

PRÜFUNGSAUFGABEN HT 1

1. Describe the four characters' situations in the opening scenes of Little Miss Sunshine.
(Comprehension) *(16 Punkte)*
2. Analyse how Richard's situation and ways of thinking are presented. Focus on the relationship between the stage directions and the spoken text passages as well as the relevance of the other scenes.
(Analysis) *(24 Punkte)*
3. Choose one of the following tasks:
 - 3.1 Comment on the philosophy Richard teaches his students. Refer to the situations presented in the film script and work done in class on the American Dream.
(Evaluation: comment) *(20 Punkte)*
 - 3.2 You decide to tell scriptwriter Michael Arndt what you think about the opening scenes of Little Miss Sunshine as a way of introducing a German audience to the concept of the American Dream. Focus on your reactions to these scenes and your expectations of a feature film on the topic. Write a personal letter.
(Evaluation: re-creation of text) *(20 Punkte)*

Text:

In the opening scenes Olive Hoover, her father Richard, her mother Sheryl and her uncle Frank are introduced. Olive wants to take part in the children's beauty contest Little Miss Sunshine. Richard wants to sell his "Refuse To Lose" program.

Michael Arndt

Little Miss Sunshine

2 INT. BASEMENT REC ROOM – DAY

A seven-year-old girl sits watching the show intently.

This is OLIVE. She is big for her age and slightly plump.

She has frizzy hair and wears black-rimmed glasses. She studies the show very earnestly.

5 Then, using a remote, she FREEZES the image.

Absently, she holds up one hand and mimics the waving style of Miss America. She

REWINDS the tape and starts all over.

Again, Miss America hears her name announced, and once again breaks down in tears – overwhelmed and triumphant.

10 RICHARD (V.O.): There's two kinds of people in this world – Winners... and Losers.

3 INT. CLASSROOM – DAY

RICHARD (45) stands at the front of a generic community college classroom – cinderblock walls, industrial carpeting.

He wears pleated khaki shorts, a golf shirt, sneakers. He moves with the stocky, stiff-legged

15 gait of a former athlete.

His peppy, upbeat demeanor just barely masks a seething sense of insecurity and frustration. MUSIC continues underneath.

RICHARD: If there's one thing you take away from the nine weeks we've spent here, it should be this: Winners and Losers. What's the difference?

20 Richard turns and clicks through a Power Point presentation, projected behind him, that bullet-lists his key points.

RICHARD (con't): Winners see their dreams come true. Winners see what they want, they go out and they get it. They don't hesitate. They don't complain. They don't make excuses. And they don't give up. Losers don't get what they want. They hesitate. They

25 complain. They make excuses. And they give up. On themselves and their dreams.

Richard puts down his remote for the big finale. In the dim half-light, it's a hushed, dramatic moment.

RICHARD (con't): Inside each of you – at the very core of your being – is a Winner waiting to be awakened... and unleashed upon the world. With my Nine Step “Refuse To Lose” program, you now have the tools, the know-how, the insights you need to put

30 your losing habits behind you and make your dreams come true. No hesitating! No complaining! No excuses! I want you to go out into the world... and be Winners! Thank you!

Big smile.

35 REVERSE ANGLE – There are twenty STUDENTS in a classroom that could seat one hundred. They CLAP half-heartedly.

Then there's an awkward moment when everyone gathers their stuff. No one says anything.

Chairs SCRAPE the floor.

[...]

40 **7 EXT. HOSPITAL CORRIDOR – DAY**

Sheryl strides anxiously down a hospital corridor, fingering a small cross on her necklace, checking room numbers. She finds the room she's looking for. As she tries to enter, a DOCTOR emerges. They nearly collide.

DOCTOR: Ms. Hoover?

45 (Sheryl nods)

Your brother's fine...

Sheryl exhales – hugely relieved.

8 INT. HOSPITAL ROOM – DAY

In a wheelchair, parked against a wall, is Sheryl's brother, FRANK, also middle-aged. His

50 wrists are wrapped in bandages.

