

2022

# Abitur

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mit Lösungen

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ERFAHREN**

Gymnasium *Prüfungsausschuss* NRW

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## Hinweise und Tipps zum Zentralabitur 2022

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(Inhalte: *Zukunftsvisionen, Utopie und Dystopie*)

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### Abiturprüfung 2017 – Aufgabe 2

(Inhalte: *Amerikanischer Traum, Globalisierung*)

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### Abiturprüfung 2018 – Aufgabe 2

(Inhalte: *Studieren in einer globalisierten Welt, Amerikanischer Traum, Freiheit und Chancengleichheit*)

<b>Textaufgabe:</b> “First-Generation Students Unite” .....	2018-1
Textsorte: Zeitungsartikel	

Aufgabenfokus Analyse: *communicative strategies, language*  
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**Mediation:** „Drei Monate Uni, drei Monate Büro“ ..... 2018-3  
Textsorte: Zeitungsartikel; Zieltextformat: *report*

### **Abiturprüfung 2019 – Aufgabe 1**

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

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

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**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 ..... [www.stark-verlag.de/mystark](http://www.stark-verlag.de/mystark)**

Sobald die Original-Prüfungsaufgaben 2021 zur Veröffentlichung freigegeben sind, können Sie sie als PDF auf der Plattform MyStark herunterladen (Zugangscode vgl. Farbseiten vorne im Buch).

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**Birgit Holtwick** (Hinweise und Tipps, Übungsaufgaben, Lösungen zu den zentral gestellten Prüfungsaufgaben ab 2017)

# 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 Abiturprüfung im Fach Englisch. 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 acht **Übungsaufgaben** im Stil der **schriftlichen Abiturprüfung**, genau abgestimmt auf die **aktuellen Vorgaben**. Die dazugehörigen **Lösungsvorschläge** sind jeweils 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 finden Sie die ausformulierte Musterlösung. So können Sie selbst entscheiden, wie viel Hilfe Sie bei der Bearbeitung der Aufgaben brauchen. Der Bereich Übungsaufgaben enthält außerdem ein Beispiel für eine **mündliche Prüfung** inkl. Erwartungshorizont.
- Im Anschluss folgt eine Auswahl von **Original-Prüfungsaufgaben** der letzten Jahre. Beachten Sie, dass sich diese Aufgaben von den aktuellen Abituraufgaben unterscheiden. Trotz der Änderungen eignen sie sich weiterhin sehr gut dazu, die Kompetenzbereiche Leseverstehen und Schreiben sowie Mediation einzuüben.
- 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 auch das ausführliche Inhaltsverzeichnis, aus dem Sie z. B. 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 NRW bekannt gegeben werden, finden Sie Informationen dazu auf der Plattform MyStark.

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



Birgit Holtwick



## Die Bearbeitung der verschiedenen Teilaufgaben

### Comprehension (Anforderungsbereich I)

Gehen Sie die Aufgabenstellung genau durch und prüfen Sie, auf welche inhaltlichen Aspekte des Textes diese sich bezieht. In der Regel wird hier nämlich keine vollständige Zusammenfassung, sondern eine Fokussierung auf einzelne Elemente erwartet. Lesen Sie dann den Text gründlich und klären Sie ggf. lexikalische Verständnisprobleme mithilfe Ihres Wörterbuches. Schlagen Sie nur die Wörter nach, die für die 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 (2020)/on (26 May 2020)</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 2019) in (New York) 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 May 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 affirm</i>	<i>to announce</i>
<i>to claim</i>	<i>to declare</i>	<i>to demand</i>
<i>to insist</i>	<i>to maintain</i>	<i>to mention</i>
<i>to observe</i>	<i>to remark</i>	<i>to state</i>

### Analysis (Anforderungsbereich II)

Im **ersten Schritt** sollten Sie auch hier die Aufgabenstellung genau prüfen. Egal welcher inhaltliche Aspekt des Textes in dieser Aufgabe im Vordergrund steht, Sie sind immer gefordert, zu untersuchen und darzustellen, wie dieser 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*



**Schriftliche Abiturprüfung NRW – Englisch**  
**Leistungskurs: Übungsaufgabe 8**

**Teil A: Leseverstehen und Schreiben**

Inhalt 42 P. / Sprache 63 P.

