

## Art & Literature

### Erwartete Schülerleistungen

#### Comprehension (20%)

1. Summarize the text from line 6 to 60 in about 120 words.

Count the words in this task. Mark every 50th word. You are allowed to write up to 10% more or less than the number of words given in the task.

Task 1 asks the student to write a summary and therefore clearly aims at the contents of the text (*Anforderungsbereich 1*).

#### Wörterzählen bei Summaries

- Eigennamen wie z.B. Vor- + Nachname = 1 Wort
- Eigennamen wie z.B. Zeitungsnamen, Buchtitel (Brick Lane) = 1 Wort

#### Formal sehr gute Leistung – Summary

- References such as author, title, date and publication medium (if mentioned)
- Examples should be generalized as far as possible

#### Inhaltlich sehr gute Leistung:

- Chanu and his Bangladeshi wife Nazneen visit Dr Azad and family.
- The doctor's daughter enters the room and asks her parents for money to go to the pub.
- Dr Azad does not want to give her the money, reacts angry ⇒ but his wife does, and the girl leaves.
- Nazneen seems to feel uneasy and wants to go ⇒ Chanu does not react – he starts a discussion with Mrs Azad.
- Whereas Dr Azad avoids a dispute, Chanu, who considers the immigrant's life a tragic one (⇒ clash of cultures), gets into an argument with Mrs Azad, who thinks integration is necessary.

#### Analysis (30%)

2.1 Analyse how Dr Azad and his family are presented in this passage.

Dr Azad is described by Mrs Azad

- as an immigrant from Bangladesh who has lived in Britain for many years ⇒ since he went to medical school there and who
- started under poor conditions, but survived and developed with help of his wife's family (ll. 31-35)
- as a "refined" man ⇒ but she ironically mentions that "the smell of real life offends him" (ll. 28, 29) = smell of real life ⇒ personification/metaphor

Dr Azad is described by Chanu

- as being fond of books and learning (l. 27: shared love of books, a love of learning = repetition of 'love' to emphasize Chanu's and Dr Azad's relationship)

Dr Azad reacts in a strange way

- to his daughter's demand for money (The doctor quivered / ... spoke a few sharp words / ... shoulders were up ... / l. 9) ⇒ 'negative' words/tension
- and to his wife's dispute with Chanu (ll. 16ff) ⇒ shows that he probably feels more attached to his original culture (Chanu looked at Dr Azad but his friend studied the back of his hands – l. 45 = insecurity/lack of assurance)
- in general he appears to be somewhat uneasy (⇒ his shoulders were around his ears)

## Mrs Azad

- has adopted a very Western lifestyle, recognising the need to assimilate into the society she lives in:
  - reacts towards daughter's claim for money ⇒ ... his wife threw her hands up / struggled out of her armchair / fetched handbag (ll. 11-12)
  - does not (want?) to understand Chanu ⇒ ... cocked her head (= arrogant?) / "What are you talking about?" (l. 18) / "Kindly explain this tragedy." (l. 38) = self-confident
- is aware of her cultural origin, but enjoys the freedom of life in Britain (Let me tell you a few simple facts ... l. 47)
- is very pragmatic and straightforward in her views ("Listen, when I'm in Bangladesh ... (l. 52) and has obviously brought up her daughter in the same way.

## The daughter

- has a completely westernised way of life: speaks English with her parents, wears short skirts, chews gum, goes to pub (ll. 6-14)
- is probably supported in leading this kind of life by her mother (mother gives her the money),
- whereas her father looks at her critically (e.g. sharp words)
- does not really accept her father's behaviour but reacts ironically (chews gum – repeats request – tucks money in blouse and leaves home with a "Salaam Ale-Koum," (ll. 10-14) ⇒ contradiction of western and eastern culture.

Tense atmosphere: description of behaviour/feelings of characters.

**2.2** *"This is the tragedy of our lives. To be an immigrant is to live out a tragedy." (ll. 16-17). Analyse Chanu's view of the immigrant's life and explain Mrs Azad's refusal to accept his view.*

## Chanu

- Chanu makes his remark after the daughter has left the room to go to the pub. He has probably noticed the girl's appearance and Dr Azad's disapproval.
- Chanu realizes that Dr Azad's daughter has lost her cultural and religious origins ⇒ she is one of the children "who don't know what their identity is" (ll. 40-41).
- Even financial and material success, such as Dr Azad's, cannot make up for the tragedy the loss of one's cultural roots. (ll. 36-37 – "it's a success story" ... "But ...")
- To Chanu the tragedy of the immigrant's life is "the clash between Western values and our own ... ⇒ contradiction / ... the struggle to assimilate and the need to preserve one's identity and heritage" (ll. 39-40); these two aspects conflict and cannot be resolved. This determines the whole life of the immigrant.

## Mrs Azad

- Is very conscious of her cultural roots in Bangladesh, but she thinks that assimilation into Western society in which one lives is an absolute necessity.
- Sees her own and her husband's progress from poverty to relative wealth as a success story.
- Has pragmatic point of view, sees no perspective in keeping women away from social life, from learning English, from wearing Western clothes ("little walking prison" ⇒ metaphor for sari and covered head).
- Explains that people like Chanu cannot only be blamed for self-pity but also stand in the way of successful integration; they are responsible for their own alienation and the racism which they have to face in society.

**Discussion (25 %)**

3. *Against the background of this passage discuss the issues of racism and integration of Muslim immigrants into a Western society.*

Depending on what the student wants to focus on the answers may take different forms, e.g.:

On the one hand:

- Chanu is certainly right in pointing to the immigrant's dilemma in the way he does.
- In a multicultural society, it must be possible to keep one's cultural identity; assimilation (as in Mrs Azad's view) is not necessary.
- Racism of any kind is hateful and must be fought against in all its forms.
- Racism is often caused by fear of what is different; getting to know individual people from other ethnic or religious groups helps against this feeling. Therefore integration is important.

On the other hand:

- Immigrants need a minimum of willingness to integrate.
- We have to find out if a multicultural society is practicable. How much tolerance can you afford with regard to a radical minority of immigrants who reject and even fight Western culture and values?

Own views wanted!

Discuss means that students have to give reasons for and against, i.e. issues of racism and integration of Muslim immigrants into a Western society.

The text offers two contradictory views and the students have to find that neither is completely right or wrong.

Students have to find arguments and have to write a proper conclusion.