With empty eyes, he listens to the muted VOICE of the Doctor coming from the hallway.

DOCTOR (O.S.): ...Keep him away from sharp objects: knives, scissors... If you have medications – depressants – in your house, keep them secured...

9 INT. HOSPITAL CORRIDOR – DAY

55 Sheryl listens to the Doctor.

DOCTOR: I'd prefer to keep him, but...

SHERYL: I know, the insurance...

She shakes her head and sighs.

Quelle: Michael Arndt, Little Miss Sunshine, New York: Newmarket Shooting Script, 2012, S. 1-4

Annotations:

- 1 INT. – interior
- 1 REC ROOM – recreation room
- 2 the show – here Miss America Contest Television Show
- 10 V.O. – voice over
- 12 generic community college classroom – here typical college classroom
- 22/28 con't – continued
- 40 EXT. – exterior
- 52 O.S. – off screen

LÖSUNGSVORSCHLAG HT 1

Aufgabe 1

Describe the four characters' situations ...

HINWEIS Der Operator „outline“ ist dem Anforderungsbereich I zugeordnet. Sie sollen die wichtigsten Fakten im Sinne der in der Aufgabenstellung geforderten Problematik umreißen, ohne ins Detail zu gehen, und mit eigenen Worten wiedergeben. Beachten Sie, dass Sie nicht den Inhalt des Gesamttextes wiedergeben sollen. Verwenden Sie das Simple Present und denken Sie an einen Einleitungssatz.

Lösungsschritte

- | | |
|----|---|
| 1. | Text gründlich lesen und die wichtigsten Fakten/Strukturen gemäß der in der Aufgabenstellung geforderten Thematik markieren |
| 2. | Einen Einleitungssatz formulieren: Filmtitel, Autor, Quelle und Textgattung (Drehbuchauszug) nennen |
| 3. | Markierte Fakten mit eigenen Worten in einem logisch aufeinander abgestimmten Textzusammenhang wiedergeben, textverbindende und -strukturierende Wörter und Wendungen verwenden (z. B. first, second ... finally, moreover, in addition etc.) |

Stichpunktlösung

Olive Hoover

- She is sitting in a living-room, watching a recording of a children's beauty contest, using a remote control to re-watch a scene in which Miss America is waving a hand; Olive then imitates Miss America.
- The seven-year old girl is described "big for her age and slightly plump, with frizzy hair and black-rimmed glasses" (ll. 3, 4)
- While the situation – a 7 year old girl watching a TV show – is quite common and absolutely normal, the description of the girl herself evokes a contrast between her looks and the person – Miss America – she is watching.

Richard Hoover

- He is Olives father. He is middle-aged and shown while giving a speech on winners and losers. With the theme of his speech, his big smile and the words themselves (ll. 32: "I want you to go out into the world ... and be Winners!") he for sure wants to be a winner himself.

- However, the situation is ambiguous, because Richard Hoover gives what should be a business talk by a successful person in a leisure outfit: khaki shorts, a golf shirt, sneakers (l. 14) and, as the author puts it, “a seething sense of insecurity and frustration”;
- the scene ends with half-heartedly clapping by about 20 students in a classroom that could seat one hundred, a fact that adds to the impression that Richard’s success might be much smaller than intended.

Sheryl Hoover

- She, also middle-aged, is introduced while waiting in a hospital corridor, obviously looking for someone. When entering a room, she almost collides with a doctor by whom she is informed that her brother is fine.
- Some days must have passed, Sheryl once again is in hospital, probably picking up her brother to care for him. As the doctor’s words indicate (ll. 52/53: Keep him away from sharp objects: knives, scissors, ... If you have medications – depressants – in your house, keep them secured ...; l. 56: I’d prefer to keep him, but ...), Frank obviously has tried to commit suicide.
- Through her behavior – her frequent visits to the hospital, the fact that she takes her brother in with her family – Sheryl evokes the impression, that family is of great importance to her.

