

2025

Berufliches Gymnasium

Original-Prüfungen

**MEHR
ERFAHREN**

Baden-Württemberg

Englisch

- + Offizielle Musterprüfung
- + Übungsaufgaben im Stil der neuen Prüfung



STARK

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Offizielle Musterprüfung

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Original-Prüfungsaufgaben – Hörverstehen

Schriftliche Abiturprüfung 2021

Teil I: <i>Listening comprehension</i>	2021-1
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Schriftliche Abiturprüfung 2022

Teil I: <i>Listening comprehension</i>	2022-1
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Schriftliche Abiturprüfung 2023

Teil I: <i>Listening comprehension</i>	2023-1
Lösungen	2023-5

Schriftliche Abiturprüfung 2024 www.stark-verlag.de/mystark

Sobald die Original-Prüfungsaufgaben 2024 freigegeben sind, können Sie darauf über die Plattform MySTARK zugreifen (Zugangscode auf der Umschlaginnenseite vorne im Buch).



Hördateien

Übungsaufgaben 1–8, Offizielle Musterprüfung, Abiturprüfung 2021–2024

Hinweis: Die **MP3-Dateien** finden Sie ebenfalls auf **MySTARK**.

Texte ÜA 1-Task 1 und ÜA 2-Task 1 + 4 gesprochen von: Eva Adelseck, Daniel Beaver, Clare Gnasmüller, Daniel Holzberg, Veronica Stivala

Aufgaben und Lösungen verfasst von:

- Birte Bökel: Übungsaufgabe 1 zum Prüfungsteil Lesen und Schreiben
- Karin Feldner: Übungsaufgabe 2 zum Prüfungsteil Lesen und Schreiben
- Rainer Jacob: Übungsaufgabe 3 und 4 zum Prüfungsteil Lesen und Schreiben
Lösungen zur offiziellen Musterprüfung (Set 1 und Kommunikationsprüfung)
- Dorothee Just: Übungsaufgaben zum Hörverstehen
Lösungen zur offiziellen Musterprüfung (Set 2 und Hörverstehen)
Lösungen zu den Original-Prüfungsaufgaben (Hörverstehen)

Vorwort

Liebe Abiturientinnen und Abiturienten,

mit dem Jahrgang **2024** gab es eine Änderung der Aufgabenformate in der **schriftlichen Abiturprüfung** im Beruflichen Gymnasium. Dieser Band bereitet Sie optimal auf die **neuen Aufgabenformate** im Fach Englisch vor.

Damit Sie gut trainiert in Ihr Abitur gehen, stellen wir Ihnen zahlreiche **Übungsaufgaben** zu den Prüfungsteilen **Hörverstehen** sowie **Lesen und Schreiben** bereit. Die Übungsaufgaben umfassen Aufgabenformate und Textsorten, die Ihnen in der Prüfung begegnen können. Anhand der **offiziellen Musterprüfung** können Sie schließlich auch eine komplette Prüfung durcharbeiten.

Im Bereich Hörverstehen eignen sich auch die **Original-Hörverstehensprüfungen** der Jahre **2021 bis 2023** zum Üben, da die Aufgabenformate auch denjenigen in der neuen Prüfung entsprechen.

Sie erhalten außerdem eine Beschreibung der Prüfungsziele sowie konkrete Lerntipps und sprachliche Hilfen für die effektive Vorbereitung. Detaillierte **Hinweise**, sowie im Teil „Lesen und Schreiben“ ausführliche **Beispiellösungen**, führen Sie an die erfolgreiche Bearbeitung der Aufgaben heran.

Lernen Sie gerne am PC, Tablet oder Smartphone? Auf den nächsten Seiten finden Sie Hinweise zu den digitalen Zusätzen zu diesem Band

Sollten nach Erscheinen dieses Bandes noch wichtige Änderungen in der Abitur-Prüfung vom Kultusministerium bekannt gegeben werden, finden Sie aktuelle Informationen dazu ebenfalls auf der Plattform MySTARK.

Viel Erfolg wünschen Ihnen

Rainer Jacob und Dorothée Just

Hinweise zu den digitalen Zusätzen

Auf alle digitalen Zusätze können Sie online über **MySTARK** zugreifen. Ihren persönlichen Zugangscode finden Sie auf der Umschlaginnenseite vorne im Buch.

