

Abitur 2024 – Schülerbeispiel

Task 1

The article "People Aren't Meant to Talk This Much", by Ian Bogost was published on the website www.theatlantic.com in 2021 and deals about the impact of social media on everybody's life and how it has changed relationships and communication. The author gives also a few examples what kind of risks get associated with the use of social media.

The social network is nowadays a very dominant container for the modern social life. (cf. p.2, ll. 9-10)

On social media one is able to increase the number of connections (cf. p.2, l. 11). Quantity is over quality (cf. p.2, ll. 11-12), which was before social media the other way around where one had quality or sincerity in connections and most people had a smaller social circle. (cf. p.2, ll. 6-7). Social media offers one a relationship for "diversion or utility" (p.2, l.13), and not one that offers "support" (p.2, l.13)

Through social media also the way of communication has changed. One is able to constantly talk to one another (cf. p. 2, l.15) while one had only a few conversations a day before technical tools. (cf. p.2, ll. 15-16).

Online everybody has access to communication channels which previously only was for Businesses. (cf. p.2, ll. 21-22). It is very easy to spread and post everything (cf. p.2, l. 24). Connections can also be made through receiving "a toxic dump of garbage" (p. 2, l. 25).

There are also associated risks that come with the use of social media. Close friends can turn into strangers (cf. p. 2, ll. 26-27) and post can also form people into radicals or could trigger fears. (cf. p. 2, ll. 27-28)

Social media also made one's life worse because of the scam messages and ill-thought tweets you can receive (cf. p. 3, ll. 31-32). Another point is that social media has a "very large user base" (p. 3, l. 42) which is not controllable (cf. p. 3, l. 45).

Information spreads very easily (cf. p. 3, l. 48) and "mental and emotional trauma" (p. 3, l. 55) can be caused through social media. And lastly if social media companies try to delete one post it will appear somewhere else. (cf. p. 3, ll. 56-57)

Task 2

Ian Bogost is the author who wrote the article "People Aren't Meant to Talk This Much", published on www.theatlantic.com in 2021. But what are his means and strategies to convince the readers to reduce their social media usage and how does he create awareness of the dangers social media pose for society?

Firstly Bogost's article can be separated into four Paragraphes. The first one is the introduction and raises the attention of the reader (p. 2, ll. 1-7).

Bogost uses a fact of a psychologist ("Your social life has a biological limit [...]") (p.2, l.1) not only to raise the readers attention but also to increase the credibility of the successive sentences.

He goes on by using lots of pronouns ("we" (l.4), "Our" (l.4), "We" (l.6)) which is a strategie to include the reader, not only include them, but by using "we", he puts them on the same level with himself, which might make him more likeable and the readers might want to see what is following.

Bogost uses a formal and informative but not too complex way of expressing his matter.

In the next paragraph (p. 2, ll. 8-24) Bogost gets more into detail of what this article is about. He was writing about relationships and social circles and the paragraph above. Here he takes up his old point and transfers it into the social media relationships. Very quickly one can see that this article is not in favor of social media usage. By using "dominant container" (p. 2, ll. 9-10) he stresses the following part "the social network" (p. 2, l.10) very negatively.

Besides this he uses a parallelism in line 13 to compare the "bad" relationship with someone on social media ("diversion or utility") with the "good" relationship with someone in real life ("divulge secrets and offer support."). This parallelism might be a wisely chosen stylistic device to emphasize the contrast and the importance of this topic.

Furthermore he is using an at first positive thought ("We are all constantly talking to one another." (P.2, ll.14-15). To open up the readers mind, that always talking and always being social isn't necessarily the way it has to be. He indirectly implies that social media is practising a lot of pressure on the individual. In the following sentences he describes how life used to be without "online tools" (p. , l.15), like a little anecdote, as a contrast to how bad it has developed till now.

He goes on by listing of positive arguments, on how every person has access to communication channels (cf. p. 2, l.21), and on how easily Ideas spread freely beyond

borders. (cf. p. 2, l.24). Just to “shoot back” with an stronger and negative argument in the next paragraph.

In his third paragraph (ll. 25-51) he lists of lots of facts about the danger social media has.

