

2024

Abitur

Original-Prüfung
mit Lösungen

**MEHR
ERFAHREN**

Hamburg

Englisch

- + Basiswissen zu den
Schwerpunktthemen 2024
- + Aufgaben zu allen prüfungs-
relevanten Kompetenzbereichen
- + Lernvideos zu Textaufgaben



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Sobald die Original-Prüfungsaufgaben 2023 freigegeben sind, können sie als PDF auf der Plattform MyStark heruntergeladen werden (Zugangscode vgl. Umschlaginnenseite).

MP3-Dateien

Abitur 2020: GA
Abitur 2020: EA
Abitur 2021: GA
Abitur 2021: EA
Abitur 2022: GA
Abitur 2022: EA
Abitur 2023: GA
Abitur 2023: EA

Auch auf die Audio-Dateien können Sie über die Plattform MyStark zugreifen.

Vorwort

Liebe Schülerinnen, liebe Schüler,

bald werden Sie Ihre zentrale Abiturprüfung im Fach Englisch ablegen. Wir begleiten Sie auf Ihrem Weg zu einem guten Abschluss und helfen Ihnen, sich mit den Anforderungen des zentralen Abiturs in Hamburg vertraut zu machen.

Sie sollten nicht nur die Rahmenbedingungen und Hauptschwierigkeiten der Abiturprüfung in Hamburg kennen, sondern auch lernen, wie Sie die Aufgaben am geschicktesten und zeitsparendsten angehen, wobei Ihnen das Kapitel mit **Hinweisen und Tipps** helfen kann. Der Band umfasst zudem ein **Basiswissen** zu den Themen *The United Kingdom – Diverse and Disunited?*, *Crime and Punishment in Literature and Film* und *Social Media – Boon or Bane in the 21st Century?*, das Ihnen bei der inhaltlichen Vorbereitung auf Ihre Prüfung nützlich sein wird.

Der zweite Teil des Buches enthält eine Sammlung von **Original-Abituraufgaben** bzw. eigens im Abiturformat erstellter **Übungsaufgaben**, mit denen Sie sich auf die drei in Ihrer Prüfung abgefragten Kompetenzbereiche **Schreiben**, **Hörverstehen** und **Sprachmittlung** vorbereiten können. Zu zwei der Schreibaufgaben liefern Ihnen **Lernvideos** hilfreiche **Bearbeitungstipps**, während die anderen Aufgaben mit abgedruckten **Musterlösungen** Ihre Vorbereitung unterstützen. Die Lernvideos, die aktuellen Original-Aufgaben aus dem Jahr 2023 sowie sämtliche Hörtexte stehen Ihnen **online** auf der Plattform MyStark zur Verfügung. Diese und weitere **digitale Zusätze**, die Ihnen dieser Band bietet, werden auf den folgenden Seiten näher erläutert.

Sollten nach Erscheinen dieses Bandes noch **wichtige Änderungen** im Zentralabitur 2024 von der Hamburger Behörde für Schule und Berufsbildung bekannt gegeben werden, finden Sie aktuelle Informationen dazu ebenfalls auf der Plattform MyStark.

Schon jetzt wünschen wir Ihnen viel Erfolg bei Ihrem Zentralabitur!

Ihr STARK Verlag

Basiswissen zu den Schwerpunktt Themen

The United Kingdom – Diverse and Disunited?

British history in the 20th and 21st centuries

During the 20th century and the first decades of the 21st century, the United Kingdom went through some difficult and challenging phases. The two World Wars (1914–1918 and 1939–1945) heavily impacted the country, and two significant events in 1956 and 2020 stand out as further landmarks in the development of Britain's status in the world. In the 1960s, as a result of the Suez crisis (1956), Britain lost its influence in the Middle East, which is regarded as a decisive turning point in the history of the **British Empire** (others include Indian independence in 1947 or the handing over of Hong Kong to China in 1997, which is seen as the official end of the British Empire). The collapse of the Empire came as a shock to many Britons and initiated controversies about the country's identity and its role in the world. In 2020, the UK left the European Union after more than 40 years' membership. Patriotic supporters of Britain's exit (**Brexit**) celebrated the departure as if the country had regained independence and referred to the nation's glorious past when the British Empire was a global power. This shows that the country's colonial past lives on. This is not only true when it comes to the UK's foreign policy, but also when considering the make-up of the country's population, which has largely been shaped by **immigration**, particularly from former British colonies.