**Unterrichtsinhalte (Teil A und B):**

- *Politische, soziale und kulturelle Wirklichkeiten und ihre historischen Hintergründe – Postkolonialismus – Lebenswirklichkeiten in einem weiteren anglophonen Kulturraum – Voices from the African Continent: Focus on Nigeria*
- *Globale Herausforderungen und Zukunftsvisionen – Chancen und Risiken der Globalisierung – Voices from the African Continent: Focus on Nigeria*

**Ausgangstexte:**

- *Teil A: Literarischer Text (Romanauszug)*
- *Teil B: Sach- und Gebrauchstext (Interview)*

**Aufgabenstellung**

Punkte

- |   |    |
|---|----|
| 1. Describe the measures taken by the oil company to obtain the villagers' land. ( <i>Comprehension</i> )   | 12 |
| 2. Compare how the villagers as well as their situation and the oil company are portrayed. Focus on narrative techniques and the use of language. ( <i>Analysis</i> )   | 16 |
| 3. Choose <b>one</b> of the following tasks.  | 14 |
| 3.1 Discuss the impact oil reserves have on Nigeria. Refer to the text at hand as well as to work done in class. ( <i>Evaluation: comment</i> )   |    |
| 3.2 The natural science course of your Nigerian friend has been dealing with the impact of the oil industry on Nigeria's environment. You friend has asked you whether there are similar problems in Germany. Write an article for the Nigerian school paper in which you assess to what extent the production of energy influences the environment. ( <i>Evaluation: re-creation of text</i> ) |    |

**Text:**

**Helon Habila, *Oil on Water* (excerpt)**

*The novel Oil on Water is told by Rufus, a young Nigerian journalist. Together with Zaq, a far more experienced local journalist, he travels to the Niger Delta in search of a British oil engineer's wife, who has been kidnapped. On their journey they spend some days with some villagers. Their chief, Chief Ibiram, tells them about their encounter with an oil company.*

1 My mind went back to our first night in Chief Ibiram's house. We had finished eating. It was too early to sleep, and the Chief and his brother had withdrawn to one side, speaking softly, listening to the radio. And the Chief had hesitated a long time when Zaq asked him, Are you happy here? But finally, he lowered the radio volume and  
5 cleared his voice. [...]

Once upon a time they lived in paradise, he said, in a small village close to Yellow Island. They lacked for nothing, fishing and hunting and farming and watching their children growing up before them, happy. The village was close-knit, made up of cousins and uncles and aunts and brothers and sisters, and, though they were happily insulated from the rest of the world by their creeks and rivers and forests, they were not  
10 totally unaware of the changes going on all around them: the gas flares that lit up neighbouring villages all day and all night, and the cars and TVs and video players in the front rooms of their neighbours who had allowed the flares to be set up. Some of the neighbours were even bragging that the oil companies had offered to send their  
15 kids to Europe and America to become engineers, so that one day they could return and work as oil executives in Port Harcourt. For the first time the close, unified community was divided – for how could they not be tempted, with the flare in the next village burning over them every night, its flame long and coiled like a snake, whispering, winking, hissing? Already the oil-company men had started visiting, accompanied  
20 by important politicians from Port Harcourt, holding long conferences with Chief Malabo, the head chief, who was also Chief Ibiram's uncle.

One day, early in the morning, Chief Malabo called the whole village to a meeting. Of course he had heard the murmurs from the young people, and the suspicious whispers from the old people, all wondering what it was he had been discussing with the  
25 oil men and the politicians. Well, they had made an offer, they had offered to buy the whole village, and with the money – and yes, there was a lot of money, more money than any of them had ever imagined – and with the money they could relocate elsewhere and live a rich life. But Chief Malabo had said no, on behalf of the whole village he had said no. This was their ancestral land, this was where their fathers and their  
30 fathers' fathers were buried. They'd been born here, they'd grown up here, they were happy here, and though they may not be rich, the land had been good to them, they never lacked for anything. What kind of custodians of the land would they be if they sold it off? [...]

But the snake, the snake in the garden wouldn't rest, it kept on hissing and the apple  
35 only grew larger and more alluring each day. And already far off in the surrounding waters the oil-company boats were patrolling, sometimes openly sending their men to the village to take samples of soil and water. The village decided to keep them away

## Lösungsvorschläge

### Teil A: Leseverstehen und Schreiben

1. *Here you only need to focus on the different steps the oil company has taken to drive the villagers off their land. The following aspects should be included:*
- *work together with local politicians*
  - *meet and discuss with the villagers' chief*
  - *offer huge amounts of money*
  - *want to relocate villagers, promise a life in luxury*
  - *send boat patrols, first only watch the village from a distance*
  - *come closer, take samples of soil and water in the village*
  - *two oil company workers get in a minor fight with villagers*
  - *accuse chief of several crimes, have him taken away and arrested*
  - *arrive at village with guns after the death of Chief Malabo*
  - *claim chief had signed a contract to sell his land before he died*
  - *start drilling there*
  - *offer to buy the other villagers' land*
  - *the sooner the villagers sell, the more money they get*

In the excerpt from the novel *Oil on Water* written by Helon Habila and published in 2010, a Nigerian chief tells two local journalists how an oil company expelled them from their land in the Niger Delta.