In line 25 he uses irony to make a poin, but also to keep up the readers attention (“ [...] received a toxic dump of garbage. The ease with which connection can be made [...]” (p. 2, ll. 25-26)). He creates awareness on how useless and plain social media is but following he gets more serious by writing how easy friends can become strangers and radicals. (cf. p2, ll.26-28)

After this he uses an enumeration to list of bad events that had happened on social media. This stylistic device he uses to create awareness of the changes social media has in society.

Bogost also uses the question “What if people shouldn’t be able to say so much, and to so many so many, so often?” (P.3, ll. 33-34) in the middle of his article to make the readers think about their own thoughts to the topic.

He also uses his personal circles (“My colleagues”) (l. 41) quote to show how important the topic is for him as well. The quote that he used (ll. 42-43) is also a climax, which shows how powerless we are in contrast to the high number of social-media uses, and that we have no controll over this large population (cf. l. 45).

By using the anaphora “the more post, the more followers, the more likes [...]” (ll. 47-48), which might be also interpreted as a climax, Bogost stresses what part and importance social media has in everyones life, and how addicted everyone can get by using social-media.

In his last paragraph (ll. 52-62) he offers some possible solutions on how to limit posts, “but too many people post too many variations” (ll. 59-60), this is also an anaphora which shows that there is no need in trying, because it’s too late anyways.

So instead of ending with possible solutions, his readers could do he ends with a question, which leaves the reader thinking about their own consum.

So he uses lots of negative facts that illustrate the problem, but leaves the reader to come to their own solution. He also uses several stylistic devices in order to point out the urgency and to include the reader and might direct them in a different direction.

Task 3

“Technology and social media have brought power back to the people”

People have more connections than ever, more possibilities and one post and they get acknowledged. Social media gives people the space to develop themselves.

People that might not be seen in their class as the person they are or who they want to be. Social media gives people like this the space to find people like them. You can find diversity there. The consciousness of variety in society gets promoted.

This might strengthen the individual and make them more self-conscious.

Social-Media is also a space to develop and inspire. You can follow different kinds of influencers, that might do the things that interest you.

But besides meeting new friends and getting likes that bring you some kind of power, social-media is also a dangerous place, where you can lose yourself in. You ignore your real life and get obsessed with “role-models” that are not good for your mental health.

In the end social-media has power over you not the other way around. They have all your data.

(No time)

<p>Task 3</p> <p>“Technology and social media have brought power back to the people”</p> <p>People have more connections than ever, more possibilities and one post and they get acknowledged. Social media gives people the space to develop themselves.</p> <p>People that might not be seen in their class as the person they are or who they want to be. Social media gives people like this the space to find people like them. You can find diversity there. The consciousness of variety in society gets promoted.</p> <p>This might strengthen the individual and make them more self-conscious.</p> <p>Social-Media is also a space to develop and inspire. You can follow different kinds of influencers, that might do the things that interest you.</p> <p>But besides meeting new friends and getting likes that bring you some kind of power, social-media is also a dangerous place, where you can lose yourself in. You ignore your real life and get obsessed with “role-models” that are not good for your mental health.</p> <p>In the end social-media has power over you not the other way around. They have all your data.</p> <p>(No time)</p>			
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Kernfach Englisch
Thema: The Individual and Society

Ian Bogost, "People Aren't Meant to Talk This Much",

www.theatlantic.com/technology/archive/2021/10/fix-facebook-making-it-more-like-google/620456/

text type: article

Assignments	
1. Outline the changes in relationships and communication brought about by social media as well as the associated risks.	20%
2. Analyse the means and strategies Bogost employs to convince the readers to reduce their social media usage and to create awareness of the dangers social media pose for society.	40%
3. Choose one of the following tasks: 3.1 You have read Bogost's article and are convinced that the author's idea " <i>Wouldn't it just be better if fewer people posted less stuff, less frequently, and if smaller audiences saw it?</i> " is an unrealistic approach to tackle the problem. You decide to write a letter to the editor in which you explain what kind of knowledge and skills people need to use social media responsibly and what society can do to support responsible and safe usage. Write the letter to the editor. Use the quotation as a starting point and include your background knowledge. 3.2 " <i>Technology and social media have brought power back to the people.</i> " Comment on this statement.	40%

Hilfsmittel: ein- und zweisprachiges Wörterbuch, ggf. in elektronischer Form

Bearbeitungszeit (inkl. Lese- und Auswahlzeit): 225 Minuten

Kernfach Englisch
Thema: The Individual and Society

“People Aren’t Meant to Talk This Much”

by Ian Bogost

[...] Your social life has a biological limit: 150. That’s the number – Dunbar’s number, proposed by the British psychologist Robin Dunbar three decades ago – of people with whom you can have meaningful relationships. [...]

