

# **Mecklenburg-Vorpommern**



## **MUSTERABITUR ENGLISCH**

### **Leistungskurs**

**Hinweise für die Lehrkraft  
(nicht für die Hand des Prüflings)**

**Aus urheberrechtlichen Gründen sind in den Dokumenten der Musteraufgaben nur Quellenangaben zu den Fundorten der Materialien enthalten.**

### 1. Informationen und Erwartungshorizont zur Hörverstehensaufgabe (Teil A)

#### Aufgabe 1: Game of Thrones

Sie finden die Hörtexte für den ersten Teil unter folgenden Links:

- a) <https://www.wbur.org/onpoint/2017/09/01/game-of-thrones-westeros>
- b) <https://www.npr.org/2017/08/28/546831738/game-of-thrones-season-7-finale-epic-in-more-ways-than-one>

(zuletzt geöffnet: 20.04.2022)

Statement	Link	Time
1	a	43:34 bis 43:57
2	b	1:26 bis 1:54
3	a	21:45 bis 22:03
4	a	17:20 bis 17:38
5	a	27:57 bis 28:26
6	a	19:21 bis 19:48

Die Bearbeitungszeit beträgt insgesamt ca. 7:45 Minuten und besteht aus:

Einlesezeit:	0:45 Minuten
erster Hördurchgang:	3:00 Minuten
Bearbeitungszeit:	0:30 Minuten
zweiter Hördurchgang:	3:00 Minuten
Bearbeitungszeit:	0:30 Minuten

## Aufgabe 2: Robert Kennedy

Sie finden den Hörtext für den zweiten Teil unter folgendem Link:

<https://www.npr.org/sections/codeswitch/2018/06/05/616942962/the-education-of-bobby-kennedy-on-race>.

(zuletzt geöffnet: 31.03.2022)

Die Bearbeitungszeit beträgt insgesamt ca. 11:25 Minuten und besteht aus:

Einlesezeit:	2:00 Minuten
erster Hördurchgang:	3:50 Minuten
Bearbeitungszeit:	1:15 Minuten
zweiter Hördurchgang:	3:50 Minuten
Bearbeitungszeit:	0:30 Minuten

## Aufgabe 3: Food security

Sie finden den Hörtext für den dritten Teil unter folgendem Link:

<https://www.bbc.co.uk/programmes/m0006717>

(zuletzt geöffnet: 20.04.2022)

Time: 1:19 bis 4:54

Die Bearbeitungszeit beträgt insgesamt ca. 10:25 Minuten und besteht aus:

Einlesezeit:	1:00 Minute
erster Hördurchgang:	3:35 Minuten
Bearbeitungszeit:	1:15 Minuten
zweiter Hördurchgang:	3:35 Minuten
Bearbeitungszeit:	1:00 Minute

**Aufgabe 1:**

6 BE insgesamt, 1 BE pro Item

1D	2F	3G	4B	5E	6A
----	----	----	----	----	----

Distraktor: C

**Aufgabe 2:**

8 BE insgesamt, 1 BE pro Item

1c	2d	3a	4d	5d	6b	7b	8c
----	----	----	----	----	----	----	----

**Aufgabe 3:**

9 BE insgesamt

Die Informationen in Klammern sind optional, bei Informationen, die mit „/“ getrennt sind, handelt es sich um Antwortalternativen.

No	BE	Lösung
1	2	<i>two of the following:</i> climate change / extreme weather (damaging crops) / barren land / overfished oceans
2	1	Global Food Security programme/watchdog (organization) monitors, advises, publicizes (these issues)
3	2	<ul style="list-style-type: none"> <li>◆ <b>one concern:</b> more people obese (on the planet than underweight) / diseases like diabetes/obesity</li> <li>◆ <b>one consequence:</b> health problems expensive for state / related health costs higher than food production costs / cost of diseases set to be 5% of GDP / high cost</li> </ul>
4	2	<i>two of the following:</i> not an infinite resource / top soil takes long to develop / 25% already degraded / we have used a lot of it already
5	1	to make them think of where it comes from / to involve the listeners
6	1	linked to every big challenge in society / food at the core of all big societal issues / (food security) must be addressed

## 2. Schreiben und Sprachmittlung

### 2.1 Erwartungshorizont Schreiben Aufgabenblock I

#### Teilaufgabe 1

Outline the biographical information given on the author and his parents.