**introduction:**  
reference to  
source, topic

The oil company works together with local politicians. Together they meet with the villagers' chief to persuade him to sell the land to the company. To bribe the chief and the villagers they offer huge amounts of money, which is meant to help the villagers relocate to another part of the country. When the chief does not accept the offer, the oil company tries to intimidate the villagers by sending patrols to the area. First, they do not come too close but later they come to the land and take samples of soil and water. By doing so, they get in a minor fight with some of the villagers, who have started to patrol their own land. As a consequence, the oil company has an excuse to accuse the chief of several crimes, which leads to his arrest. When the villagers are still not willing to give up their land, they are told that their chief has died.

**main part:**  
oil company's  
strategy

The following week the oil company men come in great numbers and heavily armed to take over the village and to start drilling. They claim that the chief has sold them his part of the land and offer to pay the other villagers off, too. However, they will pay less the later they decide to sell. That way, they put pressure

on the villagers who either sell their land or leave without taking the company's money. (271 words)

2. In this task the focus is slightly different from the one in the first task. Here you do not focus on the oil company's action but on the way the company is portrayed. Also, you need to compare the image conveyed to the image conveyed of the villagers and their situation. You are asked to pay special attention to the way the narrative situation influences the way you perceive the villagers and the oil company and to the way language is used to portray both parties. Take into account aspects like choice of words and stylistic devices.

– Narrative technique:

- first person narrator
- relates story as told by Chief Ibiram → involved in the action
- limited point of view
- highly subjective → reader is presented the villagers' perspective → reader is influenced

– Portrayal of villagers

- "Once upon a time" (l. 6) → fairy tale
- "happy" (l. 8) before the oil company arrived
  - ◆ enumerations underline image of a self-sufficient community (cf. ll. 7–10)
  - ◆ "paradise" (l. 6) → reference to Bible → no worries
- villagers have lived on the land for a long time (cf. ll. 30/31)
- see themselves as "custodians of the land" (l. 32)
- more or less defenceless against oil company
  - ◆ enumeration (cf. l. 39)
  - ◆ "snake" (l. 34) and "apple" (l. 34) → reference to Bible → expulsion from Paradise
  - ◆ "desperate measure" (l. 40)
  - ◆ their chief is criminalised ("petty criminal", ll. 45/46), accusations seem far-fetched (cf. ll. 45–48)
- remain "firm" (l. 49): Chief Malabo suffers bravely, repetition of "not to" (l. 50) to stress that he does not want his people to give in
- after their chief's death their fighting spirit is broken
  - ◆ short sentences stress finality (cf. l. 62)
  - ◆ those who left become "wanderers" (l. 69)
  - ◆ not "happy" (l. 68) any longer

– Portrayal of oil company

- evil force
  - ◆ allusion to the expulsion from Paradise (cf. ll. 34/35)
  - ◆ repetition of the word "money" (ll. 26/27) → importance of money → meant to tempt the villagers → sow dissent → materialistic
- powerful
  - ◆ adverbs of time emphasize speed with which they proceed (ll. 19, 35, 55)

- *deceitful*
  - ◆ use an “excuse” (l. 40) to arrest Chief Malabo
  - ◆ blackmail villagers (cf. ll. 47/48, l. 60)
  - ◆ kill Chief Malabo (cf. l. 65)
  - ◆ claim he sold his land (“they said”, l. 57)
- *disrespectful*
  - ◆ the chief’s body is handed over unceremoniously: “[j]ust like that” (l. 55)
  - ◆ disrupt villagers’ mourning (cf. ll. 55/56)
- *dehumanized: mostly “the oil companies” (cf. ll. 14, 41, 56), rarely “the oil-company men” (l. 19)*

In this excerpt the oil company is portrayed as a disruptive, evil force whereas the villagers are portrayed as their victims. This image is stressed by the use of narrative techniques and language, especially choice of words.

