

2026

STARK
Prüfung

**MEHR
ERFAHREN**

Abitur

Berlin/Brandenburg

Englisch GK/LK

- ✓ Original-Prüfungsaufgaben mit Lösungen
- ✓ Lernvideos zur Textaufgabe



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Aufgabe 1.1:	<i>Asymmetry</i> (Roman)	LK 2022-1
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Aufgabe 1.1:	<i>Trust Exercise</i> (Roman)	LK 2023-1
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Abiturprüfungsaufgaben 2025 www.stark-verlag.de/mystark

Sobald die Original-Prüfungsaufgaben 2025 freigegeben sind, können sie als PDF auf der Plattform MySTARK heruntergeladen werden (Zugangscode vgl. vorne im Buch).

Autorinnen und Autoren

Holtwick, Birgit (Übungsaufgabe 1: Prüfungsteil 1; Übungsaufgabe 2: Prüfungsteil 1 Aufgabe 1, 2, 3.1; GK 2024 2.1, LK 2024 1.2)

Klimmt, Robert (Die wichtigsten Stilmittel zur Textanalyse; Lösungen LK 2023 2.1)

Lemke, Frank und Nussdorf, Kathryn (Lösungen GK 2022)

Nussdorf, Kathryn (Lösungen GK 2023, GK 2024 GK 1.1, 1.2, 2.2)

Redaktion (digitale Kurzgrammatik, Lernvideos zur Textaufgabe; Übungsaufgabe 1: Prüfungsteil 2)

Schulz, Katrin (Lösungen LK 2022, LK 2023 1.1, 1.2 und 2.2, LK 2024 1.1, 2.1, 2.2)

Warlimont, Peter (Übungsaufgabe 2: Prüfungsteil 1 Aufgabe 3.2, Prüfungsteil 2)

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 **Hinweise und Tipps** zur schriftlichen Abiturprüfung im Fach Englisch in Berlin und Brandenburg. Hier finden Sie Informationen zu häufigen Aufgabenstellungen, wichtigen Stilmitteln und zu einer geschickten Vorgehensweise in der Abiturprüfung.
- Die **Übungsaufgaben** gliedern sich in zwei Teile: Zunächst finden Sie die Aufgabenstellungen zu den **Lernvideos**. Lesen Sie die Texte und Aufgaben, bevor Sie sich die Videos ansehen. Im zweiten Teil finden Sie zwei **Übungsaufgaben** mit Lösungen, die sich an den aktuellen Vorgaben zum **Abitur in Berlin und Brandenburg** orientieren. Der Schwierigkeitsgrad ist dabei ansteigend.
- Im Anschluss folgt eine Auswahl von **Original-Prüfungsaufgaben der Grund- und Leistungskurse** der letzten Jahre.
- Lernen Sie gerne am PC, Tablet oder Smartphone? Auf den nächsten Seiten finden Sie Hinweise zu den digitalen Inhalten in diesem Band.

Wir wünschen Ihnen viel Erfolg bei der Abiturprüfung,

Ihre Autorinnen und Autoren

Hinweise zu den digitalen Inhalten

Auf alle digitalen Inhalte können Sie online über die Plattform MySTARK zugreifen. Ihren persönlichen Zugangscode finden Sie vorne im Buch.

PDF der Original-Prüfungsaufgaben 2025

Um Ihnen die Prüfung 2025 schnellstmöglich zur Verfügung stellen zu können, bringen wir sie in digitaler Form heraus.



Sobald die **Original-Prüfungsaufgaben 2025** zur Veröffentlichung freigegeben sind, können sie als PDF auf der **Plattform MySTARK** heruntergeladen werden.

Kurzgrammatik

Mit der Kurzgrammatik können Sie sich eine knappe und verständliche Übersicht über die wichtigsten Themenfelder der englischen Grammatik herunterladen. Schlagen Sie hier die Grammatikregeln zu Fehlern nach, die Sie noch häufig machen.



Lernvideos

Textaufgaben sind Teil vieler Prüfungen und Klausuren – und machen oft einen Großteil der Prüfungsleistung aus. Mithilfe der **Lernvideos zum richtigen Umgang mit Textaufgaben** können Sie sich optimal auf die Anforderungen in diesem Bereich vorbereiten. Am Beispiel von zwei Texten mit je drei Aufgabenstellungen wird gezeigt, wie man an eine Textaufgabe herangeht und sie erfolgreich löst.



Die Lernvideos beinhalten:

- **Schritt-für-Schritt-Anleitungen** zum richtigen Vorgehen in der Prüfung
- **Sachtext** und **literarischer Text** als Grundlage
- nützliche Hinweise zu **häufigen Operatoren** und **Zieltextsorten**

Die im Video behandelten Übungsaufgaben sind im Kapitel „Lernvideos zur Textaufgabe“ abgedruckt. Lesen Sie sich die Texte und Aufgabenstellungen zunächst durch, bevor Sie sich die Videos auf MySTARK ansehen.

Interaktives Training

Im **Online-Training „Basic Language Skills“** erhalten Sie Zugriff auf zahlreiche **interaktive Aufgaben** zu Grundlagen wie **Hörverstehen**, **Leseverstehen** und **Sprachverwendung im Kontext**. Dies sind ganz wichtige „Basics“, die Sie für eine gute Sprachbeherrschung brauchen.



Das interaktive Training bietet Ihnen:

- **„Listening“** – authentische Hörtexte mit vielfältigen Aufgaben, die Ihr Hörverstehen testen
- **„Reading“** – abwechslungsreiche Lesetexte und dazugehörige Aufgaben
- **„English in Use“** mit gemischten Aufgaben rund um den Gebrauch der englischen Sprache
- Alle Aufgaben sind interaktiv, d. h., Sie können sie direkt am PC oder Tablet bearbeiten und erhalten sofort eine Rückmeldung zu Ihren Antworten.