From Empire to Commonwealth

Until the beginning of the 20th century, Britain was a superpower that dominated the world with the largest empire in history. At its zenith, the **British Empire** comprised dominions, colonies, protectorates and other territories around the globe encompassing more than twenty percent of the world's land area and over four hundred million people. All dependencies were ruled or administered from Westminster. For centuries, the refrain of the patriotic hymn "Rule, Britannia" expressed the country's pride in its glory and global dominance: "Rule, Britannia! Britannia rule the waves;/ Britons never will be slaves." Britannia "ruled the waves" since the victory of the English fleet over the Spanish armada in 1588. This triumph made Britain the world's **number one sea power** and marked the starting point of the building of the British Empire (or as some historians put it, of two British Empires, one in the west and one

in the east). The driving forces were military and commercial interests. The “**First Empire**” in the New World came to an end in 1783, when the American colonists gained their independence. Following the loss of the North American colonies, the British concentrated their activities on the eastern half of the globe (India, Australia) and built the “**Second Empire**”. Queen Victoria (1819–1901), Queen of Great Britain and Ireland for sixty-three years, became the popular symbol of Britain’s imperial success. In 1876, she was made Empress of India, a country which she called the “jewel” in her crown. The phrase “The sun never sets on the British Empire” expressed the enormous extension of the realm at the time. For centuries, Britain profited politically and economically from the colonies. They were a source of labour and raw materials, such as cotton, sugar and tobacco, as well as a large market for the sale of goods manufactured in the textile mills in the North and the Midlands.

By the beginning of the 20th century, Britain was at the height of its wealth and power, but the nation’s hegemony was gradually undermined. The First World War (1914–1918) heavily impacted Britain’s economy, and the USA took the place of the number one superpower in the world. The Empire had already begun to fade when nations such as Canada, Australia, New Zealand, the Union of South Africa and other former British colonies demanded independence. Responding to the increasing movements for sovereignty as well as to its own weakened economy after the two wars, Britain adopted the policy of granting considerable self-government and eventually complete independence to its overseas territories. So, the 20th century became a century of **decolonisation**. Many of the countries which one after another gained independence decided to keep some ties with their former “mother country”, which resulted in the transformation of the British Empire into the **Commonwealth**. This term was officially adopted in the **Balfour Declaration** at the Imperial Conference of 1926 and was later reused in the **Statute of Westminster** of 1931. The loose voluntary association of sovereign and independent states was defined as a group of states “equal in status, in no way subordinate one to another [...] though united by common allegiance to the Crown”. The members of the Commonwealth maintain ties of friendship and practical co-operation. The “allegiance to the Crown” is no longer a binding requirement for Commonwealth membership. The British monarch is still Head of the Commonwealth, although they are head of the country in only the UK and 14 other Commonwealth states, with more and more countries debating to become republics (e. g. Jamaica, Belize, the Bahamas).

Colonial legacies

The building of the Empire has had an enormous impact on people all over the world and the legacies of colonialism continue to shape the present. The imposition of British rules and regulations and the introduction of English as the official language in education and administration in all British territories **destroyed cultures and traditions of Indigenous peoples**. Britain’s unrivalled supremacy led many British people in the colonies to believe in the superiority of the British nation in particular and that

Aufgabe 3 (Schreiben) Übungsaufgabe



The United Kingdom – Diverse and Disunited?

Assignments

Comprehension

1. Outline problems the author sees with the way British children learn about Britain's colonial past at school.

Analysis

2. Examine the means the author uses to convey her opinion that British colonial history should be part of the curriculum.

Comment/Creative Writing

3. "Some regard teaching about colonialism as simply too political, as if the way we tell history now is somehow neutral." (ll. 55/56) Comment on that statement. In your answer refer to both this article and your coursework.

Put Our Colonial History on the Curriculum – Then We'll Understand Who We Really Are

by Maya Goodfellow

Britain's past weighs on our present: learning about it would mean a better debate about race and migration.

- 1 My mum came to the UK from India in 1973, after a chunk of time spent in Uganda, when she was only 13. Colonialism shaped her life, and that of my grandparents; growing up in Newcastle, it was the backdrop to mine too. I'd heard plenty about empire and anticolonial movements at home, but during 14 years in the UK's state education system I learned almost nothing about it. Now, over a decade later, little has changed: new research suggests that there still isn't much systematic teaching about empire.

The national curriculum says young people are supposed to learn about "how Britain has influenced, and been influenced by the wider world", but when it comes to a central part of this country's history, there can be near silence. It's contained in one-month of learning, or hived off from the "core curriculum" in the form of optional modules.