**introduction:**  
thesis / reference  
to assignment

The novel is told by a first-person narrator (cf. l. 1), namely Rufus, a young Nigerian journalist. Rufus relates the events involving the villagers and the oil company as told by Chief Ibiram, which makes it seem like a first-hand report although Rufus himself did not witness any of the action. This becomes apparent by the insertion “he said” in line 6. Chief Ibiram, however, is involved in the action. Thus, the actions are presented from a highly subjective, limited point of view. The reader only sees the action through the chief’s eyes and not from the perspective of the oil company. As a result, the narration is biased and the reader is invited to feel with the villagers and to take on their standpoint.

**main part:**  
narrative  
technique

Before the oil company became interested in their land, the villagers were “happy” (l. 8), they lived as in a fairy tale (cf. l. 6). This image is underlined by two enumerations (cf. ll. 7–9) which show that they were self-sufficient and a closely-knit community. Furthermore, Chief Ibiram says they used to live in “paradise” (l. 6), which is a reference to the Bible and indicates that the villagers did not know any worries and “lacked for nothing” (l. 7).

**language**  
→ enumerations  
→ reference to  
Bible

The villagers live in harmony with the land they inhabit. They see themselves as “custodians of the land” (l. 32), a word which indicates that they take responsibility for the land and protect it. Also, the repetition of the word father (cf. ll. 29/30) makes it clear that it is important to them to live on “ancestral land” (l. 29). Additionally, the repetition of “here”, as opposed to “there”, underlines their attachment to that particular piece of land. (cf. ll. 30/31).

→ choice of  
words, repetition





**Abiturprüfung NRW – Englisch 2020**  
**Leistungskurs: Aufgabe 1**

**Unterrichtsinhalte (Teil A und B):**

- *Politische, soziale und kulturelle Wirklichkeiten und ihre historischen Hintergründe – Amerikanischer Traum – Visionen und Lebenswirklichkeiten in den USA: American myths and realities: freedom and equality*
- *Alltagswirklichkeiten und Zukunftsperspektiven junger Erwachsener – Lebensentwürfe, Studium, Ausbildung, Beruf international: Studying and working in a globalised world*
- *Globale Herausforderungen und Zukunftsvisionen – Chancen und Risiken der Globalisierung: Globalisation and global challenges: economic, ecological and political issues*

**Ausgangstexte:**

- *Teil A: literarischer Text (Romanauszug)*
- *Teil B: Sach- und Gebrauchstext (Zeitungsartikel)*

**Teil A: Leseverstehen und Schreiben (integriert)**

**Inhalt 42 P. / Sprache 63 P.**

**Aufgabenstellung**

Punkte

1. Point out what Amy and Archie are each occupied with.  
(*Comprehension*) 12
2. Analyse how Archie and his state of mind are presented. Focus on point of view and use of language. (*Analysis*) 16
3. Choose **one** of the following tasks: 14
  - 3.1 In the excerpt, the events taking place in the USA in 1963 are described as an “endless tangle of horror and hope that seemed to define the American landscape” (l. 15).  
Evaluate to what extent this might also be a valid description of the situation in the USA today. Refer to the text and work done in class on American myths and realities then and now. (*Evaluation: comment*)
  - 3.2 Having devoted her life to a “cause” (l. 35), Amy, now 73 years old, has agreed to give an interview to *The New York Times* on crucial causes young people should fight for in the 21st century. Write the interview, taking into account the text and work done in class on economic, ecological and political issues of globalisation.  
(*Evaluation: re-creation of text*)

**Text:**

**Paul Auster, 4 3 2 1**

*Archie Ferguson meets Amy Schneiderman, daughter of his parents' friends, at a Labor Day barbecue party at his home in Montclair, New Jersey. It is September 2, 1963.*

1 They were the same age, or very nearly the same age, two hundred months old as opposed to a hundred and ninety-eight months old, but because Amy had been born at the end of 1946 (December 29) and Ferguson at the beginning of 1947 (March 3), she was a full year ahead of him in school, which meant that she was about to start her  
5 senior year at Hunter while he was still stuck in the trenches as a lowly junior. College was no more than a nebulous anywhere to him at that point, a far-flung destination that had yet to be given a name, whereas she had been studying maps for the better part of a year and was almost ready to begin packing her bags. She would be applying to several schools, she said.

10 Everyone had told her she would need backups, second and third options, but Barnard was her first choice; her only choice, really [...].