Web-App „MindCards“

Mit der Web-App **„MindCards“** können Sie am Smartphone Vokabeln lernen. Auf diesen interaktiven Karteikarten finden Sie hilfreiche Wendungen, die Sie beim Schreiben von Texten oder im mündlichen Sprachgebrauch einsetzen können.



Scannen Sie einfach die QR-Codes oder verwenden Sie folgende Links, um zu den „MindCards“ zu gelangen:
<https://www.stark-verlag.de>

Lernvideos zur Textaufgabe

Step-by-Step – Textaufgaben bearbeiten

Es gibt Aufgabenstellungen, die in Englischprüfungen immer wieder auftauchen. Grundlage für diese Aufgabenstellungen sind sogenannte **Operatoren** wie „describe“, „analyse“, „comment on“ und viele mehr. Auch wenn sich die Aufgabenstellung für die Textarbeit im Detail je nach Text unterscheidet, bleibt die grundsätzliche Vorgehensweise bei den jeweiligen Operatoren gleich.

In den Videos auf der Plattform **MySTARK** (Zugangscode vgl. Umschlaginnenseite) erklären wir Ihnen, wie Sie bei den wichtigsten Operatoren in Textaufgaben vorgehen müssen. Außerdem erfahren Sie etwas zu häufigen **Zieltextformaten** wie Leserbriefen, Blogbeiträgen und Reden.

TIPP

Lesen Sie die Aufgaben und die dazugehörigen Texte, **bevor Sie sich die Videos ansehen!** Sie können auch schon überlegen, wie Sie selbst bei der Aufgabenstellung vorgehen würden und welche inhaltlichen Aspekte für die Lösung interessant wären – und im Anschluss Ihre Lösung/Vorgehensweise mit den Videos vergleichen. Viel Spaß!





Ausgangstext: newspaper article

Operatoren: outline, analyse, write

Themen: social media, the impact of the media on society

Zieltextformate: letter to the editor, blog entry, speech

Aufgabenstellung

1. **Outline** the author's view on social media. (*Video 1*)
2. **Analyse** the means he uses to convey his attitude and the effect they have on the reader. (*Video 2*)
3. **Write a letter to the editor/blog entry/speech** expressing your own opinion on the chances and dangers of social media. (*Video 3*)

Text: "I used to think social media was a force for good. Now the evidence says I was wrong" by Matt Haig

More and more, it's clear these platforms create divisions, exploit our insecurities and risk our health. They're as bad as the tobacco industry.

- 1 I used to think social media was essentially a force for good, whether it was to initiate the Arab spring of 2011, or simply as a useful tool for bringing together like-minded people to share videos of ninja cats. Having spent a lot of time thinking about mental health, I even saw social media's much-maligned potential for anonymity as a good
- 5 thing, helping people to open up about problems when they might not feel able to do so in that physical space we still quaintly call real life. [...]
- Yes, I would occasionally feel that maybe staring at my Twitter feed near-continuously for seven hours wasn't that healthy [...]. Yes, I'd see articles warning of the dangers of excessive internet use, but I dismissed these as traditional, reactionary takes.
- 10 I saw social media naysayers as the first reviewers of Technicolor movies, who felt the colour distracted from the story, or were like the people who walked out on Bob Dylan at Newport folk festival for playing an electric guitar, or like those who warned that radio or TV or video games or miniskirts, or hip-hop or selfies or fidget spinners or whatever, would lead to the end of civilisation. [...]
- 15 Then I started the research for a book I am writing on how the external world affects our mental health. I wanted to acknowledge the downsides of social media, but to argue that far from being a force for ill, it offers a safe place where the insanities of life elsewhere can be processed and articulated.
- But the deeper into the research I went, the harder it was to sustain this argument.
- 20 Even the internet activist and former Google employee Wael Ghonim – one of the initiators of the Arab spring and one-time poster boy for internet-inspired revolution – who once saw social media as a social cure – now saw it as a negative force. [...]: "The same tool that united us to topple dictators eventually tore us apart." Ghonim saw social

**Berlin/Brandenburg
Übungsaufgabe 1**

Prüfungsteil 1: Leseverstehen und Schreiben

(75 %)

Aufgabenstellung 1 – Tasks

Themenschwerpunkte: *Aims and ambitions, The impact of the media on society*

- 1 Describe the situation the characters find themselves in. (25 %)
- 2 Write a characterisation of Mae, also taking into account the effect the narrative perspective has on the reader's perception of her character. (40 %)
- 3 Choose **one** of the following tasks. (35 %)
- 3.1 Discuss whether modern communication via smartphones and the like is a blessing or a curse.

OR

- 3.2 Mercer has left the house without an explanation, so he feels obliged to explain his behaviour to Mae. Write his personal letter to her in which he offers this explanation and tells Mae what he thinks about her initiative to post the photo.

Text (excerpt from the novel)

The Circle

by Dave Eggers

Note: Mae Holland works for a very powerful Internet company and rarely sees her parents. One day, however, she visits her parents at their home and there she also meets Mercer, her former boyfriend. Mercer has given her parents a self-made chandelier. Mae likes it very much and, without informing anyone, posts a photo of the chandelier and links to Mercer's website in different Internet forums. While she is doing so upstairs, the others are waiting for her downstairs so they can have dinner together.

- 1 When she was finished, Mercer was sitting with her parents at the kitchen table, which was crowded with salad and stir-fried chicken and vegetables. Their eyes followed her down the stairs. "I called up there," her father said.
"We like to eat when it's hot," her mother added.
- 5 Mae hadn't heard them. "Sorry. I was just – Wow, this looks good. Dad, don't you think Mercer's chandelier* is awesome?"

"I do. And I told you, and him, as much. We've been asking for one of his creations for a year now."