Why does this matter? A leaked draft of the independent review into the Windrush scandal earlier this year showed one reason. It recommended that all Home Office staff should "learn about the history of the UK and its relationship with the rest of the world, including Britain's colonial history".

If we were all taught about colonial history in school, we'd learn at a young age that many of the people who came here from colonies and former colonies did so as

citizens, not as immigrants. We'd discuss how so-called immigration policies introduced from the 1960s onward were designed to make it more difficult for people of colour to come to this country, and we'd examine the forms of resistance that came with this.

In a manner similar to the implementation of the anti-Jewish Aliens Act of 1905, successive governments treated minorities as a threat to the UK. They enacted what the academic Gurinder Bhambra calls "policies of racialisation". "If we understood that," she told me, "we wouldn't just shift the boundary of citizen and migrant to include people from (former) colonies. To say that I'm not a migrant is not a lack of solidarity with those who are migrants ... If we were to accept that I am British, then that would mean that we would have to think differently about migration in the present."

History is not stuck in the past. What we remember, and how, helps us understand who we are. Learning about empire [...] would mean understanding that colonialists created race and the racial hierarchy to control and govern colonies around the world. Unpicking how and why race was constructed would make for a more sophisticated discussion about racism now and chip away at the idea that this was ever an exclusively "white" country.

It might also mean people on either side of the Brexit divide pausing before they demand "we" "take back control" or lament that the UK was a "tolerant" country before the EU referendum.

In a sanitised version of history that is spouted by politicians such as Boris Johnson, the UK grew rich not because of exploitation and resource extraction, [but] because of an innate ability to progress. This colonial thinking persists; the "backward" became the "underdeveloped", while the lives and knowledge of some are still considered more important than others.

Four billion people are not poor because of some unhappy accident or an inherent failing; legacies of colonialism, extractive capitalist economies and racialised hierarchies of power produce poverty. Against a history where supremacy often meant mastering the environment for profit – decimating indigenous communities in the process – it's not by chance that the climate crisis now impacts those least responsible for it.

As part of its race and faith strategy, the Labour party has committed to setting up an Emancipation Education Trust, which would ensure migration, colonialism and this country's multiracial past are taught in schools. So too would the legacy of slavery, including "how it interrupted a rich and powerful black history which is also British history".

Some regard teaching about colonialism as simply too political, as if the way we tell history now is somehow neutral. Relative quiet in our schools is paired with politicians glorifying empire as its realities are erased; nostalgia and amnesia sitting side by side. Britain's bloody colonial history is weighed up as both good and bad; the railways v the Bengal famine. One the UK can take credit for; the other is too far in the past to have much to do with "us". This country is the saviour, never really an oppressor.

Lösungsvorschläge

1. For this task, you should first describe the treatment of Britain's colonial past at school, as it is depicted in the article. Then mention problems the author sees as a result. Remember that for an assignment like "outline", you only have to mention the key points and do not need quotes from the text. Start your answer with a topical sentence in which you summarise the message of the article briefly and name its source, author, date of publication etc.

You could mention the following points:

- introduction
- treatment of Britain's colonial past at school:
 - Maya Goodfellow's own experiences: lack of formal teaching (cf. ll. 4/5)
 - situation today: still not much systematic teaching (cf. ll. 5/6), colonialism not part of the core curriculum (cf. ll. 8–11)
- problems resulting from the lack of formal teaching:
 - British multicultural identity often disregarded or misunderstood (cf. ll. 16–29)
 - incomplete knowledge about the origin of race ideologies (cf. ll. 30–35)
- conclusion: unbalanced glorification of Empire (cf. ll. 56–61, 62–65)

In her article, "Put Our Colonial History on the Curriculum – Then We'll Understand Who We Really Are", published in *The Guardian* in December 2019, Maya Goodfellow criticises the lack of education about colonialism in the British school system. She attributes a limited understanding of history to that lack.

introduction

Goodfellow herself has had little to no formal teaching on the subject of colonialism in her 14 years in the British school system. Apparently, very little has changed since the author's school-days: British colonialism is hardly taught at all in schools. Goodfellow mentions that it is not part of the core curriculum. Instead, it is only treated very briefly or in optional modules, which the students can choose to attend or not.

treatment of Britain's colonial past at school

The result of this is that despite its significance for British history, people often have only a fragmented view of Britain's colonial past and lack an overall understanding of the topic. Goodfellow deduces problems for the present from this omission of the past: she argues that if people knew more about the British Empire and its legacy, this could change their view on British multicultural society today. British identity might be better grasped and seen as something more inclusive, while race ideologies and discrimination could be challenged if people were well-informed about who is or was a British citizen and how and why race ideologies were formed.

problems resulting from the lack of formal teaching

As it is now, only carefully selected parts of the country's imperial history are commonly known, which leaves a lot of space

conclusion

for misguided interpretations. Consequently, Maya Goodfellow's thesis is that a more thorough historical knowledge would prevent the currently prevailing sentiments of the British as "bringers of civilisation" or of the country as only made up of White citizens.