[A]s he sat in the room with Amy and later walked through the streets with her, they talked about any number of things, mostly about the roller-coaster summer that had started with the killing of Medgar Evers and ended with Martin Luther King's speech,  
15 the endless tangle of horror and hope that seemed to define the American landscape, and also about the books and records on the shelves and floor of Ferguson's room, not to mention schoolwork, SATs, and even baseball, but the one question he did not ask her, was determined at all costs to refrain from asking, was whether she had a boyfriend, for he had already decided he was going to do everything in his power to make her the  
20 *next one*, and he had no interest in learning how many rivals were standing in his way.

On September fifteenth, less than two weeks after the Labor Day barbecue, which was exactly six days before they were supposed to get together again in New York, she called him, and because he was the one she called and no one else, he understood that there was no boyfriend in the picture, no rival to be afraid of, and that she was with  
25 him now in the same way he was with her. He knew that because he was the person she chose to call when she heard the news about the bombing of a black church in Birmingham, Alabama, and the murder of four little girls inside, another American horror, another battle in the race war spreading across the South, as if the March on Washington two and a half weeks earlier had to be avenged with bombs and murder,  
30 and Amy was crying into the phone, struggling not to cry as she told him the news, and bit by bit, as she slowly pulled herself together, she began to talk about what could be done, about what she felt had to be done, not just laws passed by politicians but an army of people to go down there and fight the bigots, and she would be the first one to join up, the day after she graduated from high school she would hitchhike to Alabama  
35 and work for the cause, bleed for the cause, make the cause the central purpose of her life. It's our country, she said, and we can't let the bastards steal it from us.

(559 words)

*Paul Auster, 4 3 2 1, New York: Henry Holt 2017, pp. 140–142*

## Annotations

- l. 5 *Hunter*: Hunter College High School in Manhattan, New York
- l. 10 *Barnard*: Barnard College in New York City, a college for women only
- l. 14 *Medgar Evers*: an American civil rights activist in Mississippi
- l. 17 *SATs*: Scholastic Assessment Test; standardised tests used for college admissions in the USA
- ll. 26/27 *16th Street Baptist Church bombing, Birmingham, Alabama, 1963*: a terrorist act committed by the Ku Klux Klan

## Teil B: Sprachmittlung (isoliert)

Inhalt 18 P. / Sprache 27 P.

### Aufgabenstellung

4. Your English friend is a member of a political youth organisation. They are interested in young people's social commitment across Europe. She/He has asked you specifically for information on volunteering in Germany.  
Based on Julia Emmrich and Theresa Martus' article, write her/him an email in which you present the situation of volunteering and ways to encourage more young people to participate. (*Mediation*)

18

### Text:

#### **Julia Emmrich und Theresa Martus, *Wie sinnvoll wäre ein Pflichtdienst für junge Leute?***

- 1 Raus aus der Schule – rein ins richtige Leben: Für viele junge Deutsche ist der Schritt alles andere als leicht. Ausbildung? Studium? Auslandsjahr? Oder erstmal jobben? Die Politik diskutiert in diesen Tagen über die Einführung eines verpflichtenden Dienstjahrs für Schulabgänger. Aber ist das überhaupt sinnvoll? Rund 100 000 junge Leute  
5 leisten derzeit bereits Jahr für Jahr Freiwilligendienste. Und: Es gibt jetzt schon mehr Bewerbungen als freie Stellen. Wäre es nicht besser, den Freiwilligendienst zu stärken?

Die traditionsreichste Form des freiwilligen Engagements ist das Freiwillige Soziale Jahr, kurz FSJ. Seinen Ursprung hat das Konzept in Aufrufen der Kirchen; sich ein  
10 Jahr lang freiwillig in den Dienst der Gemeinschaft zu stellen. Seit 1964 regelt das Gesetz Rahmenbedingungen für die Dienste. 1993 kam das Freiwillige ökologische Jahr (FÖJ) dazu, bei dem sich junge Leute für Natur- und Umweltschutz einsetzen können.

Die Einsätze, die meist zwölf Monate lang sind, aber auch kürzer oder länger sein  
15 können, sind nicht auf das Inland beschränkt: Viele Träger bieten auch im Ausland FSJ-Plätze an. [...]