Frank

- He is the same generation as his sister and her husband, middle-aged, and he seems to be in a desperate situation: He has survived a suicide attempt and it is his sister who now cares for him.
- Whether he has a family of his own, is not stated yet, but circumstances suggest that he is single.

At first glance, the four situations look pretty normal: a 7-year-old girl in front of a TV, a middle-aged man giving a speech in a business context, his wife in hospital taking care for a family member; however, when taking a closer look into the stage directions and realizing that there are many contrasts that could cause trouble.

TIPP Lesen Sie den Text mehrfach und lassen Sie ihn auf sich wirken. Welche Gefühle löst er aus? Welche Fragen stellt er? Dies hilft Ihnen dabei, die Wirkungsabsicht des Textes zu bestimmen.

Aufgabe 2

Analyse how Richard's situation and way of thinking ...

HINWEIS Die Operatoren „analyse“ und „focus“ sind dem Anforderungsbereich II zugeordnet. Sie sollen untersuchen, in welchem Verhältnis der gesprochene Text, also die Aussagen, zu den Beschreibungen der Situation, den Anmerkungen an den Schauspieler und seinem Auftreten stehen. Achten Sie darauf, Ihre Reflexionen zu begründen. Die Präsenszeitformen sind angemessene Zeitformen, da Analyse und Reflexion jetzt in der Gegenwart erfolgen.

Lösungsschritte

1.	Szenen detailliert beschreiben, Situation analysieren, Aussage definieren
2.	Vergleich der Textaussage mit dem Nebentext, Begründungen (Zeilenangaben!) im Text suchen
3.	Einleitungssatz verfassen (Richards Situation darstellen)
4.	Auf logischen Aufbau des Textes achten: 1. Beschreibung der allgemeinen Situation, 2. Fokus auf Besonderheiten der Situation und Erklärung der Besonderheiten filmischer Darstellung und ihrer Wirkung hinsichtlich des Geschehens, 3. Schlussfolgerung/Einschätzung zum Fortgang des Films

Stichpunktlösung

- Richard is introduced by presenting only his voice – the audience does not get a visual impression. His words are: “There’s two kinds of people ... Losers” (l. 10); this sentence is presented in a “Voice-Over” (V.O.) technique which, in films, is often used to provide commentary, to emphasize and/or to contrast a situation. By this presentation, the sentence seems to become a general truth.
- Next scene: a regular classroom, Richard giving a speech; if it weren’t for his casual style of clothes, one could believe he is a successful manager or entrepreneur.
ll. 16–19: In direct speech, Richard sums up his nine week class into one sentence: “If there’s one thing you take away ... it should be this: Winners and Losers.” – However, the stage directions talk about a “seething sense of insecurity and frustration”, so there is room for the suggestion that Richard might not be a winner himself.
Richard’s philosophy is simple, and it is presented simply, namely as an enumeration (ll. 21–25); he simplifies the issues of life by accepting only two positions, one is the winner, the other the loser. Since he wants himself not only to fit into the scheme, but for sure believes to be a winner himself, the stage directions are clear: Richard presents his simple sentences and his simple, clear message in content voice and manner.

- ll. 35–38 give another hint that Richard isn't as successful as he wants to be, since only one out of five chairs is taken ("There are twenty students in a classroom that could seat one hundred"); here, there is a sharp change in camera position – a reverse angle puts the focus no longer on Richard, but on his audience and the reaction of Richard's students. They have listened to him over nine weeks, thus their reaction is very revealing.
- The students have probably realized the fact that Richard doesn't represent himself what he is talking about since the stage directions talk about an "awkward moment when everyone gathers their stuff" (l. 37). Furthermore, no one says anything which probably means that the students don't dare to give their opinion; it could be they don't want to offend Richard by scrutinizing his speech.