We can reasonably expect to develop up to 150 productive bonds, but we have our most intimate, and therefore most connected, relationships with only about five to 15 closest friends. We can maintain much larger networks, but only by compromising the quality or sincerity of those connections; most people operate in much smaller social circles.

Some critics have questioned Dunbar’s conclusion, calling it deterministic and even magical. Still, the general idea is intuitive, and it has stuck. And yet, the dominant container for modern social life – the social network – does anything but respect Dunbar’s premise. Online life is all about maximizing the quantity of connections without much concern for their quality. On the internet, a meaningful relationship is one that might offer diversion or utility, not one in which you divulge secrets and offer support.

A lot is wrong with the internet, but much of it boils down to this one problem: We are all constantly talking to one another. Take that in every sense. Before online tools, we talked less frequently, and with fewer people. The average person had a handful of conversations a day, and the biggest group she spoke in front of was maybe a wedding reception or a company meeting, a few hundred people at most. Maybe her statement would be recorded, but there were few mechanisms for it to be amplified and spread around the world, far beyond its original context.

Online media gives the everyperson access to channels of communication previously reserved for Big Business. [...] Finally, people could publish writing, images, videos, and other material without first getting the endorsement of publishers or broadcasters. Ideas spread freely beyond borders.

And we also received a toxic dump of garbage. The ease with which connections can be made – along with the way that, on social media, close friends look the same as acquaintances or even strangers – means any post can successfully appeal to people’s worst fears, transforming ordinary folks into radicals. That’s what YouTube did to the Christchurch shooter¹, what conspiracy theorists preceding QAnon² did to the Pizzagaters³, what Trumpists did to the Capitol rioters. And, closer to the ground, it’s

¹ Christchurch shooter – Brenton Tarrant, an Australian racist who killed 51 people in an attack on two mosques in Christchurch, New Zealand, in 2019

² QAnon – American far-right political conspiracy theory and political movement

³ Pizzagate – conspiracy theory intended to damage the reputation of presidential candidate Hillary Clinton during the 2016 US election campaign

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how random Facebook messages scam your mother, how ill-thought tweets ruin lives, how social media has made life in general brittle and unforgiving.

It's long past time to question a fundamental premise of online life: What if people shouldn't be able to say so much, and to so many, so often? [...]

35 The capacity to reach an audience some of the time became contorted into the right to reach every audience all of the time. The rhetoric about social media started to assume an absolute liberty always to be heard; any effort to constrain or limit users' ability to spread ideas devolved into nothing less than censorship. But there is no reason to believe that everyone should have immediate and constant access to everyone else in
40 the world at all times.

My colleague Adrienne LaFrance has named the fundamental assumption, and danger, of social media megascale: "not just a very large user base, but a tremendous one, unprecedented in size." Technology platforms such as Facebook assume that they deserve a user base measured in the billions of people – and then excuse their misdeeds
45 by noting that effectively controlling such an unthinkable large population is impossible. But technology users, including Donald Trump and your neighbors, also assume that they can and should taste the spoils of megascale. The more posts, the more followers, the more likes, the more reach, the better. This is how bad information spreads, degrading engagement into calamity the more attention it accrues. This isn't a side
50 effect of social media's misuse, but the expected outcome of its use. As the media scholar Siva Vaidhyanathan puts it, the problem with Facebook is Facebook.

So far, controlling that tidal wave of content has been seen as a task to be carried out after the fact. Companies such as Facebook employ (or outsource) an army of content moderators, whose job involves flagging objectionable material for suppression. That
55 job is so terrible that it amounts to mental and emotional trauma. And even then, the whole affair is just whack-a-mole⁴, stamping out one offending instance only for it to reappear elsewhere, perhaps moments later. Determined to solve computing's problems with more computing, social-media companies are also trying to use automated methods to squelch or limit posts, but too many people post too many
60 variations, and AI isn't sufficiently discerning for the techniques to work effectively. [...].

