Operatoren für das Fach Englisch (Stand: Oktober 2012)

Grau unterlegt sind die Operatoren, die auch Aspekte des nächsthöheren Anforderungsbereichs umfassen können.

| Operator | Definition | Beispiel |
|----------------------------|---|---|
| Anforderungsbereich I | | |
| outline | give the main features, structure or general principles of a topic, omitting minor details | Outline the author's views on love, marriage and divorce. |
| state, point out | present clearly | State briefly the main developments in the family described in the text. Point out the author's main ideas on |
| summarize, write a summary | give a concise account of the main points | Summarize the information given in the text about the hazards of cloning. |
| present | (re-)structure and write down | Present the situation of the characters. |
| describe | give an accurate account of sth. | Describe the soldier's outward appearance. (AFB I) Describe the way the playwright creates an atmosphere of suspense and explain its effect on the reader. (AFB II) |
| show, illustrate | use examples to explain or make clear | Illustrate the protagonist's obsession with money. |
| delineate | present the central elements of a line of action or line of argument | Delineate the concept of integration. |
| Anforderungsbereich I | | |
| analyse, examine | describe and explain in detail certain aspects and/or features of the text | Analyse the opposing views on class held by the two protagonists. Examine the author's use of language. |
| characterize | describe the character of someone or something in a particular way | Characterize the heroine. |
| contrast, juxtapose | emphasize the differences between two or more things | Contrast the author's idea of human aggression with the theories of aggression you have read about. |
| explain | describe and define the causes | Explain the protagonist's obsession with money. |
| put into the context of | an incident/statement for argument is linked to relevant historical or topical knowledge (on the basis of knowledge gained in class) | Put this speech into the context of the Hispanic experience in the U.S. |
| relate | take an aspect (aspects) of the text at hand and establish a meaningful connection to an aspect (aspects) of the text of reference | Relate the protagonist's principles to a text read in class. |
| assess, evaluate | consider in a balanced way the points for and against sth. | Assess the importance of standards in education. Evaluate the author's view of the present impact of the American |

| Operator | Definition | Beispiel | |
|---|--|--|--|
| | | Dream | |
| interpret | make clear the meaning of sth. and | Interpret the message the author | |
| | give your own views on it | wishes to convey. | |
| Anforderungsbereich III | | | |
| comment | state clearly your opinion on the topic in question and support your views with evidence | Comment on the suggestion made in the text that a 'lack of women in | |
| | views with evidence | the armed forces demonstrates a weakness in the role of women in society.' | |
| discuss | investigate or examine by argument; give reasons for and against | Discuss the implications of globalisation as presented in the text. | |
| justify | show adequate grounds for decisions | You are the principal of a school. Justify your decision to forbid smoking on the school premises. | |
| reflect on | consider/contemplate/think | Referring to a character from | |
| | carefully and deeply about a | literature or film, reflect on the | |
| | problem/certain behaviour, attitudes or viewpoints | influence of on this person's life. | |
| verify | analyse and show that something is true. | Verify the author's thesis | |
| Übergreifende Operatoren, die eine komplexe Gesamtleistung unter Berücksichtigung aller drei Anforderungsbereiche verlangen, hier: Textproduktion / Gestaltung / kreative Schreibaufgabe (recreation of text) | | | |
| write + text type | creative text production on a topic within the context of a specific text type; | Write (e.g.) a letter to the editor/a personal letter/a dialogue/a speech/an article/a report/a diary | |
| | description of a poster/flyer that would be adequate for a given | entry/a script (film, play) based on | |
| | purpose; layout (e.g. size, colour, headings, illustrations) | Imagine the protagonist decides to design a flyer aimed at Describe the flyer's design and justify your concept. | |
| continue, find a suitable ending, tell from a certain point of view | creative text production on a topic within the context of a specific text type | Imagine you are x, y, z. Continue/tell the story from her/his point of view. | |