TIPP Da es sich hier um einen Drehbuchauszug handelt, ist es wichtig, dass Sie in Ihrer Analyse darstellen, wie eine Szene wirken soll – visualisieren Sie also den Text vor Ihrem geistigen Auge. Achten Sie auf die Einstellungsgröße (Wer wird wie im Bildausschnitt präsentiert?), auf die Position der Kamera, auf Kamerabewegungen und die Nebentextangaben, in denen die Stimmung angedeutet und die Situation genau beschrieben wird. Denken Sie daran: Auch Kleidung transportiert eine Botschaft.

Aufgabe 3.1

Comment on the philosophy Richard teaches his students ...

HINWEIS Der Operator „comment“ ist dem Anforderungsbereich III zugeordnet. Hier sollen Sie eine eigene Meinung formulieren und diese begründen.

Lösungsschritte

1. Greifen Sie auf Ihre Aussagen zu Aufgabe 2 zurück und erklären Sie Richards Lebensphilosophie in ein, zwei knappen Sätzen.
2. Begründen Sie nun diese Aussage mit Argumenten aus dem Text.
3. Hat Richard recht? Äußern Sie eine eigene Meinung und begründen Sie diese. Nehmen Sie Bezug zur Fragestellung: Legen Sie dar, was Sie über den American Dream wissen, und setzen Sie Ihre Meinung dazu in Bezug.
4. Ziehen Sie ein Fazit: Wenn Richard recht hat, warum? Wenn nicht, warum nicht? Und was ist Ihre Meinung?

Stichpunktlösung

- Richard separates the people in two parties – winners and losers:

Winners	Losers
their dreams come true because	don't get what they want because
they don't hesitate	they hesitate
don't complain	they complain
don't make excuses	they make excuses
don't give up	they give up

- In the opening scenes of the film script, Richard is presented believing he is a winner – although some hints are given that that could be an illusion (ll. 22–25, 28–33, spoken in a content manner; big smile at the end of his speech – l. 34). It is obvious that all his sympathy is with winners only.
- The American Dream: a national ethos that, because all men are created equal (as stated in the Declaration of Independence), everybody has the chance to have personal and financial success through hard work and can thus move upwards; moreover, according to this ethos, everybody has the possibility to make individual choices.
- By separating the people into two parties, Richard shows a disbelief to the idea of the American Dream, his concept of success is one of attitude, not one of a working ethos.
- Referring to the complete film, Richard and his family more than once end up on the loser side:
 - Richard, when he is informed by his partner that nobody has an interest in his business idea,
 - Olive, when she performs at the beauty show,
 - the grandfather because of taking drugs,
 - Dwayne, whose career dream is ended by a visibility test,
 - Frank with his suicide attempt.
- However, at the end, Richard strongly supports his daughter, acting very human, but against his own concept.
- So both, Richard as well as his daughter Olive, have to learn a lesson: that people just can't be separated into winners and losers. Life is something in between.

TIPP Da Sie aufgefordert werden, hinsichtlich des American Dream auf Wissen aus dem Unterricht zurückzugreifen, können Sie zusätzliches Wissen auch bei der Bewältigung der ersten Hälfte der Aufgabe einsetzen und auf den gesamten Film verweisen.

Aufgabe 3.2

You decide to tell scriptwriter Michael Arndt ...

HINWEIS Der Operator „write a personal letter“ gehört zu den übergreifenden Operatoren, die von Ihnen eine komplexe Gesamtleistung unter Berücksichtigung aller drei Aufgabenbereiche verlangen. Hier geht es darum, einen Text zu produzieren, ihn inhaltlich zu füllen und stilistisch zu gestalten sowie kreativ zu denken (re-creation of text).

Lösungsschritte

1. Überlegen Sie sich: Wollen Sie den Regisseur loben oder kritisieren? Notieren Sie Argumente, die dieses Lob oder die Kritik begründen bzw. stützen.
2. Schreiben Sie einen Brief: Denken Sie an die persönliche Anrede und zum Schluss an eine Grußformel und Ihre Unterschrift.
3. Lesen Sie abschließend Ihren Text gründlich durch und verbessern Sie Fehler. Nutzen Sie ggf. Ihr Wörterbuch und schlagen Sie bei Unsicherheiten nach.