"I just needed the right antlers," Mercer said. "I hadn't gotten any really great ones in a while." He went on to explain his sourcing, how he bought antlers only from trusted collaborators, people he knew hadn't hunted the deer, or if they had, had been instructed to do so by Fish and Game to curb overcrowding.

"That is fascinating," her mother said. "Before I forget, I want to raise a toast ... What's that?"

Mae's phone had beeped. "Nothing," she said. "But in a second I think I'll have some good news to announce. Go on, Mom."

"I was just saying that I wanted to toast having us —"

Now it was Mercer's phone ringing.

"Sorry," he said, and maneuvered his hand outside his pants, finding the off button.

"Everyone done?" her mother asked.

"Sorry Mrs. Holland," Mercer said. "Go on."

But at that moment, Mae's phone buzzed loudly again, and when Mae looked to its screen, she saw that there were thirty-seven new zings and messages.

"Something you have to attend to?" her father said.

"No, not yet," Mae said, though she was almost too excited to wait. She was proud of Mercer, and soon she'd be able to show him something about the audience he might have outside Longfield. If there were thirty-seven messages in the first few minutes, in twenty minutes there would be a hundred.

Her mother continued. "I was going to thank you, Mae, for all you've done to improve your father's health, and my own sanity. And I wanted to toast Mercer, too, as part of our family, and to thank him for his beautiful work." She paused, as if expecting a buzz to sound any moment. "Well, I'm just glad I got through that. Let's eat. The food's getting cold."

And they began to eat, but after a few minutes, Mae had heard so many dings, and she'd seen her phone screen update so many times, that she couldn't wait.

"Okay, I can't stand it anymore. I posted that photo I took of your chandelier, Mercer, and people love it!" She beamed, and raised her glass. "That's what we should toast."

Mercer didn't look amused. "Wait. You posted them where?"

"That's great, Mercer," her father said, and raised his own glass.

Mercer's glass was not raised. "Where'd you post them, Mae?"

"Everywhere relevant," she said, "and the comments are amazing." She searched her screen. "Just let me read the first one. And I quote: Wow, that is gorgeous. That's from a pretty well-known industrial designer in Stockholm. Here's another one: Very cool. Reminds me of something I saw in Barcelona last year. That was from a designer in Santa Fe who has her own shop. She gave your thing three out of four stars, and had some suggestions about how you might improve it. I bet you could sell them there if you wanted to. So here's another —"

Mercer had his palms on the table. "Stop. Please."

50 “Why? You haven’t even heard the best part. On DesignMind, you already have 122 smiles. That’s an incredible amount to get so quickly. And they have a ranking there, and you’re in the top fifty for today. Actually, I know how you could raise that —” [...]

“Mae. Stop. Please stop.” Mercer was staring at her, his eyes small and round. “I don’t want to get loud here, in your parents’ home, but either you stop or I have to
55 walk out.”

“Just hold on a sec,” she said, and scrolled through her messages, looking for one that she was sure would impress him. She’d seen a message come in from Dubai, and if she found it, she knew, his resistance would fall away.

“Mae,” she heard her mother say. “Mae.”

60 But Mae couldn’t locate the message. Where was it? While she scrolled, she heard the scraping of a chair. But she was so close to finding it that she didn’t look up. When she did, she found Mercer gone and her parents staring at her. (763 words)

Excerpt(s) from The Circle by Dave Eggers, copyright © 2013 by Dave Eggers. Used by permission of Alfred A. Knopf, an imprint of the Knopf Doubleday Publishing Group, a division of Penguin Random House LLC. All rights reserved.

* Mercer’s chandelier is made of antlers (= horn of a male deer). As he is very careful to buy antlers only from trusted suppliers, he only produces very few of them.

Annotation

1. 6 chandelier: round frame for holding candles or lights that hangs from the ceiling and is decorated with small pieces of glass

Aufgabenstellung 2 – Tasks

Themenschwerpunkte: *Aims and ambitions, The impact of the media on society*

You are taking part in an international youth project on “The Impact of Digitisation and AI”.

Using the information from the text, write an article for the English project website in which you present the drawbacks of digital language assistants such as Alexa.

Text (Auszug aus dem Artikel)

Experten warnen vor Sprachassistenten: Diese Risiken birgt Alexa für Kinder

Minderjährige geben Alexa, Siri und ähnlichen Sprachassistenten zu viel von sich preis, zeigt ein Gutachten. Auch Datenschützer äußern Kritik.

- 1 Ein Junge, sechs Jahre alt, wünscht sich ein Kinderlied, ruft „play Digger, Digger“ ins Mikrofon. Und was tut Amazons Sprachassistentin „Alexa“? Sie schlägt ihm verschiedene Porno-Titel vor. Diese Geschichte ist nicht die einzige Panne vergangener Jahre, die Eltern schockiert. Zu sehen auf Youtube. Jetzt warnt sogar der Wissenschaftliche
- 5 Dienst des Bundestags.

In einem Gutachten wird bemängelt, dass Kinder und Jugendliche persönliche Informationen von sich preisgeben oder eben Inhalte abrufen können, die sie nicht hören sollten. Außerdem stelle sich die Frage, was eigentlich mit Besuchern sei, die nicht wüssten, dass die Software gerade ihre Sätze aufzeichnet. Amazon dürfte der Pflicht

10 zur Informationsvermittlung bei der Datenerhebung von Nutzern zwar ausreichend nachkommen, heißt es – „offen bleibt jedoch, wie unbeteiligte Dritte und Minderjährige von der Datensammlung ausgeschlossen werden können“.

Mit Blick auf die USA sei außerdem unklar, „zu welchen weiteren Zwecken Amazon seine Daten zukünftig nutzen könnte“. Dass sich Kriminelle Zugriff zu den Daten

15 in der Cloud verschaffen könnten, sei ebenfalls nicht auszuschließen.