(287 words)

2. *The author's own opinion is already given in the assignment: She thinks "that British colonial history should be part of the curriculum". Furthermore, you have described for task 1 why the British school system's ignorance of the country's imperial history could be seen as problematic. What is left to do now is a closer examination of how Maya Goodfellow expresses her ideas in a convincing manner. Typical means and strategies you could look out for include stylistic devices, sources the author quotes to give her text credibility or the way the readership is made to feel included.*

The following aspects come up in the sample solution:

- *introduction: summary of Maya Goodfellow's opinion*
- *strategies to create a feeling of inclusivity:*
 - *reference to the author's own background as a second-generation immigrant (cf. ll. 1–4)*
 - *use of the pronoun "we" (cf. heading, ll. 16–20)*
 - *British history/Britishness seen as inclusive (cf. ll. 27, 53/54)*
- *quoting "authorities" to give her opinion credibility:*
 - *independent review (cf. ll. 12–15)*
 - *academic Gurinder Bhambra (cf. ll. 23–29)*
 - *Labour Party's Emancipation Education Trust (cf. ll. 50–54)*
- *use of metaphorical language:*
 - *"Britain's past weighs on our present" (introductory lines)*
 - *"History is not stuck in the past." (l. 30)*
- *current examples to stress relevance:*
 - *Brexit debate influenced by lack of knowledge about colonial history (cf. ll. 36–38)*
 - *climate crisis with connection to colonial history (cf. ll. 46–49)*
- *invalidating opposing views:*
 - *use of quotation marks to show opposing views as wrong (cf. ll. 37, 41/42)*
 - *opposing view as simplified in contrast to scientifically bolstered arguments: "Four billion people are not poor because of some unhappy accident [...]; legacies of colonialism, extractive capitalist economies and racialised hierarchies of power produce poverty." (ll. 44–46)*
- *criticism of glorification of Empire:*
 - *metaphor "nostalgia and amnesia sitting side by side" (cf. ll. 57/58)*
 - *personification: Britain as "the saviour" (l. 60)*
- *appeal to include colonialism in the curriculum:*
 - *positive word "chance" (l. 62)*

Set 6 (Hörverstehen)
Abiturprüfung Hamburg 2022 (EA)



You will hear each recording **twice**. After each listening you will have time to complete your answers.

Task 1: Book Reviews

5 BE

Preparation time: 40 seconds

You will hear the beginnings of five book reviews.

Choose from the list (A–G) which description best applies to which book review (1–5). For each book review there is only one correct answer. There are two more descriptions than you need.

Descriptions:

- A** Dealing with characters' secrets
- B** Describing a character's dreams
- C** Tracing a character's self-exploration
- D** Inspired by very different historical events
- E** Presenting the lives of prominent individuals
- F** Telling the story of formerly overlooked people
- G** Based on historical events and connected to current issues

Book Review	1	2	3	4	5
Description					

Task 2: Baroness Trumpington

14 BE

Preparation time: 1:30 minutes

You will hear a radio report about Lady Jean Trumpington (born Jean Campbell-Harris, 1922–2018, a British politician).

While listening, fill in the missing information. You need not write complete sentences. Unless otherwise specified, name one aspect.