Wouldn't it just be better if fewer people posted less stuff, less frequently, and if smaller audiences saw it?

www.theatlantic.com/technology/archive/2021/10/fix-facebook-making-it-more-like-google/620456/; 805 words

⁴ whack-a-mole – superficial attempt to solve the problem, resulting only in temporary or minor improvement

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“People Aren’t Meant to Talk This Much”
by Ian Bogost

Erwartete Schülerleistungen und Bewertungskriterien

Hinweis

Im Erwartungshorizont zur zweiten und dritten Aufgabe nicht aufgeführte, aber auf die Aufgabenstellung bezogene und sachgerechte Ausführungen der Prüflinge werden bei der Bewertung positiv berücksichtigt.

Bewertungskriterien

Die Teilnote für die sprachliche Leistung wird gemäß Bewertungsbogen *Schreiben* (sprachliche Leistung) Abitur 2024 ermittelt.

Die Teilnote für die inhaltliche Leistung wird auf der Grundlage der im Erwartungshorizont beschriebenen Anforderungen unter Berücksichtigung der angegebenen Aufgabengewichtung (Prozentzahlen) ermittelt.

Sprachliche und inhaltliche Leistungen werden im Verhältnis 60:40 gewichtet.

Eine ungenügende sprachliche oder inhaltliche Leistung schließt eine Gesamtnote von mehr als drei Punkten aus.

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Arbeitsauftrag 1

Outline the changes in relationships and communication brought about by social media as well as the associated risks.

Anforderungsbereich AFB I

Gewichtung 20%

Bewertung der inhaltlichen Leistung mit „gut“ (11 Punkte)

Bei der allgemeinen Aufgabenerfüllung gemäß Operator sind relevante Aspekte weitgehend berücksichtigt, diese sind weitgehend korrekt dargestellt.

Beim Umgang mit dem Text sind weitgehend relevante Aspekte fokussiert, diese sind ggf. weitgehend abstrahiert dargestellt.

Der inhaltliche Aufbau ist strukturiert, weitgehend redundanzfrei, weitgehend schlüssig und kohärent.

Bewertung der inhaltlichen Leistung mit „ausreichend“ (05 Punkte)

Bei der allgemeinen Aufgabenerfüllung gemäß Operator sind wenige relevante Aspekte berücksichtigt, diese sind ansatzweise korrekt dargestellt.

Beim Umgang mit dem Text sind ansatzweise relevante Aspekte fokussiert, diese sind ggf. ansatzweise abstrahierend dargestellt.

Der inhaltliche Aufbau ist ansatzweise strukturiert, wiederholt redundant, ansatzweise schlüssig und noch kohärent.

Inhaltliche Aspekte

changes in relationships and communication brought about by social media

increased number of contacts because of social media: close friends alongside acquaintances and strangers

online relationships are mainly focused on distraction or usefulness and less on confidence and support

constant online interaction and increased amount of communication

content can be shared worldwide and beyond its original context

associated risks

attention addiction/ obsession with likes and followers

cybercrimes and cyberbullying due to insufficient control or lack of control

job of content moderators demanding/ potentially damaging

misinformation, conspiracy (and radicalization of large groups)

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Arbeitsauftrag 2	
Analyse the means and strategies Bogost employs to convince the readers to reduce their social media usage and to create awareness of the dangers social media pose for society.	
Anforderungsbereich	AFB II
Gewichtung	40%

Bewertung der inhaltlichen Leistung mit „gut“ (11 Punkte)	
Bei der allgemeinen Aufgabenerfüllung gemäß Operator sind relevante Aspekte weitgehend berücksichtigt, diese sind weitgehend korrekt dargestellt.	
Die Deutung des Textes unter Berücksichtigung seiner Gestaltungsmittel ist weitgehend folgerichtig.	
Die Bezugnahme auf den Text erfolgt weitgehend präzise und differenziert sowie durch sachgemäße und funktionale Zitate.	
Der inhaltliche Aufbau ist strukturiert, weitgehend redundanzfrei, weitgehend schlüssig und kohärent.	
Bewertung der inhaltlichen Leistung mit „ausreichend“ (05 Punkte)	
Bei der allgemeinen Aufgabenerfüllung gemäß Operator sind wenige relevante Aspekte berücksichtigt, diese sind ansatzweise korrekt dargestellt.	
Die Deutung des Textes unter Berücksichtigung seiner Gestaltungsmittel ist weitgehend folgerichtig.	
Die Bezugnahme auf den Text erfolgt ansatzweise treffend sowie durch noch sachgemäße und funktionale Zitate.	
Der inhaltliche Aufbau ist ansatzweise strukturiert, wiederholt redundant, ansatzweise schlüssig und noch kohärent.	