Eine Reihe von Kritikpunkten. Das Bundesinnenministerium fühlt sich in der Sache aber nicht zuständig. Ein Sprecher erklärte auf Anfrage der Deutschen Presse-Agentur: „Die Nutzung der Sprachassistenten betrifft Datenverarbeitungen durch nichtöffentliche Stellen.“ Für diese lasse die Datenschutz-Grundverordnung der EU

20 den nationalen Gesetzgebern so gut wie keinen Regelungsspielraum.

„Wir müssen darauf dringen, dass die Einwilligungserklärung für den Nutzer auf die Gefahren und Möglichkeiten hinweist, die mit der Übertragung und Nutzung der Daten sowie der Daten von Dritten, die sich zufällig im Raum befinden, hinweist“, meint hingegen der fraktionslose Bundestagsabgeordnete Uwe Kamann. Dies müsse

25 detailliert erfolgen, „und nicht indem man nur einmal ein Häkchen für alles setzt“.

Prüfungsteil 1: Leseverstehen und Schreiben

- 1 *In der ersten Aufgabe müssen Sie die Situation in eigenen Worten beschreiben. Versuchen Sie alle W-Fragen zu beantworten, zum Beispiel, wo sich die Szene abspielt, wer teilnimmt, was die Figuren machen, wie sie miteinander umgehen und weshalb sie sich so verhalten.*
- *Mercer, Mae und ihre Eltern sitzen am Küchentisch beim Essen.*
 - *Mae kommt zu spät, da sie damit beschäftigt war, ein Foto von Mercers Kronleuchter zu posten (allerdings, ohne ihn um Erlaubnis zu fragen).*
 - *Maes Mutter möchte einen Toast aussprechen, aber jedes Mal, wenn sie zu sprechen beginnt, klingelt ein Telefon.*
 - *Mae erhält zahlreiche Reaktionen auf das Bild, das sie gepostet hat.*
 - *Sie erzählt den anderen von den Nachrichten.*
 - *Mercer ist davon nicht begeistert und droht zu gehen.*
 - *Mae ignoriert ihn und liest weiter die ankommenden Nachrichten.*
 - *Selbst als Mercer tatsächlich geht, nimmt sie dies nicht wahr.*
 - *Als sie aufblickt, ist Mercer verschwunden.*
 - *Ihre Eltern starren sie ungläubig an.*

The excerpt from Dave Eggers' novel *The Circle*, published in 2013, is set in the kitchen of Mae's parents.

reference to
source

Her parents and her former boyfriend Mercer have been waiting for her so they can have dinner together. Mae comes in late because she has posted a photo of the chandelier Mercer gave to her parents. The other characters do not know about her posting the photo and Mae intends to surprise them with it.

description of the
situation

Mae's mother wants to propose a toast but she is interrupted several times by either Mae's or Mercer's phone ringing, so she gets a little upset. Whereas Mercer turns off his phone, Mae's phone keeps receiving messages in response to the photo she has posted. Finally, she cannot wait any longer and tells everybody what she has done. While Mae is proud of herself, Mercer himself seems to be appalled and threatens to leave if she does not stop. However, Mae ignores him and does not even realise his departure because she is too busy checking her phone for a message from Dubai. When she finally looks up from her phone, she only sees her parents staring at her.

(193 words)

Abiturprüfung Berlin/Brandenburg 2024
Englisch Grundkurs

Prüfungsteil 1: Leseverstehen und Schreiben

(70 %)

Der Prüfungsteil 1 besteht aus zwei Aufgabenstellungen, von denen Sie eine zur Bearbeitung auswählen.

Aufgabenstellung 1.1 – Tasks

Themenschwerpunkte: *Aims and ambitions; Overcoming prejudice in society*

- 1 Outline the information about Connell's fellow students at Trinity College and his roommate Niall. (20 %)
- 2 Analyse how Connell is portrayed. Focus on narrative perspective and use of language. (40 %)
- 3 Choose one of the following tasks:
- 3.1 Using Connell's example as a starting point, assess to what extent a person's social background and where they grow up determine the way others perceive them. (40 %)

OR

- 3.2 UNICEF's digital community *Voices of Youth* has called on young people to share their ideas for the "Personal Growth" section of their blog. You have come across the following quote by John F. Kennedy, US President from 1961 to 1963: "Conformity is the jailer of freedom and the enemy of growth".
Write an entry for the blog in which you comment on the quote, considering consequences of conformity both for individuals and for society as a whole. (40 %)

Text (excerpt from the novel)

Normal People

by Sally Rooney

Connell, raised by a working-class single mother in County Sligo in the rural west of Ireland, moves to Dublin to study English at the prestigious Trinity College. One night he is invited to a party by Gareth, another student.

1 This is what it's like in Dublin. All Connell's classmates have identical accents and carry the same size MacBook under their arms. In seminars they express their opinions passionately and conduct impromptu debates. Unable to form such straightforward views or express them with any force, Connell initially felt a sense of crushing inferiority to his fellow students, as if he had upgraded himself accidentally to an intellectual level far above his own, where he had to strain to make sense of the most basic premises. He did gradually start to wonder why all their classroom discussions were so abstract and lacking in textual detail, and eventually he realized that most people were not actually doing the reading. They were coming into college every day to have heated debates about books they had not read. He understands now that his classmates are not like him. It's easy for them to have opinions, and to express them with confidence. They don't worry about appearing ignorant or conceited. They are not stupid people, but they're not so much smarter than him either. They just move through the world in a different way, and he'll probably never really understand them, and he knows they will never understand him, or even try.

He only has a few classes every week anyway, so he fills the rest of the time by reading. In the evenings he stays late in the library, reading assigned texts, novels, works of literary criticism. Not having friends to eat with, he reads over lunch. At the weekends when there's football on, he checks the team news and then goes back to reading instead of watching the build-up. One night the library started closing just as he reached the passage in *Emma* when it seems like Mr Knightley is going to marry Harriet, and he had to close the book and walk home in a state of strange emotional agitation. He's amused at himself, getting wrapped up in the drama of novels like that. It feels intellectually unserious to concern himself with fictional people marrying one another. But there it is: literature moves him. One of his professors calls it 'the pleasure of being touched by great art'. [...]