Es wird erwartet, dass die Prüflinge die biografischen Informationen zum Autor und zu seinen Eltern in einem kohärenten und strukturierten Text zusammenfassend darstellen.

#### Inhaltliche Aspekte

##### the author's parents

- ◆ scientists from India, have moved from Calcutta to the USA and back to India several times
- ◆ at around 40, father quits job at government research institute in Calcutta to take opportunity in New Jersey
- ◆ when in the USA: job promises not kept, father has to work in jobs he despises, financially insecure, always ready to be on the move
- ◆ lots of Bengali friends

##### the author

- ◆ memories of happy childhood in India
- ◆ student at public school with almost no other Indian students
- ◆ admission to prestigious US university
- ◆ individual plans of going back to India to teach in village school instead of beginning studies in Princeton vetoed by parents
- ◆ after graduation from Princeton: return to Calcutta, job at newspaper

#### Teilaufgabe 2

Analyze how Choudhury's attitude towards the traditional view of American immigration is conveyed.

Es wird erwartet, dass die Prüflinge in einem kohärenten und strukturierten Text analysieren, wie der Autor seine Haltung zu der herkömmlichen Sichtweise auf die US-amerikanische Immigration vermittelt. Dabei erkennen sie verschiedene Gestaltungsmittel, die die Haltung des Autors vermitteln, und belegen diese anhand von treffenden Textbeispielen.

#### Mögliche Aspekte

##### critical attitude

- ◆ author has serious doubts about the immigration myth
- ◆ sees immigration as sometimes reversible

##### evidence provided by reference to

- ◆ statistical information (ll. 1-2)
- ◆ family history (e.g. ll. 8-13)
- ◆ personal experience (e.g. ll. 26-66)

## language

- ◆ negation, e.g. “never really works”, “the story no one ever told”, “past is never left behind” (ll. 6-7); “I wasn’t assimilating” (l. 28); “We had not had an easy few years in America.” (l. 32); allusion, “no Emma Lazarus cadences ... had not arrived tempest-tossed” (ll. 15-16)
  - contrasting myth with real experience
- ◆ images, e.g. “adrift in the treacherous shoals of the lower middle class” (l. 36); “hunched over nostalgia like a middle-aged man” (ll. 47-48)
  - illustrating family’s difficult economic situation and his own psychological crisis
- ◆ words with negative connotations, e.g. “It [the past] haunts ... drags you back” (l. 7); antithesis “unwilling to leave ... unable to stay” (ll. 11-12)
  - describing powerful impact of one’s past life and history that cannot be ignored
- ◆ repetition, e.g. “return”, “the dream of return” (l. 21, l. 24)
  - emphasizing wish to go back to India

## Teilaufgabe 3.1

Assess to what extent the cartoon reflects what Choudhury and his family have experienced in the US.

Es wird erwartet, dass die Prüflinge einen kohärenten und strukturierten Text verfassen, in dem sie einschätzen, inwieweit der Cartoon die Erfahrungen Choudhurys und seiner Familie in den Vereinigten Staaten zum Ausdruck bringt, und zu einer begründeten Stellungnahme gelangen.

## Mögliche Aspekte

### message of the cartoon

- ◆ criticism of melting-pot concept because assimilation of immigrants means that individual ethnicities are not recognized (i.e. get hurt)

### Choudhury and his family’s parallel world

- ◆ parents: no assimilation, surround themselves with other Indian immigrants, dream of returning as a protection against unfamiliar environment
- ◆ Choudhury: instant adaptation but growing nostalgia, longing to return to India

### assessment

- ◆ experience reflected in the cartoon
  - ◆ individuality and culture not recognized
  - ◆ feeling of not belonging, nostalgia and wish to go back to India as a result
  - ◆ assimilation as only key to success, but comes at a cost
- ◆ experience not reflected in the cartoon
  - ◆ Choudhury’s success embodies the American Dream
  - ◆ parents and their friends do not assimilate
  - ◆ due to America’s diverse and growing population mixture of many ethnic backgrounds widely accepted

### Teilaufgabe 3.2

You are participating in an international school project on identity. Write an article for the project website in which you discuss the importance of place in shaping one's identity.