1. Why did Lady Trumpington's departure from politics attract so much attention?	
--	--

Lösungsvorschläge

Text 1: Book Reviews

- 1 **1** Welcome to Book Club and a novel that's set in the aftermath of the First World War but crackles with contemporary relevance. James Meek's novel *The People's Act of Love* is set in the wastes of Siberia in 1919. And in a way, it is a Russian novel, because its action springs from the turmoil of that country in its dark history.
- 5 **2** Hello and welcome to Book Club from Swansea. Sheers's book is a psychological thriller that mixes suspense – Michael, the central character, tries to conceal an awful event out of fear – with a story of the relationship between two men who both have something to hide.
- 3** Hello. If you look at *The New York Times* for October 4th, 1951, you will see two headlines jostling together on the front page, one reporting that “Giants win over the Brooklyn Dodgers in a famous baseball game”, the other saying, “Soviets explode atomic bomb”. Well, when Don DeLillo looked at those headlines in the early nine-
10 ties, 40 years on, the prickle of excitement started him on a journey of the imagination that led to *Underworld*.
- 15 **4** Hello and welcome to Book Club and a biographical feast. We're talking this month about the story of two interlocked families, and at the head of them, the two most glamorous figures of the late Victorian stage, Sir Henry Irving and Ellen Terry. They're the joint subjects of one of our most admired literary biographers, Michael Holroyd, now in his eighties, who's our guest today.
- 20 **5** Hello and welcome to Book Club. This month's book is funny and breezy, but don't be misled by that. *Rachel's Holiday* is also a journey into darkness with Rachel discovering the depths of her drug addiction and its threat to her whole life. Her holiday is, in fact, a trip into rehab, away from the high life she's been enjoying in New York to a clinic in Dublin, the Cloisters, where she imagines that she'll get away
25 from it all, but instead discovers more about herself than she expected.

based on: bbc.co.uk/sounds/play/m000dxtp; bbc.co.uk/sounds/play/m0007b4t;
bbc.co.uk/sounds/play/b07sxttn; bbc.co.uk/sounds/play/b072htqw; bbc.co.uk/sounds/play/m000fw1j

You do not have a lot of time to read through the task, so concentrate on highlighting the key words which sum up the main idea of each description. Also mark words you think are essential for comprehension. You will have a very short break before and in between sets to look them up, but do not overestimate the time frame. The listening comprehension in your exam takes its complexity not only from the level of sophistication of the audio files, but also from the speed with which you have to solve the tasks.

– 1 – G: The key phrases in the description are “historical events” as well as “connected to current issues” (= “contemporary relevance”, 1. 2), which is the main difference when compared to description D, which only speaks of “historical events”. It also differs from D in that it does not deal with “very different histori-

cal events” but rather focuses on a specific historical period of a specific country.

- **2 – A:** The key word here is “secret”, which is indirectly mentioned several times: The review talks about the protagonist “tr[ying] to conceal” (l. 6) something and about two men “hav[ing] something to hide” (ll. 7/8).
- **3 – D:** The fact that the review talks about “headlines jostling” (l. 10) points towards “very different historical events”, as mentioned in **D**. If you don’t know the word “jostling”, the headlines give you an even stronger clue: One is about a baseball game (cf. ll. 10/11), the other about the explosion of an atomic bomb (cf. ll. 11/12), which do not have anything in common.
- **4 – E:** Finding the correct solution can be tricky here, because you might mistake the word “interlocked” (l. 16) for “overlooked”. In this case, you might be tempted to choose **F** (“story of [...] overlooked people”) as an answer. It is, however, stated that the book deals with “the two most glamorous figures of the late Victorian stage” (ll. 16/17), which then leaves **E** (“prominent individuals”) as the correct solution.
- **5 – C:** This review hints at the correct description quite often. It is about “self-exploration”, which is expressed in phrases like “journey into darkness” (l. 21), with the protagonist “discovering the depths of her drug addiction” (l. 22) and “discover[ing] more about herself than she expected” (l. 25).

Book Review	1	2	3	4	5
Description	G	A	D	E	C

Text 2: Baroness Trumpington

- 1 **Edward Stourton:** It should surely not come as a shock when a nonagenarian decides to retire. But Lady Trumpington’s decision to leave the House of Lords when she reaches 95 this month made a splash. Perhaps that’s because she’s been part of the place for so long no one can quite imagine the scene without her.

- 5 **TV host:** It would be ungallant of me to tell you Her Ladyship’s age. So let’s just say she was born before this programme started. And before BBC One started. And before television started. Please welcome Baroness Trumpington.

- Stourton:** She began among pearls and ermine, and she’s ending her long career in similar territory. On the way, she’s lived our history and known most of the people who made it. But she only really became famous in her late eighties when she
10 was caught by the cameras making a V-sign at one of her fellow peers, as the comedian Jack Whitehall reminded her on “Have I Got News for You?”.

Jack Whitehall: Did you regret swearing at him or ...?

- Baroness Trumpington:** No, because I regretted what he said, which was that people of
15 my age were starting to look very, very, very old. Well, wouldn’t you do that if you ...?

Jack Whitehall: Yeah, I can see ...



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