You're not from Dublin, are you? says Gareth.

No. Sligo.

Oh yeah? My girlfriend's from Sligo.

30 Connell isn't sure what Gareth expects him to say to this.

Oh, he replies weakly. Well, there you go.

People in Dublin often mention the west of Ireland in this strange tone of voice, as if it's a foreign country, but one they consider themselves very knowledgeable about. In the Workmans the other night, Connell told a girl he was from Sligo and she made a funny face and said: Yeah, you look like it. Increasingly it seems as if Connell is

actually drawn towards this supercilious type of person. Sometimes on a night out, among a crowd of smiling women in tight dresses and perfectly applied lipstick, his flatmate Niall will point out one person and say: I bet you think she's attractive. And it will always be some flat-chested girl wearing ugly shoes and disdainfully smoking
40 a cigarette. And Connell has to admit, yes, he does find her attractive, and he may even try to talk to her, and he will go home feeling even worse than before.

Awkwardly he looks around the room and says: You live here, do you?

Yeah, says Gareth. Not bad for campus accommodation, is it?

No, yeah. It's really nice actually.

45 Whereabouts are you living yourself?

Connell tells him. It's a flat near college, just off Brunswick Place. He and Niall have one box room between them, with two single beds pushed up against opposite walls. They share a kitchen with two Portuguese students who are never home. The flat has some problems with damp and often gets so cold at night that Connell can see
50 his own breath in the dark, but Niall is a decent person at least. He's from Belfast, and he also thinks people in Trinity are weird, which is reassuring. Connell half-knows some of Niall's friends by now, and he's acquainted with most of his own classmates, but no one he would have a proper conversation with.

Back home, Connell's shyness never seemed like much of an obstacle to his social
55 life, because everyone knew who he was already, and there was never any need to introduce himself or create impressions about his personality. If anything, his personality seemed like something external to himself, managed by the opinions of others, rather than anything he individually did or produced. Now he has a sense of invisibility, nothingness, with no reputation to recommend him to anyone. (779 words)

Source: Rooney, Sally (2019). *Normal People*. London: Faber & Faber, 67–70.

Annotations

1. 21 *Emma*: a novel by Jane Austen, published in 1815

1. 34 Workmans: 'The Workman's Club', a bar in Dublin

Prüfungsteil 1: Leseverstehen und Schreiben

Aufgabenstellung 1.1

- 1 As you are asked to concentrate on the information about Connell's fellow students and his roommate, you do not need to summarise the whole text. The information you need is in the first paragraph and in the second-to-last paragraph.

Fellow students:

- Connell's classmates are very similar to each other: have the same accents and the same expensive computers.
- Most of them don't do the reading, but debate passionately and confidently in seminars.
- They seem smarter because they are confident, not because they actually know more.
- They look down on people like Connell, who come from the poorer west of Ireland.

Niall:

- Connell's roommate, Niall, is from Belfast and is much friendlier.
- Like Connell he thinks most of the other students are strange.
- Unlike Connell, he has friends at college.
- Niall also comes from a modest background, shown by their poor living situation.

Connell's fellow students in Dublin speak with the same accent and carry the same type of expensive computer in the same manner. In seminars, most of them do not do the reading, yet they debate the books passionately, if abstractly, and have no hesitation about voicing their opinion. Thus, though they seem intellectually superior at first, it soon becomes apparent that it is their confidence that gives this impression. Arrogantly, they look down on people like Connell, who come from the poorer west of the country.

Connell's roommate, Niall, is from Belfast, and is a much nicer person. He thinks the students at Trinity College are weird, though he does have some friends there, who Connell is beginning to know. Niall also stems from a humble background, as their poor living situation shows.

(133 words)

classmates:

same accent and technology

same confidence

Niall: from Belfast

also different, but not an outsider

humble background

- 2 Here you have to characterise Connell. Read the text again. What impression do you get? How would you describe him? What are the important characteristics? Highlight text passages that underline the different aspects. Then, look at the narrative perspective and the language. How do they support the impression the reader gets?

Important aspects:

- *Third-person personal/limited narrator: the story is told by a third-person narrator that focuses on Connell's perspective → the readers sympathise with the young student.*
- *The readers do not have more information than Connell, so they have the same revelations he has (e.g. that the other students are not smarter, only more confident).*
- *Some of the awkward situations Connell experiences are described in a mixture between direct dialogue and narration.*
- *Connell feels different from the other students (contrast, parallelism).*
- *He is a loner who spends most of his time reading, but he does go out with his roommate and even tries to talk to girls.*
- *He is a very sensitive person, which is revealed by him getting completely wrapped up in literature.*
- *Life at university is difficult for him; before university he lived in a small town and everyone knew who he was, but now he feels invisible (contrast).*

Told in the third person, the limited narrator focuses on Connell's impressions of attending Trinity College. Connell sees himself as an outsider in a conformist environment. Coming from a small, rural town and raised by a single, working-class mother, he does not fit into the clique at prestigious Trinity College and realises he never will.

third-person
limited narrator

We follow him on his journey dealing with this new type of society, his self-discoveries in the process, his feelings and his perceptions as explained by the narrator (e.g. "He did gradually start to wonder", l. 7; "eventually he realized", l. 8; "He understands now", l. 10; "He's amused at himself", l. 23; "It feels intellectually unserious to concern himself with ...", l. 24). At first, he is intimidated: "Connell initially felt a sense of crushing inferiority to his fellow students, as if he had upgraded himself accidentally to an intellectual level far above his own" (ll. 4–6). However, when he realises that they are just good at talking and that most of them have not even read the books, he understands that "they're not so much smarter than him" (l. 13).