Mögliche Aspekte und mögliche Strukturierung	
convincing readers to reduce their social media usage	
matter-of-fact statements, direct address and emphasis on a specific number to open the readers' eyes that online communication exceeds the amount of close relationships they can maintain: <i>"People Aren't Meant to Talk This Much"</i> (title), <i>"Your social life has a biological limit: 150. That's the number – Dunbar's number [...] – of people with whom you can have meaningful relationships."</i> (ll. 1-3)	
inclusive pronouns, comparatives, superlatives, positively connoted words to stress the value of close friends: <i>"we have our most intimate, and therefore most connected, relationships with only about five to 15 closest friends. We can maintain much larger networks, but only by compromising the quality or sincerity of those connections; most people operate in much smaller social circles."</i> (ll. 4-7)	
judgmental language/ negatively connoted adjective, generalization and colon to present a simple solution to the complex problem of online communication: <i>"A lot is wrong with the internet, but much of it boils down to this one problem: We are all constantly talking to one another. Take that in every sense."</i> (ll. 14-15)	

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<p>rhetorical question and conditional to make the readers question their habits: <i>"What if people shouldn't be able to say so much, and to so many, so often?"</i> (ll. 33-34)</p>	
<p>rhetorical question at the end of the article, conditional and comparative to repeat his solution to the problem: <i>"Wouldn't it just be better if fewer people posted less stuff, less frequently, and if smaller audiences saw it?"</i> (ll. 61-62)</p>	
<p>creating awareness of the dangers social media pose for society</p>	
<p>metaphor, comparison, superlative and negatively connoted nouns to illustrate the negative implications of online platforms: <i>"we also received a toxic dump of garbage. The ease with which connections can be made [...] means any post can successfully appeal to people's worst fears, transforming ordinary folks into radicals."</i> (ll. 25-28)</p>	
<p>enumeration/ tricolon/ parallel sentence structure and personification to illustrate the threat for democracy with past events: <i>"That's what YouTube did to the Christchurch shooter, what conspiracy theorists preceding QAnon did to the Pizzagaters, what Trumpists did to the Capitol rioters."</i> (ll. 28-30)</p>	
<p>enumeration/ tricolon/ parallel sentence structure, negatively connoted verbs and adjectives, direct address, personification to show the potential damage for the reader's dearest ones and society as a whole: <i>"And closer to the ground, it's how random Facebook messages scam your mother, how ill-thought tweets ruin lives, how social media has made life in general brittle and unforgiving."</i> (ll. 30-32)</p>	
<p>pars pro toto, parallelism and climax to show that the mechanisms of social media lure all parts of society into their ban: <i>"But technology users, including Donald Trump and your neighbors, also assume that they can and should taste the spoils of megascale. The more posts, the more followers, the more likes, the more reach, the better. This is how bad information spreads, degrading engagement into calamity the more attention it accrues."</i> (ll. 46-49)</p>	
<p>metaphors and negatively connoted words to show social media as uncontrollable and the emotional strain on people employed to control it: <i>"controlling that tidal wave of content has been seen as a task to be carried out after the fact. Companies such as Facebook employ (or outsource) an army of content moderators, whose job involves flagging objectionable material for suppression. That job is so terrible that it amounts to mental and emotional trauma."</i> (ll. 52-55)</p>	
<p>figurative language and adverbs to illustrate that control is virtually impossible: <i>"the whole affair is just whack-a-mole, stamping out one offending instance only for it to reappear elsewhere, perhaps moments later. Determined to solve computing's problems with more computing, social-media companies are also trying to use automated methods to squelch or limit posts, but [...] AI isn't sufficiently discerning for the techniques to work effectively."</i> (ll. 55-60)</p>	
<p>...</p>	

