person who smells?

nor was she interested in the boring ordinaries, as Carole began to think of them,
70 students who were so bland they disappeared, even to her

certainly not the cliques of the elite, now that she knew they existed, who were unreachable, [...]

she studied the inmates to find the best match for her, approached those with the most friendly demeanours, was surprised when people responded warmly

75 once she actually started talking to them

by the end of her second term she had made friends and even got herself a boyfriend, Marcus, a white Kenyan whose family owned a cattle ranch there, who unashamedly had a thing for black girls, which she didn't mind because she was delighted to be desired and he treated her considerately

80 she knew she could never tell her mother about him, who'd made it clear she had to marry a Nigerian, not that Carole was even thinking of marrying Marcus, they were only nineteen, her mother would then ask her why she was courting someone who did not respect her enough to marry her

it would be lose-lose

(998 words)

Bernardine Evaristo, Girl, Woman, Other, London: Penguin Books 2019, S. 131–135

Annotations

l. 8 *baronial: here:* elegant, grand

l. 12 *M4:* motorway connecting London with Wales

l. 29 *fedz: slang:* security officers

l. 33 *Peckham:* part of London where many Nigerians live

l. 37 *kain: Nigerian English pidgin:* kind of

l. 37 *Bummi:* Carole's mother

l. 38 *wan: Nigerian English pidgin:* to want to

l. 62 *Mohicans: here:* a hairstyle created by shaving the hair on each side and leaving a strip of longer hair in the middle

Lösungsvorschläge

Teil A: Leseverstehen und Schreiben (integriert)

1. Summarize what you can find out about Carole's family background and what her mother wants her to do.
- Family background:
 - Daughter to a single mother who works as a cleaner
 - Father probably died
 - Parents immigrated to Britain from Nigeria
 - Only child
 - Mother adheres to Nigerian traditions
 - Grew up poor in a council flat
 - Her mother wants her to ...
 - have a better life
 - overcome difficulties and fight for her rights
 - make use of the opportunities offered to her
 - take successful Black* women as an example
 - stick to Nigerian values by marrying a Nigerian man
- * The words "Black" and "White" are written in capital letters to signal that they are not natural categories but social ones. Quotations from the original text are left unchanged.

In the extract from Bernardine Evaristo's novel *Girl, Woman, Other* published in 2019, the reader gets to know Carole, who is new at college.

introductory sentence

Carole grew up poor in a council flat. Her parents immigrated to Britain from Nigeria. She is an only child to a single mother, who works as a cleaner and adheres to Nigerian traditions. Her father seems to have died.

Carole's family background

Carole's mother, who is called Bummi, expects her daughter to do better in life than she and her husband did. To make use of the opportunities offered to her, Carole is supposed to overcome difficulties and to fight for her rights. She is meant to take successful Black women as an example, to stick to Nigerian values and to marry a Nigerian man.

her mother's expectations

(127 words)

2. In this task you need to analyse how the protagonist is presented. Basically, this implies writing a characterization, in which you focus on the use of language and the effects of the choice of narrator and point of view. In this case it is interesting to note how Carole changes throughout the excerpt. She undergoes a significant change from beginning to end.

- *At the beginning:*
 - *Feeling of discomfort:* “out of place” (l. 25), like she doesn’t belong to university (cf. l. 35), “uglystupidfatpoor” (l. 25)
 - *Stressed by language:*
 - ♦ *exaggeration of her mother’s dress* (cf. ll. 2–4): Carole is ashamed of her mother
 - ♦ *enumeration* (cf. ll. 10–14): list of activities and experiences made by her fellow students
 - ♦ *anaphora* (cf. ll. 20–25): emphasizes her poverty and her being different in that respect
 - ♦ “uglystupidfatpoor” (l. 25): four words contracted into one by leaving out blanks → four adjectives with a negative connotation; stresses how she feels that all these qualities refer to her
 - ♦ *no full stops at the end of a sentence, no capitals at beginning of a sentence* → narration gathers speed, leaves reader breathless and emphasizes how overwhelmed Carole is by her experience at university → new environment and different people
 - *Supported by narrative perspective*
 - ♦ *third-person narrator with a limited point of view, Carole’s perspective*
 - ♦ *reader only gets to know her perspective, can identify with her and her feeling “out of sorts”* (l. 26)
 - ♦ *narrator also makes comments and asks questions either supporting Carole’s view* (cf. l. 14) *or also questioning it* (cf. l. 27) → raises doubts about whether Carole’s perception is correct, draws attention to her being biased
- *In the middle:* long insertion of direct speech, her mother tells Carole off for giving up too quickly (cf. ll. 37–57) → throws a different light on Carole’s perception → turning point
- *At the end:* “resolved to conquer the place where she would spend the next two and a half years of her life” (ll. 58/59) → no longer doubtful but determined
 - *Stressed by language*
 - ♦ *parallelism:* “she would spend [...] she would fit in [...] she would find” (ll. 58–60)
 - *Emphasized by narrative perspective*
 - ♦ *insertions emphasize that it is Carole’s view, e. g. “as far as Carole was concerned”* (l. 64), “as Carole began to think of them” (l. 69) → she still judges her fellow students but now focuses on finding “the best match for her” (l. 73)
 - ♦ *narrator comments that she “was surprised when people responded warmly once she actually started talking to them”* (ll. 74/75) → puts her former impression that she does not belong into perspective
- *Conclusion:* protagonist is coming of age; behaves more maturely, stops sulking and withdrawing, becomes more open

Throughout the excerpt, the main character undergoes a fundamental change. Carole comes of age and behaves more maturely. This change is emphasized by the narrative perspective chosen and language employed.

introduction:
thesis: character undergoes change

At the beginning of the excerpt, Carole feels “out of place” (l. 25) at university and has the impression that she does not belong there (cf. l. 35). This feeling of discomfort is stressed by language. To start with, the dress Carole’s mother might have worn to send her daughter off to university is described in an exaggerated way as an “outfit consisting of thousands of yards of bright material, and a headscarf ten storeys high” (ll. 2/3). Her behaviour would have marked Carole “as the student with the mad African mother” (l. 5). This shows that Carole is ashamed of her mother and her origin because she is different from everybody else.

main part:
feeling of discomfort, outsider

→ exaggeration

ashamed of her mother, her origin

She feels that way because she does not share the same experience as her fellow students. Here, an enumeration is used to list all the places where the other students have been (cf. ll. 10–14). Furthermore, anaphora is employed to emphasize her poverty (cf. ll. 20–25), which sets her apart from the other students.

poverty

→ enumeration

→ anaphora

As a consequence, she feels “uglystupidfatpoor” (l. 25). Here, four adjectives with a negative connotation are contracted into one by leaving out all the blanks. This underlines that she sees herself in an entirely negative light. Also, there are no full stops at the end of a sentence and no capitals at the beginning of a sentence throughout the excerpt. As a result, the narration gathers speed and leaves the reader breathless and at times confused about what to make of the narration. This emphasizes how overwhelmed Carole is by her experience at university, mainly by the new environment and the people she cannot adapt to.

negative self-image

→ no blanks

→ no full stops

overwhelming experience

The novel is told by a third-person narrator with a limited point of view. The reader only gets to know Carole’s perspective and therefore can identify with her and her feeling “out of sorts” (l. 26). In the first 36 lines the reader only sees things through Carole’s eyes and follows her train of thoughts.

third-person narrator

Carole’s perspective

However, the narrator also makes comments and asks questions either supporting Carole’s view (cf. l. 14) or questioning it (cf. l. 27). This last example raises doubts as to whether Carole’s perception is correct and draws attention to her being biased.

→ questions

bias



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