feelings and
revelations
explained by
narrator

intimidated at first

realises the other
students are not
smarter

Awkward social situations are described in a mixture of thoughts and implied direct dialogue: "Connell isn't sure what Gareth expects him to say to this. Oh, he replies weakly. Well, there you go," (ll. 30/31) and "Awkwardly he looks around the room and says: You live here, do you?" (l. 42).

mixing narration
and dialogue

His sense of not belonging is pointed out using a contrast to the norm: "He understands now that his classmates are not like him." (ll. 10/11) Connell is sure that this feeling is reciprocal, which is stressed in the following parallelism: "he'll probably never really understand them, and he knows they will never understand him" (ll. 14/15).

contrast: feeling
of being different

parallelism

Text (Excerpt from the article)

What Western Society Can Learn from Indigenous Communities

by Rachel Cernansky



Source: Lisa Maree Williams/Getty Images

Māori leaders and members of the Australian Defense Force and the charitable group Haka for Life at a service in April in Sydney, Australia, to honor the First Nations People of Australia and Indigenous Māori for their contribution to the protection of Australia and New Zealand.

- 1 Nearly two decades ago, when the New Zealand highway authority was planning the Waikato Expressway, people from the Māori tribe Ngāti Naho objected. The highway would encroach on an area that, in Māori tradition, was governed by a water-dwelling creature, a taniwha.
- 5 The authorities took those concerns into account and rerouted the road to circumvent the area in question. As a result, a year later, when the area was hit by a major flood, the road was unharmed.
- 10 “I’m still waiting for the headline, ‘Mythical Creature Saves the Taxpayer Millions,’” said Dan Hikuroa, a senior lecturer in Māori studies at the University of Auckland and member of the Ngāti Maniapoto tribe. He has often wondered if, once the flood hit, the technical team later said, “Why didn’t you just say it’s a flood risk area?”
- 15 Like many Indigenous peoples around the world, the Māori have developed their understanding of their environment through close observation of the landscape and its behaviors over the course of many generations. Now the New Zealand Environmental Protection Agency regularly looks for ways to integrate traditional Māori knowledge,

or mātauranga, into its decision-making. Mr Hikuroa has been appointed the culture commissioner for UNESCO New Zealand, a role he said is centered on integrating Māori knowledge into UNESCO's work.

20 Western-trained researchers and governments are increasingly recognizing the wealth of knowledge that Indigenous communities have amassed to coexist with and protect their environments over hundreds or even thousands of years. Peer-reviewed scientific journals have published studies demonstrating that around the world, Indigenous-managed lands have far more biodiversity intact than other lands, even those set aside for conservation.

25 Embracing Indigenous knowledge, as New Zealand is trying to do, can improve how federal governments manage ecosystems and natural resources. It can also deepen Western scientists' understanding of their own research, potentially, by providing alternative perspectives and approaches to understanding their field of work. This is ever more urgent, particularly as the climate crisis unfolds. "It is Indigenous resilience
30 and worldview that every government, country and community can learn from, so that we manage our lands, waters and resources not just across budget years, but across generations," U.S. Secretary of the Interior Deb Haaland, a citizen of the Laguna Pueblo in New Mexico and America's first Native American cabinet secretary, said in remarks to the United Nations.

35 Indigenous scholars warn, though, that while traditional knowledge can be used to benefit the world, it can also be mishandled or exploited. Dominique David Chavez, a descendant of the Arawak Taíno in the Caribbean, and a research fellow at the Native Nations Institute at the University of Arizona and the National Science Foundation, says that, as Western scientists, "we are trained to go into communities, get that know-
40 ledge and go back to our institutions and disseminate it in academic journals." That can be disruptive to traditional knowledge sharing, from one generation to another, she says, which should be the priority – ensuring that Indigenous knowledge systems are preserved in and supportive of the communities that developed them. In Puerto Rico, known by its Indigenous people as Borikén, Ms Chavez is studying ways to restore the
45 connections and traditional knowledge transmission patterns between elders and youth.

Bridging Indigenous and Western science also means respecting the ecosystem of values in which the knowledge systems are embedded. For instance, the practice of planting a diversity of crops and building healthy soil for water retention – today known as "regenerative agriculture" – has existed in Indigenous communities around
50 the world throughout history. Yet the growing push to adopt regenerative agriculture practices elsewhere is often selective, using industrial pesticides, for example, or leaving out the well-being of people who farm the land.

"In Indigenous sciences, it's not possible to separate the knowledge from the ethics of the responsibility for that knowledge – whereas in Western science, we do that all the time," said Robin Wall Kimmerer, the director of the Center for Native Peoples
55 and the Environment at the State University of New York in Syracuse and an enrolled member of the Citizen Potawatomi Nation. The scientific method is designed to be indifferent to morals or values, she adds. "Indigenous knowledge puts them back in."

Ideally, the shared use of Indigenous knowledge can help mend broken relation-
60 ships between Indigenous and Western communities.

In upstate New York, Ms Kimmerer points to sweetgrass, a native plant used for traditional basketry. She was approached by a tribe concerned about the decline of the plant and looking for a solution.

Government regulations had already restricted its harvest. “One thing people often think about is, is it being overharvested?” Ms Kimmerer said. She helped to conduct studies that ultimately showed that harvesting sweetgrass, following Indigenous protocols, is the very thing that will help it to thrive. “If you just leave it alone, it starts to decline.”

For her, that speaks to a core flaw in Western approaches to land management: the belief that human interaction is necessarily harmful to ecosystems. “That’s one of the reasons Native people were systematically removed from what are today’s national parks, because of this idea that people and nature can’t coexist in a good way. But Indigenous knowledge,” Ms Kimmerer said, “is really all about, ‘Oh yes we can, and we cultivate practices for how that is possible,’” she said. [...]