Es wird erwartet, dass die Prüflinge einen kohärenten und strukturierten Artikel für die Internetseite eines internationalen Schulprojektes unter Einhaltung der textsortenspezifischen Merkmale (z. B. überwiegend formelles Register, Überschrift, Einleitungssatz, Hauptteil, Schlussfolgerung) verfassen, in dem sie die Bedeutsamkeit des Lebensortes für die Identitätsbildung einer Person diskutieren und zu einer begründeten Stellungnahme gelangen.

#### Mögliche Aspekte

##### arguments for importance of place

- ◆ place provides a sense of belonging (e.g. everyday experience and cultural activities lead to a feeling of familiarity)
- ◆ people identify with where they live, shape their environments and are, in turn, shaped by them (e.g. food, smells, materials, cultural norms and values)
- ◆ place influences behavior and attitudes (life in rural areas might be rather conservative, life in cities might offer more acceptance and freedom)

##### arguments against importance of place

- ◆ in a globalized world, place / where you come from might become irrelevant
- ◆ people on the move have shifting sense of/attachment to place
- ◆ place loses or takes on new meaning
- ◆ other factors such as gender, race, religion, social status more important than place for determining identity

## 2.2 Erwartungshorizont Schreiben Aufgabenblock II

### Aufgabe 1

Outline the main ideas Senator Warren focuses on in the extract from her speech.

Es wird erwartet, dass die Prüflinge in einem kohärenten und strukturierten Text die Hauptaussagen des Redeauszugs darstellen.

#### Inhaltliche Aspekte

##### racial inequality in the 1960s

- ◆ three tools of oppression: physical violence, denial of basic rights of citizenship, denial of economic opportunities
- ◆ new civil rights laws intended to end inequality

##### situation in 2015

- ◆ violence and particularly police brutality have not disappeared
- ◆ new tools of oppression are used to restrict voting rights
- ◆ 1960s / 1970s are seen as a period of more economic justice
- ◆ Republican economic policy of the 1980s set an end to more economic opportunities for blacks; instead the rich became richer and the wealth gap between rich and poor widened again

### Aufgabe 2

Analyze how Senator Warren tries to persuade the audience of her position.

Es wird erwartet, dass die Schülerinnen und Schüler Warrens Rede in einem kohärenten und strukturierten Text analysieren. Dabei erkennen sie den bewussten Einsatz verschiedener Gestaltungsmittel, die die Zuhörer von der Position Senator Warrens überzeugen sollen. Die aufgestellten Thesen werden anhand von treffenden Textbeispielen belegt.

#### Mögliche Aspekte

##### Content and structure of the speech

- ◆ group of three as central element in structure:
- ◆ speech goes from past to present and back to past
- ◆ reference to “three tools of oppression”  
→ clear structure, easy to follow, showing improvement and ongoing problems
- ◆ use of drastic examples (ll. 3-4, l. 24, l. 29) and quotes (ll. 5-6, ll. 69-70), personal anecdotes (ll. 49 ff.) → to present problem in black-and-white terms, to catch attention and to involve audience emotionally
- ◆ use of facts and figures (“From 1980 ... percent.” (l. 45 ff.)) → to underline her competence and to support her ideas
- ◆ appeals to the audience directly at the end (l. 70)

##### Language

- ◆ group of three / repetition: “segregation now, segregation tomorrow, segregation forever” (ll. 5-6), “Black lives matter. Black citizens matter. Black families matter” (l. 17, ll. 65-66) → to emphasize central aspects
- ◆ questions: “And what about ...?” (l. 32, l. 38) → to make audience feel involved
- ◆ personal pronoun “us” → she is part of the audience, the American people



- ◆ alliteration: "Violence. Voting." (l. 38) → by linking democratic rights and racism she shows mismatch
- ◆ anaphora: "Black ... " (l. 17, ll. 65-66) → strong focus on the civil rights issue
- ◆ metaphor: "Supreme Court gutted ... Act." (ll. 32-33) → she admits shortcomings of the justice system

### Aufgabe 3.1

Comment on whether the policy of affirmative action could help right some of the wrongs mentioned in Warren's speech.

Es wird erwartet, dass die Prüflinge einen kohärenten und strukturierten Kommentar verfassen, ob bzw. inwieweit positive Diskriminierung dazu beitragen kann, die Gleichstellung von Schwarzen und Weißen voranzubringen. Dabei beziehen sie sich auf die Rede Warrens und gelangen zu einer begründeten persönlichen Stellungnahme.