Ausführliche Lösung

Dear Mr Arndt,

after taking a close look at your film script of Little Miss Sunshine, I write to you to tell you that I really like the way you caricature Richard's words against the situation he is in: the almost empty classroom vs his words about winners.

It makes me curious to watch the movie because I want to see whether and how you manage how Richard deals with the losses that life has in store for everybody and thus will for sure show up in the following scenes. I am eager to see how you resolve the tension that lies in the situation of Sheryl Hoover's brother Frank, i. e. the confrontation of him as a loser with Richard as a want-to-be-winner. I can sense the tension that Olive stands, being the girl she is, taking part in a beauty contest, and I wonder how Richard, in favour of winners, will handle the case that his daughter might not be among the winners.

Exaggeration and irony are suitable stylistic devices to tell the audience that life is more than just winning or losing: Richard himself already in his first scene, his wife, taking home an obvious loser, his daughter, living for her dreams but unable to succeed, his son, rebelling, but not making his way either, the way the family deals with unforeseen incidents, etc.

I am really very curious whether the film is able to keep the tension and the fun for the full length of a movie.

Yours sincerely,

PRÜFUNGSAUFGABEN HT 2

1. Describe the cartoon and the political issues and views presented in both cartoon and speech.
(Comprehension) *(16 Punkte)*
2. Analyse how these issues and views are presented. Consider communicative strategies in the speech, visual and textual features of the cartoon as well as their intended effects.
(Analysis) *(24 Punkte)*
3. Choose one of the following tasks:
 - 3.1 Discuss the message of the cartoon. Refer to work done in class on the British monarchy and modern democracy.
(Evaluation: comment) *(20 Punkte)*
 - 3.2 As a second generation immigrant you have listened to Miliband's speech. Write a response to his speech in a formal letter to your local Labour MP. Focus on your personal experience and your expectations of a future government.
(Evaluation: re-creation of text) *(20 Punkte)*

Text:

In this extract from his keynote speech the Labour leader Ed Miliband talks about his experiences during the 2013 local election campaign.

Ed Miliband

Speech to the Labour Party Annual Conference

And I talked to people about their lives. I remember this town meeting I had in Cleveleys. It was just coming to the end of the meeting and this bloke wandered up. He was incredibly angry. It's a family show so I won't exactly repeat what he said. He was so angry he wouldn't give me his name, but he did tell me his story about how he spent the last ten
5 years looking after his disabled wife, and then another four years looking for a job and not finding one. He was angry about immigration and some people in the crowd booed him. But actually he wasn't prejudiced, he just felt the economy didn't work for him. And then I think about the two market traders I met in Chesterfield, standing by their stalls, out in all weathers, working all hours, and they said look this country just doesn't seem to be
10 rewarding our hard work and effort. There seem to be some people getting something for nothing. This society is losing touch with our values. [...]

And then I think about this scaffolder I met just around the corner from where I live. I was just coming back from a local café I'd been at. He stopped me in the street, he said to me, "Where's your bodyguard?" I said I don't have one, but that's another story. He told me
15 his story. And what he said to me was "look, I go out, I do the work, I go all around the country, again out in all weathers, I earn a decent wage, but I still can't make ends meet". And he said to me, "Is anyone ever going to do anything about those gas and electric bills that just go up and up, faster than I can earn a living?" He wanted someone to fight for him.

Now if you listen to these stories – four of millions of the stories of our country – and you have
20 your own, and your friends and family, what do you learn? All of these people love Britain, they embody its great spirit, but they all believe that Britain can do better than this. Today I say to them and millions of others you're right, Britain can do better than this, Britain must do better than this, Britain will do better than this with a government that fights for you.