As the world increasingly recognizes the accomplishments of many Indigenous communities that successfully coexist with ecosystems, there is much for Western society to learn.

We have this notion that Western science is the pathway to truth. We don’t really even entertain the possibility that it could come from somewhere else,” said Ms Kimmerer. “Resource managers, land managers need to understand that there are multiple ways of knowing.”

(944 words)

Rachel Cernansky, “What Western Society Can Learn from Indigenous Communities”, in: The New York Times, 10 July 2021 <https://www.nytimes.com/2021/07/10/opinion/indigenous-maori-new-zealand-environment.html> (Zugriff: 21. 12. 2021) From The New York Times. © 2021 The New York Times Company. All rights reserved. Used under license.

Der Prüfungsteil 2 besteht aus zwei Aufgabenstellungen, von denen Sie eine zur Bearbeitung auswählen.

Aufgabenstellung 2.1 – Task

Themenschwerpunkte: *Aims and ambitions; Saving the planet*

You are taking part in a workshop by the European initiative *Civitas – Sustainable and Smart Mobility for All*. In preparation, participants have been invited to write an entry for the workshop's blog about the state of mobility in their home countries. Write this blog entry, outlining the information on the current situation regarding mobility in Germany and on ways to improve it.

Text (Auszug aus dem Artikel)

Die Verkehrswende steckt im Stau

Von Kai Dürfeld

- 1 **Verstopfte Straßen, Staus, unbeliebter ÖPNV: Deutschland ist noch immer weit von einer echten Verkehrswende entfernt. Die Corona-Pandemie verschärft die Dominanz des Autos zusätzlich. Forscher fordern, die Privilegien für Pkw abzuschaftern.**
- 5 „Eines ist schon lange klar: Ohne eine Wende in der Mobilität wird die Energie-wende nicht funktionieren“, sagt Anne Klein-Hitpaß. Die Wissenschaftlerin ist Projektleiterin für Städtische Mobilität bei dem Thinktank Agora Verkehrswende. Sie hat eine Studie in Auftrag gegeben, die den aktuellen Stand der Verkehrswende genauer unter die Lupe nehmen und mögliche Baustellen aufzeigen soll.
- 10 Davon haben Claudia Nobis und ihre Arbeitsgruppe „Verkehrsverhalten“ am Institut für Verkehrsforschung des Deutschen Zentrums für Luft- und Raumfahrt (DLR) gleich mehrere gefunden. „Es scheint fast schon so etwas wie ein Naturgesetz zu sein, dass die Pkw-Flotte in Deutschland jährlich um 500.000 bis 700.000 Fahrzeuge wächst“, bringt die Forscherin eine der wichtigsten Erkenntnisse aus ihrer Studie auf
- 15 den Punkt. „Diese stete Zunahme an Autos ist wirklich eine große Herausforderung“, greift Anne Klein-Hitpaß den Faden auf. „Wenn ganz Deutschland heute in seine Autos steigen würde, müsste niemand auf die Rückbank. Jeder fände auf einem der Vordersitze Platz. Das ist sehr ernüchternd.“
- Auch wenn man die Klima- und Umweltfolgen durch den Autoverkehr außer Acht
- 20 lässt, ist die schiere Anzahl der Pkw ein Problem. „Denn Autos nehmen sehr viel öffentlichen Raum ein und werden dabei nur wenig bewegt.“ Im Durchschnitt, sagt die Studie, wird ein Pkw nur etwa 46 Minuten am Tag genutzt. Den Rest wartet er auf privaten Grundstücken oder öffentlichen Parkplätzen auf seinen nächsten Einsatz.

Aufgabenstellung 1.2

- 1
- In this task you need to outline what you learn about the way Indigenous people see and use nature as compared to the way people from Western societies deal with nature.*

 - **Indigenous people:**
 - *Observe nature and its behaviour closely and throughout generations*
 - *Live in harmony with nature*
 - *Share their knowledge from one generation to the next*
 - *Take it for granted that their knowledge comes with an ethical responsibility for that knowledge, for nature and also people*
 - *Feel responsible for the protection and respectful use of natural resources*
 - **Western societies:**
 - *Make increasing use of the knowledge of Indigenous people*
 - *Share their knowledge quickly and mostly in written form*
 - *Scientific approach does not care for morals or values*
 - *Believe that human interference in nature must be disruptive*
 - *Solely focused on scientific approach movement*

In her article “What Western Society Can Learn from Indigenous Communities”, published on 10 July 2021 in *The New York Times*, Rachel Cernansky points out the different approaches Indigenous communities and Western societies adopt in understanding and utilizing nature.

According to the author Indigenous people observe nature and its behaviour very closely and for generations. They also pass their knowledge on from one generation to the next and take it for granted that it comes with an ethical responsibility for that knowledge, for people and nature. They also feel responsible for the protection and respectful use of natural resources and aim at living in harmony with nature.

Western societies, by contrast, are said to focus solely on a scientific approach, which does not care for morals or values. They share the knowledge they gain quickly and mostly in written form. The journalist remarks that Western societies believe that human interference in nature must necessarily be disruptive. However, lately, they are making increasing use of the knowledge of Indigenous people.