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Arbeitsauftrag 3.1	
<p>You have read Bogost's article and are convinced that the author's idea "Wouldn't it just be better if fewer people posted less stuff, less frequently, and if smaller audiences saw it?" is an unrealistic approach to tackle the problem. You decide to write a letter to the editor in which you explain what kind of knowledge and skills people need to use social media responsibly and what society can do to support responsible and safe usage. Write the letter to the editor. Use the quotation as a starting point and include your background knowledge.</p>	
Anforderungsbereich	AFB II/III
Gewichtung	40%

Bewertung der inhaltlichen Leistung mit „gut“ (11 Punkte)	
Bei der allgemeinen Aufgabenerfüllung gemäß Operator sind relevante Aspekte weitgehend berücksichtigt, diese sind weitgehend korrekt dargestellt.	
Die inhaltliche Ausgestaltung der Textsorte weist weitgehend überzeugende Ideen und einen weitgehend treffenden Situations-/Adressatenbezug auf.	
Die Bezugnahme auf Material/Thema/Problemzusammenhang erfolgt durch weitgehend treffende Beispiele/Belege/Bezüge.	
Der inhaltliche Aufbau ist strukturiert, weitgehend redundanzfrei, weitgehend schlüssig und kohärent.	
Bewertung der inhaltlichen Leistung mit „ausreichend“ (05 Punkte)	
Bei der allgemeinen Aufgabenerfüllung gemäß Operator sind wenige relevante Aspekte berücksichtigt, diese sind ansatzweise korrekt dargestellt.	
Die inhaltliche Ausgestaltung der Textsorte weist ansatzweise passende Ideen und ansatzweise einen Situations-/Adressatenbezug auf.	
Die Bezugnahme auf Material/Thema/Problemzusammenhang erfolgt durch wenige bzw. teilweise unpassende Beispiele/Belege/Bezüge.	
Der inhaltliche Aufbau ist ansatzweise strukturiert, wiederholt redundant, ansatzweise schlüssig und noch kohärent.	

Formale Kriterien des Textprodukts	
Rollenübernahme	keine, d.h. Prüfling selbst
Situation	Verfassen eines Leserbriefes als Reaktion auf den Ausgangstext
Adressat	Leserschaft der Zeitschrift <i>The Atlantic</i>
Struktur	ggf. Betreffzeile, formale Anrede, direkte Bezugnahme auf Artikel, eigene Positionierung, Hauptteil (Absätze gemäß den betrachteten Aspekten), Schluss (finales Statement, Appell, Positionierung, ...), keine Grußformel, Name/ Pseudonym, Stadt
Intention	Interesse wecken, informieren, erläutern, überzeugen, aufklären, problematisieren, sensibilisieren
Schreibstil	gehoben, sachlich, wertend, ggf. appellierend

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Inhaltliche Aspekte je nach unterrichtlicher Schwerpunktsetzung	
reference to the quotation	
<i>"Wouldn't it just be better if fewer people posted less stuff, less frequently, and if smaller audiences saw it?"</i>	
clear positioning in favour of promoting media literacy to foster responsible social media usage	
kind of knowledge and skills needed, e.g.	
awareness: potential risks of social media, privacy protection	
critical evaluation of online content: fact-checking, verification of sources, identification of misinformation	
respectful communication: mindful posting and sharing; consideration of the potential impact of posts on others; empathy	
self-regulation and healthy online habits: prioritization of real-world connections; implementation of breaks from social media	
what society can do, e.g.	
parents: open communication between parents and children about the potential risks of social media; age-appropriate guidelines for usage and supervision	
educational institutions: integration of digital literacy programs into curricula; professional development of teachers	
local communities: organization of workshops and discussions to raise awareness about responsible social media usage; engaging in open conversations can help address concerns and provide support for those facing challenges online	
social media platforms: promotion and enforcement of policies against cyber-bullying, harassment, and hate speech; investment in robust content moderation systems and algorithms to detect and address harmful content; transparent reporting mechanisms and collaboration with users	
influencers: balanced and trustworthy content, authenticity and sincerity; being a role model; ensuring ethical and transparent practices	
government: providing an international legal framework, control mechanisms, sanctioning systems	
closing remarks, e.g.	
highlighting the importance of media literacy	
appeal: joint effort towards creating a digital environment that promotes responsibility, safety, and positive interactions	
...	