Annotation:

1 Cleveleys, 8 Chesterfield – towns in England

Quelle: Ed Miliband's speech to the Labour Party Annual Conference in Brighton, 24. September 2013, <http://labourlist.org/2013/09/transcript-ed-milibands-2013-conference-speech/> (letzter Zugriff am 12.09.2014)
Wortzahl: 399

Cartoon:

Prince George, the first son of William and Kate, Duke and Duchess of Cambridge, was born 22 July, 2013. The cartoon in the form of a banknote was published two days after the birth of the royal baby.

Steve Bell

The Royal Baby



Annotations:

“Your Next Head of State But 2 whether you want it or not, suckers. I Rule You Pay”.

In the UK, the V-sign with the back of the hand facing the observer is an insult.

Quelle: Steve Bell, The royal baby, 24. Juli 2013, <http://www.theguardian.com/commentisfree/cartoon/2013/jul/24/duchess-of-cambridge-prince-william> (letzter Zugriff am 12.09.2014)

LÖSUNGSVORSCHLAG HT 2

Aufgabe 1

Describe the cartoon and the political issues ...

HINWEIS Der Operator „describe“ ist dem Anforderungsbereich I zugeordnet. Sie sollen die wichtigsten Fakten im Sinne der in der Aufgabenstellung geforderten Problematik umreißen, ohne ins Detail zu gehen, und dabei eigene Worte verwenden. Beachten Sie, dass Sie nicht den Inhalt der gesamten Rede, sondern insbesondere die Ansichten und Meinungen wiedergeben sollen. Verwenden Sie das Simple Present und denken Sie an einen Einleitungssatz.

Lösungsschritte

- | | |
|----|---|
| 1. | Text mehrfach lesen und die wichtigsten Fakten/Strukturen gemäß der in der Aufgabenstellung geforderten Thematik markieren |
| 2. | Einen Einleitungssatz formulieren (Titel, Autor, Quelle, Thema und Problematik nennen) |
| 3. | Markierte Fakten mit eigenen Worten in einem logisch aufeinander abgestimmten Textzusammenhang wiedergeben |
| 4. | Textverbindende und -strukturierende Wörter und Wendungen verwenden (z. B. first, second ... finally, moreover, in addition etc.) |

Stichpunktlösung

Text

- Ed Miliband's speech to the Labour Party Annual Conference was held on September 24, 2013 in Brighton. In this speech, the politician gives four examples of the people he is fighting for as well as his reasons for his actions.
- Since Ed Miliband is speaking to people of a centre-left political attitude, he chooses his examples from the working class: Miliband talks about a caring husband who has been looking for a job in vain for four years, about two market traders working long hours to sell food and a craftsman (scaffolder) trying to make a living but struggling with increasing prices on basic necessities such as gas and electricity.
- Finally, he concludes his speech reassuring his listeners that he will fight for them because he understands the people and their needs.

Cartoon

- The cartoon by an artist called Steve Bell is titled “The Royal Baby” and was published in the daily newspaper “The Guardian” two days after a baby boy was born to the Duke and Duchess of Cambridge.
- In large print, the cartoon states: “I rule – you pay” and thus comments on the British monarchy in a negative way, implying that the money that the Royals are spending over generations is actually earned by the majority of the British people, not by the Royal family itself.
- The first part of the statement in the text says “Your next head of state but 2” means that Baby George has two inheritances of the throne before him, his grandfather Prince Charles as well as his father Prince William.
- Harder to read, because in smaller letters, are the words “whether you want it or not, suckers”, imply the fact that the people have to accept monarchy.

TIPP Lesen Sie den Text mehrfach durch bzw. betrachten Sie den Cartoon gründlich und lassen Sie beides auf sich wirken. Welche Gefühle kommen in Ihnen auf? Welche Fragen stellen sich Ihnen? Dies hilft Ihnen dabei, die Wirkungsabsicht des Textes und des Cartoons zu bestimmen.

Aufgabe 2

Analyse how these issues and views are presented ...