Rund 100 000 Männer und Frauen leisten derzeit einen der Freiwilligendienste. Etwa 55 000 arbeiten im Rahmen der Jugenddienste. Der Trend geht aber nach Angaben des Familienministeriums seit Jahren nach oben. Die meisten Freiwilligen im Sozialen

## Lösungsvorschläge

### Teil A: Leseverstehen und Schreiben (integriert)

1. *In this task, you need to show what the two protagonists, Amy and Archie, are concerned about. This could be done very briefly, but to elaborate a little, you will need to choose further details to include.*
- Amy
    - *her choice of college; currently in her last year at high school, has set her mind on Barnard*
    - *her priorities change after the Birmingham attacks; she intends to become active in the Civil Rights Movement*
  - Archie
    - *his relationship with Amy: in love with her, intends to become her boyfriend*
    - *wonders if she already has a boyfriend*
    - *remains preoccupied with this topic even after the attacks; interprets her call only in terms of their relationship, thinks she is interested in him*

The excerpt from Paul Auster's novel *4 3 2 1* published in 2017 is set in 1963. In it, two teenagers, Archie and Amy, have two conversations, one at a Labour Day barbecue the other on the telephone after the attacks on a church in Birmingham.

**introductory sentence**

During the conversation on Labour Day Amy is preoccupied with her choice of college. She is in her last year of high school and is determined to attend Barnard College afterwards. Two weeks later, after the attacks on a Black church in Birmingham, Alabama, Amy's focus has changed completely. She now intends to become an active member of the Civil Rights Movement after high school.

Amy's thoughts

By contrast, Archie's priorities remain constant. His mind is set on making Amy his girlfriend. He asks himself if she has got a boyfriend already but does not really want to know. When she phones him two weeks later, he interprets her call only in terms of their relationship and believes it to be proof that his feelings are reciprocated.

Archie's thoughts

(171 words)

2. *Here the focus is on Archie only. You need to analyse how his frame of mind is presented. In doing so, take into account the point of view chosen as well as the effect of that choice. Also analyse the use of language, e. g. choice of words.*
- *Archie seems immature, only focused on making Amy his girlfriend*
  - *point of view*
    - *third-person narrator (cf. l. 1)*
    - *Archie's perspective (e. g. ll. 23, 25/26) → limited point of view*

- reader gets an insight into the character's thoughts and feelings
  - reader also realizes Archie's naivety and self-centredness (cf. ll. 21–26)
  - narrator is also judgemental of Archie's disorientation (cf. ll. 5–8)
  - distanced and impersonal → rather emotionless description of the encounter on Labour Day (ll. 12–17) and the phone call (cf. ll. 26–36)
  - hard for the reader to sympathize with the protagonist
- use of language
- juxtaposition of the two characters' states of mind (cf. ll. 1–11) → Archie is more immature even though they are almost the same age
  - imagery to describe his current situation, e. g. "stuck in the trenches" (l. 5), "a nebulous anywhere" (l. 6)
  - enumeration of topics discussed (ll. 12–17)
  - repetition of "rival(s)" (ll. 20, 24), Amy is supposed to be "the next one" (ll. 19/20) → love affair as a competition, not very serious
  - long sentences in which he repeats her feelings and thoughts without commenting on them (cf. ll. 26–36)

Whereas Amy undergoes a change and becomes more mature, Archie remains preoccupied with his personal feelings. He only thinks about making Amy his next girlfriend. This makes him appear immature and self-centred, which becomes obvious through the point of view chosen and the linguistic composition of the excerpt.

**introductory sentence:**  
thesis

The story is told by a third-person narrator (cf. ll. 1–3) who often sees the action from Archie's perspective. Whenever the reader gets an insight into Archie's thoughts, the protagonist is wondering how to win Amy over (e. g. ll. 17–20). Even when Amy calls him to talk about the brutal attacks that took place in Birmingham, he only considers what her calls tell him about her affections for him (cf. ll. 21–26). Thus, it becomes clear that he is very self-centred as well as naïve.

**point of view**  
limited  
Archie as self-centred and naïve

In other passages, the narrator remains more impersonal and aloof and, at times, judgemental. For instance, the encounters between the two protagonists on Labour Day and during their phone call are described very unemotionally as the topics of their conversation are merely enumerated (cf. ll. 12–17, 26–36) but not commented on. At the beginning of the excerpt, the narrator chooses imagery to describe Archie's situation at school. He is "still stuck in the trenches as a lowly junior" (l. 5) and college is still "a nebulous anywhere to him at that point, a far-flung destination that [has] yet to be given a name" (ll. 6/7). Here the narrator seems rather judgemental of Archie's immaturity and disorientation. As a consequence, it becomes harder for the reader to empathize with the protagonist.

**narrator**  
judgemental  
  
→ enumeration  
  
→ imagery  
immature, disoriented



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