Kernfach Englisch
Thema: The Individual and Society

Arbeitsauftrag 3.2	
"Technology and social media have brought power back to the people." Comment on this statement.	
Anforderungsbereich	AFB III
Gewichtung	40%

Bewertung der inhaltlichen Leistung mit „gut“ (11 Punkte)	
Bei der allgemeinen Aufgabenerfüllung gemäß Operator sind relevante Aspekte weitgehend berücksichtigt, diese sind weitgehend korrekt dargestellt.	
Die Argumentation mit Entwicklung einer eigenen Positionierung/Schlussfolgerung ist weitgehend plausibel, treffend und differenziert.	
Die Bezugnahme auf Material/Thema/Problemzusammenhang erfolgt durch weitgehend treffende Beispiele/Belege/Bezüge.	
Der inhaltliche Aufbau ist strukturiert, weitgehend redundanzfrei, weitgehend schlüssig und kohärent.	
Bewertung der inhaltlichen Leistung mit „ausreichend“ (05 Punkte)	
Bei der allgemeinen Aufgabenerfüllung gemäß Operator sind wenige relevante Aspekte berücksichtigt, diese sind ansatzweise korrekt dargestellt.	
Die Argumentation mit Entwicklung einer eigenen Positionierung/Schlussfolgerung ist noch nachvollziehbar bzw. teilweise unklar.	
Die Bezugnahme auf Material/Thema/Problemzusammenhang erfolgt durch wenige bzw. teilweise unpassende Beispiele/Belege/Bezüge.	
Der inhaltliche Aufbau ist ansatzweise strukturiert, wiederholt redundant, ansatzweise schlüssig und noch kohärent.	

Formale Kriterien des Textprodukts	
Rollenübernahme	keine, d.h. Prüfling selbst
Situation	einseitige Positionierung zu einer Aussage
Adressat	Leserin bzw. Leser der linearen Erörterung
Struktur	Einleitung (Leseanreiz, These), Hauptteil mit Absätzen, Argumentation für eine Seite (Pro oder Kontra), eindeutige Positionierung, Schluss (Fazit/ Ausblick/ Appell)
Intention	persönliche Meinung ausdrücken, überzeugen, informieren, erklären, illustrieren
Schreibstil	gehoben, wertend, persönlich, problematisierend, ggf. appellierend

Inhaltliche Aspekte je nach unterrichtlicher Schwerpunktsetzung	
presenting the issue	
technology and social media as a means to empower people	
clear positioning regarding the thesis – either in favour or against the thesis	

Kernfach Englisch
Thema: The Individual and Society

arguments in favour of the thesis, e.g.	
connectedness: technology and social media platforms connect people across geographical and cultural boundaries and facilitate networking	
access to information: technology and social media democratize access to information; individuals can stay informed about current global events	
freedom of speech: individuals can share knowledge and engage in discussions; online communities facilitate the sharing of experiences, opinions, and ideas	
amplification of voices: social media allow individuals to amplify their perspectives (e.g. climate activism); marginalized or underrepresented groups can make their opinions heard and advocate for social change (e.g. BLM, LGBTQ+)	
political engagement: social media serve as a space for political discourse; individuals can organize movements; more informed and politically active citizenry	
political accountability: social media hold public figures and institutions accountable; citizen journalism and real-time reporting contribute to transparency in governance	
entrepreneurial opportunities: social media serve as a marketing platform for small businesses and start-ups	
consumer empowerment: online reviews, social media influencers, and direct communication with companies influence businesses to be more responsive and customer-oriented	
arguments against the thesis, e.g.	
digital divide: not everyone has equal access to technology and the internet; increase of existing socio-economic disparities	
government control: use of technology to monitor and control information flow; censorship can limit freedom of expression, curbing the ability of individuals to voice dissenting opinions or engage in political activism	
manipulation: social media platforms can be used to spread misinformation, fake news, and influence public opinion	
algorithmic bias: perpetuation of bias and filter bubbles, limiting the diversity of information; creation of echo chambers where people are only exposed to opinions similar to their own	
privacy concerns and misuse of data: individuals often trade personal information for access to services; collection and monetization of personal data	
concluding remarks, e.g.	
reference to main argument(s)	
conclusion/ outlook/ appeal	
...	