HINWEIS Die Operatoren „analyse“ und „consider“ sind dem Anforderungsbereich II zugeordnet. Sie sollen Aspekte der Rede bzw. des Bildes untersuchen und im Detail erklären, mit welchen Mitteln die Aussagen des Textes bzw. des Bildes unterstützt bzw. kommentiert werden. Nutzen Sie auch hier Simple Present, da Analyse und Reflexion in der Gegenwart erfolgen.

Lösungsschritte

1. Aufbauend auf Aufgabe 1 als Einleitungssatz die Aussage der Rede bzw. des Bildes kurz und prägnant erklären
2. Wirkungsweise der Rede bzw. des Cartoons detailliert beschreiben und begründen
3. Vergleich beider Materialien: Wie wirkt die Rede, wie das Bild? Warum?
4. Schlussfolgerung/Einschätzung der Angemessenheit der Rede bzw. des Bildes darlegen

Stichpunktlösung

Speech

- Views are presented through examples, a man caring for his disabled wife trying to find a job, two market traders and a scaffolder, the four of them all members of the working class. All four expect reward for their work and try to earn a living, but don't succeed, due to economic circumstances.
- When he states not to have a bodyguard, Miliband makes it clear that he wants to be one of them (the workers) – probably, he does not want to loose contact to the normal people.
- Miliband uses slang words such as “bloke” (l. 2) and simple sentence structures (“he just felt the economy didn't work for him”, l. 6, “but that's another story”, l. 14, “he stopped me”, “he told me” (ll. 13/14) etc. to show his affiliation and solidarity with his voters.
- Miliband often uses the personal pronoun “I” to appear authentic and real.
- He sums up his speech with a clear statement that they all love Britain (l. 21) and includes himself, because he states: “I say to them ... you're right” (ll. 20–24) and thus evokes emotional solidarity, too.

Cartoon

- Visual features are that the cartoon looks like a banknote and thus match with the words “You Pay” in bold type, the traditional look of the writing that matches the traditional topic – Britain has been a monarchy for centuries – as well as the V-sign with the back of the hand facing the observer: as explained in the annotation, the V-Sign here is an insult, that backlinks to the word “suckers” in the second line of the text. Together with the fact that the Royal Baby is number 3 in inheriting the throne, it becomes clear that 1) the monarchy is powerful because Baby George is not the only one and 2) that the Royal Family has lost touch with the people (“suckers”, V-Sign) and especially the working class (“I rule – you pay”).
- Intended effect: the cartoon is an attack against monarchy because, according to the artist, 1) the members of the Royal Family don't know anything about life because they do not work and 2) monarchy is a waste of money.

Aufgabe 3.1

Discuss the message of the cartoon ...

HINWEIS Der Operator „discuss“ ist dem Anforderungsbereich III zugeordnet. Achten Sie darauf, Pro- und Kontra-Argumente zu nennen, wägen Sie diese gegeneinander ab und ziehen Sie dann ein Fazit.

Lösungsschritte

- | | |
|----|--|
| 1. | Greifen Sie Ihre Analyse-Ergebnisse aus Aufgabe 2 auf und formulieren Sie die Hauptaussage des Cartoons in ein, zwei knappen Sätzen. |
| 2. | Legen Sie sachlich dar, welche Aufgabe(n) und welchen Stellenwert die Monarchie in Großbritannien hat. |
| 3. | Stellen Sie einen Bezug zum politischen System der Demokratie her. |
| 4. | Schreiben Sie Ihren Text: Gliedern Sie die Argumente sinnvoll und begründen Sie die Thesen. |