(169 words)

introductory

reference to task

approach of Indigenous people

approach of Western societies

- 2
- The second task focuses on Indigenous people only. Here you are asked to analyse how their role in the protection of the environment is presented in the article. In doing so you need to take into account three aspects, namely communicative strategies, the use of language and the function of the photo that goes with the article.*

- The author stresses that the way Indigenous communities treat nature can enrich Western societies and offer insight that is strongly needed to solve current and future ecological problems
- **Communicative strategies:**
 - Her thesis that Indigenous communities should be seen as role models is already stated in the headline
 - Use of examples and anecdotes to illustrate the message that Indigenous knowledge is useful for all societies, e. g. ll. 1–6, 47–50, 62–69
 - Quotes of experts to support her claims by authorities, all of them Indigenous, e. g. ll. 7–11, 29–31, 53–55 → point out that Indigenous people are also scientists and experts and contribute to scientific discourse
 - Refers to several studies that demonstrate “that around the world, Indigenous-managed lands have far more biodiversity intact than other lands” (ll. 22/23) → objective proof
 - Contrasts the Indigenous and the Western approach to nature to show that the Indigenous one is often more effective, e. g. ll. 19–24, 65–69
- **Use of language:**
 - Choice of words which often underline that Indigenous knowledge or approach are an enrichment, e. g. “wealth of knowledge” (l. 20), “used to benefit the world” (ll. 34/35), “accomplishments of many Indigenous communities” (ll. 76/77) and are “urgent[ly]” (l. 28) needed
 - Use of Indigenous words, e. g. “taniwha” (l. 4), “mātauranga” (l. 16) to show respect for their culture
 - Use of technical terms to show that the traditional Indigenous knowledge is similar to recent scientific approaches to protect environment, e. g. “biodiversity” (l. 23), “water retention” (l. 48), “regenerative agriculture” (l. 49)
 - Figurative language to stress that Indigenous people are willing to work with other cultures to “help mend broken relationships” (ll. 60/61) by “[b]ridging Indigenous and Western science” (l. 46)
- **Role of the photo:**
 - Shows Indigenous people in traditional clothes and body paint in the centre of the photo → centre of attention
 - People in uniform with medals → Western influence
 - All look sincere → ceremonious atmosphere, official occasion
 - Underlines that they celebrate together → unity
 - Subtitle indicates that Māori contribution to the protection of Australia and New Zealand is celebrated → stresses their achievement, which is officially acknowledged

In her article Cernansky presents Indigenous people and their role in environmental protection as very important and as at least partly superior to Western cultures. To do so she relies on different communicative strategies, a specific use of language and on the photo accompanying the article.

introduction

thesis referring to task

Aufgabenstellung 2.1

When writing an outline, you are usually given aspects to concentrate on – in this case “information on the current situation” and “ways to improve it”.

Just use two different highlighters and underline what you think is important. This may also help you to restructure the text later, as the issues may not come as a list but may be spread out in different parts of the text.

Start your blog entry with a good headline / hashtag and ask your fellow students for their comments before finishing off with your name.

Information on the current situation:

- traffic in Germany far from sustainable
- total number of cars is increasing by 500,000 to 700,000 a year
- parked cars use up too much public space (are only moved 46 min a day)
- cars still a symbol of (personal) freedom / independence
- polls show public transport very unattractive
- high number of senior drivers (60+)
- but also increasing use of bikes

Ways to improve it:

- withdraw the privileges of car drivers (more bike / bus lanes)
- adapt the current traffic regulations, allowing local authorities more freedom
- make public transport more attractive
- no 1:1 substitution of fuel cars with electric cars
- but electric cars will help reduce CO₂ emissions

Sustainable and smart mobility for all

Hi everybody,

This is Lisa from Germany. I was really excited when I found out I would be taking part in this *Civitas* workshop. In times of climate change, the topic of sustainable mobility is probably one of the most pressing, don't you think?

So, what is the situation like in my home country? Well, traffic in Germany is still far from being environmentally friendly. There are still too many cars, and a surprising 500,000 to 700,000 new vehicles every year are exacerbating the problem. By the way, scientists have found out that cars are moved for an average of only 46 minutes a day. For the remaining 23 hours they are congesting private and public areas of inner cities. The thing is, owning your own car is still a symbol of freedom, especially among the many drivers of the Boomer generation, who are now over 60. They outnumber those in their '30s or '40s, who are more environmentally aware and prefer riding their bikes rather than driving flashy cars or SUVs. In general, going by bike is getting more popular, in contrast to public transport, which is very unpopular

headline

form of address

introduction

current situation

not sustainable

high number of newly-registered cars

use up public space; car as symbol

more senior drivers

bike = popular

public transport = unpopular

according to polls. When asked, Germans said that buses and trains, and so on were the most unpopular means of transport. Doesn't sound helpful, does it?

So, we are facing a real challenge here, but there is hope. First and foremost, the privileges of car drivers have to be withdrawn. Therefore, traffic rules and regulations need to be adapted, allowing for more bus and bike lanes in cities. Local authorities should be given more leeway to apply measures. Most importantly, however, public transport needs to be made more attractive. E-mobility could also contribute to reduced CO₂ emissions, of course, but a 1:1 substitution of fuel cars would still mean too many vehicles in a limited space.

I'm afraid there is still a lot to do here in Germany.

What is the situation like in your home countries? Have you managed to go a step further?

I'm looking forward to your comments below.

See you at the workshop!

Lisa

ways to improve
no more privileges
for car drivers

bus / bike lanes
local authorities,
attractive public
transport
more e-mobility

blog ending

ask readers to
comment

name

(354 words)

Aufgabenstellung 2.2

The text type to be produced is that of an article, so do not forget to give it a catchy headline, put in paragraphs for a clear structure and choose a neutral register.

The task requires you to outline the information on two different issues, so simply underline what you can find about "the theatre project" and "the people involved in it".

The theatre project presented:

- hands-on theatre in Hamburg offers stage for play on migration, equality
- wants to find out about how young immigrants are feeling / see their situation in society
- goal: immigrants and natives learn from each other
- concept of the performance is not static, it develops throughout the whole process
- no script to start with; script is developed during workshops, meetings and discussions
- interaction with audience is highly welcome

People involved:

- directors Salihoglu/Kurt = both immigrants, Salihoglu from Turkey, but German passport
- young immigrants (16–24), amateurs, cast by directors, from different countries
- aim at respect for immigrants



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www.stark-verlag.de
info@stark-verlag.de

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