**Mögliche Aspekte**, die dafür sprechen

#### Affirmative action ...

- ◆ might encourage more black men and women to join the police force and reduce or minimize racism within law enforcement agencies (ll. 21-28)
- ◆ could raise awareness of racism in many areas, to counteract economic imbalance (ll. 43-46)
- ◆ could be seen as a peaceful / non-violent tool on the path to equality
- ◆ *Black Lives Matter* campaigns have the same aims as affirmative action, as they also try to raise awareness and reduce racism.
- ◆ Civil rights laws to guarantee equal rights are not efficient enough in practice (ll. 14-19) → additional affirmative action policies could help enforce equal rights

**Mögliche Aspekte**, die dagegen sprechen

#### Affirmative action ...

- ◆ could discriminate against whites → increases tensions between whites and minorities
- ◆ might not change people's prejudices but intensifies them → even more violence (ll. 30-31)
- ◆ cannot enforce fair voting rights (ll. 32-37)

### Aufgabe 3.2

You are an exchange student at an American high school and have just listened to Warren's speech in class. In her speech she quotes Congressman John Lewis: "Sometimes it is important to cause necessary trouble." (l. 64).

Discuss this quotation in an article for the school magazine.

Es wird erwartet, dass die Prüflinge in Form eines Artikels Lewis' Aussage kritisch diskutieren. Unter Einhaltung der formalen Anforderungen an einen Artikel (z.B. Überschrift, klare Strukturierung, überwiegend *formal register*, einzelne informelle Elemente möglich, auf Zielgruppe abgestimmter Einsatz sprachlicher Mittel) erläutern sie, was unter *necessary trouble* zu verstehen ist, diskutieren positive und negative Implikationen des Zitats und gelangen zu einer begründeten Stellungnahme.

**Mögliche positive Aspekte**

- ◆ Necessary trouble means “good“ trouble, to stand up for what is right, fair and just
- ◆ It has a positive effect on society, arouses awareness of obvious injustice, grievances
- ◆ Supportive media coverage helps to inform and mobilize more people

**Reference to examples**

- ◆ John Lewis's non-violent fight as a civil rights activist
- ◆ *Black Lives Matter* campaigns for equal rights and opportunities
- ◆ various protest movements and campaigns (Trade unions, Greenpeace, Occupy, PETA etc.)

**Mögliche negative Aspekte / Alternativen**

- ◆ trouble can become aggressive, destructive, disturbing
- ◆ it might cause violence, tension and rejection
- ◆ it is more constructive to take an active part in politics, contact your congressmen or local political authorities
- ◆ social and political education, information, de-escalation as more successful strategies

## 2.3 Erwartungshorizont zur Sprachmittlungsaufgabe (Teil C)

### Aufgabe

Your US exchange partner has to give a presentation in class about a German tradition and decides to talk about travelling journeymen, as he/she saw one in your hometown last summer. He / She asks you for some help. Using the information in the text, write an email in which you present the tradition of travelling journeymen and the situation now.

Es wird erwartet, dass die Prüflinge einen kohärenten und strukturierten Text verfassen, der sich an eine amerikanische Austauschpartnerin oder einen amerikanischen Austauschpartner richtet, die textsortenspezifischen Charakteristika einer E-Mail (z. B. persönliche Anrede, einleitende Bezugnahme auf die Textvorlage, nachvollziehbarer gedanklicher Aufbau, ggf. einzelne umgangssprachliche Wendungen, Schlussformel) aufweist und die Informationen zur Tradition der Walz und ihrer heutigen Situation darstellt.

### Inhaltliche Aspekte

#### tradition of travelling journeymen

- ◆ some craftspeople travel around and work in different places
- ◆ tradition dates back to the Middle Ages
- ◆ originally compulsory for craftsmen wanting to become master craftsmen
- ◆ aim then and now: to gain work and life experience

#### specific features

- ◆ traditional clothing
- ◆ bundle, walking stick, journal
- ◆ earrings (originally meant to pay for the costs if the journeyman died when travelling)

#### rules

- ◆ journeymen have to be unmarried, free of debt, and have a certificate (of completion of apprenticeship)
- ◆ travels last two or three years and one day; getting closer than 50 km / 31 miles to home is prohibited (meant to reduce local competition)

#### situation now

- ◆ travelling possible in around 35 trades/crafts
- ◆ estimated number of journeymen travelling between 450 and 550, 10-20% are estimated to be women
- ◆ paid standard local wages, room and board often included
- ◆ aim: to see different places