Stichpunktlösung

- The cartoon is an attack against monarchy – according to the artist, the Royal Family is mighty, powerful and arrogant, spending not their money, but the money of hard-working other people.
- Constitutional monarchy: Britain is a constitutional monarchy. Although the monarch (Queen Elizabeth II.) is head of state, its power is severely limited. Laws are made by parliament and executive power lies with the Government, which is headed by the Prime Minister. Thus, the monarch's job is mostly representative.
- Like in most western democracies, political parties dominate Britain's politics: the Labour Party, The Conservative Party and the Liberal Democratic Party. Most MP's (Member of Parliament) belong to one of these parties. MP's either belong to the House of Commons and are elected, or the House of Lords, whose members are appointed. However, these appointed members have little real political power, since they can only delay, not reject laws passed by the House of Commons.
- Politically spoken, the cartoon doesn't tell the truth: Baby George will never rule Great Britain, only represent it. All other western democracies finance politicians of representative

power only, in Germany for example the “Bundespräsident”. However, monarchy is expensive, thus these allusions work.

- Evoking negative emotions such as jealousy and envy, the artists criticize the hype about Baby George, focusing the fact that he is of importance because of his heritage, not because of work or effort. Thus, it might be even more strenuous for him to prove that he deserves the people’s respect.
- To sum up, the cartoon conveys a message more negative than necessary, since Baby George will never rule politically.

TIPP Ordnen Sie Ihre Argumente linear oder antithetisch an: In einer linearen Argumentation werden die Begründungen am besten vom unwichtigsten zum wichtigsten Argument steigend angeordnet, denn das letzte (und dann auch wichtigste Argument) bleibt am besten im Gedächtnis. Bei einer antithetischen Argumentation wird zu jedem Argument unmittelbar ein Gegenargument dargestellt, das wiederum sogleich entkräftet wird.

Aufgabe 3.2

As a second generation immigrant ...

HINWEIS Der Operator „Write a formal letter“ gehört zu den übergreifenden Operatoren, die von Ihnen eine komplexe Gesamtleistung unter Berücksichtigung aller drei Aufgabenbereiche verlangen. Hier geht es darum, einen Text zu produzieren, ihn inhaltlich zu füllen und stilistisch zu gestalten sowie kreativ zu denken (re-creation of text).

Lösungsschritte

1. Überlegen Sie sich: Finden Sie sich in der Rede wieder? Erkennen Sie, dass der Vertreter der Labour Party ein Bewusstsein für Ihre Probleme hat?
2. Notieren Sie Argumente, die Ihre Position stützen.
3. Schreiben Sie einen Brief: Denken Sie an die persönliche, formal korrekte Anrede und zum Schluss an eine Grußformel und Ihre Unterschrift.
4. Lesen Sie abschließend Ihren Text gründlich durch und verbessern Sie Fehler. Nutzen Sie ggf. Ihr Wörterbuch und schlagen Sie bei Unsicherheiten nach.

Ausführlicher Lösungsvorschlag

Dear Mr XY,

referring to your speech during the local election campaign, I am really disappointed that all four of your examples were taken from a very British background: male working class people, probably talking with a British accent, their ambition focused on just making a living. I am familiar with all of that, since I was born in a midsize British city. However, being the daughter of immigrants from India, I grew up commuting between two worlds, a public and a private one: at school, I studied English, acquired knowledge about British traditions, British food and British holidays, and my ambition not only is to make a living, but to move upwards socially. My Mom and Dad, serving food in their fast food restaurant 10 hours a day, 7 days a week expect a better life for me. At home, however, we live according to different values and speak another language. But unemployment rate among second generation migrants is still higher than amongst British youth, employers still believe women with a migration background are less intelligent and thus cheaper personnel, and with a lower income it is hard to move to nicer neighbourhoods. I thus dream of a society that offers equal opportunities, same wages, a respect for different cultures and maybe the possibility to have double citizenship. Like in your speech, we are neglected always and everywhere. That has to change! Do not only eat our food, but talk to us and find out how we can take advantage of the best of both worlds. We too are hard working with a desire to make ends meet. What are your positions in these issues? What is your contribution? I am looking forward to your answer,

Yours sincerely,
Pretal Pateel

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Autor der Lösungsvorschläge:

Birgit Hock