PDF der Original-Prüfungsaufgaben 2024

Um Ihnen die Aufgaben der Prüfung 2024 schnellstmöglich zur Verfügung stellen zu können, bringen wir sie in digitaler Form heraus. Sobald die Original-Prüfungsaufgaben 2024 zur Veröffentlichung freigegeben sind, können sie auf der Plattform MySTARK heruntergeladen werden.



Hördateien

Über MySTARK können Sie sich außerdem die Hörverstehenstexte der Übungsaufgaben sowie der Abiturprüfungen ab 2021 anhören und zum Offline-Gebrauch herunterladen.



Interaktive Aufgaben

Im interaktiven Training „**Basic Language Skills**“ erhalten Sie Zugriff auf zahlreiche **interaktive Aufgaben** zu Grundlagen wie Hörverstehen, Leseverstehen und Sprachverwendung im Kontext. Dies sind ganz wichtige „Basics“, die Sie für eine gute Sprachbeherrschung brauchen.



Das Prüfungstraining „Basic Language Skills“ bietet Ihnen:

- „**Listening**“ – authentische Hörtexte mit vielfältigen Aufgaben, die Ihr Hörverstehen testen
- „**Reading**“ – abwechslungsreiche Lesetexte und dazugehörige Aufgaben
- „**English in Use**“ mit gemischten Aufgaben rund um den Gebrauch der englischen Sprache

- Alle Aufgaben sind interaktiv, d. h., Sie können sie direkt am PC bearbeiten und erhalten sofort eine Rückmeldung zu Ihren Antworten.

Lernvideos

Mithilfe der **Lernvideos zum richtigen Umgang mit Textaufgaben** können Sie sich optimal auf die Anforderungen in diesem Bereich vorbereiten. Am Beispiel von zwei Texten mit je drei Aufgabenstellungen wird gezeigt, wie man an Textaufgaben herangeht und sie erfolgreich löst.



Die Lernvideos beinhalten:

- **Schritt-für-Schritt-Anleitungen** zum richtigen Vorgehen anhand exemplarischer Aufgabenstellungen
- **Sachtext** als Grundlage
- nützliche Hinweise zu **häufigen Operatoren** und **Zieltextsorten**

Web-App „MindCards“

Mit der Web-App „**MindCards**“ können Sie am Smartphone Vokabeln lernen. Auf diesen interaktiven Karteikarten finden Sie hilfreiche Wendungen, die Sie beim Schreiben von Texten oder im mündlichen Sprachgebrauch einsetzen können.



Scannen Sie einfach die QR-Codes oder verwenden Sie folgende Links, um zu den „MindCards“ zu gelangen:
<https://www.stark-verlag.de>

Kurzgrammatik

In der Kurzgrammatik werden alle wichtigen grammatischen Themen knapp erläutert und an Beispielsätzen veranschaulicht. Sie können die Kurzgrammatik als pdf herunterladen.



Hinweise und Tipps zur Abiturprüfung

1 Struktur der schriftlichen Abiturprüfung

Die **schriftliche Prüfung** besteht aus einem **schriftlichen Teil** und einer **Kommunikationsprüfung**.

Die Arbeitszeit für den schriftlichen Teil beträgt 240 Minuten und es können insgesamt 60 Verrechnungspunkte erreicht werden. Als Hilfsmittel steht Ihnen ein einsprachiges Wörterbuch zur Verfügung. Damit Sie von dieser Möglichkeit sinnvoll Gebrauch machen können, ist es nötig, dass Sie sich mit dem an Ihrer Schule zugelassenen Lexikon vertraut machen und die Verwendung einüben.

Die Aufgaben im schriftlichen Teil sind folgendermaßen gegliedert:

- Teil I: Hörverstehen
- Teil II: Lesen und Schreiben

Teil I: Hörverstehen

Bei den Hörtexten in der schriftlichen Prüfung handelt es sich um authentische monologische oder dialogische Texte. Die Texte werden immer zweimal vorgespielt. Es kann sich dabei z. B. um Podcasts, Interviews oder Radioreportagen handeln. Anhand der dazugehörigen Aufgaben wird geprüft, ob Sie die Hauptaussagen eines Hörtextes verstehen (globales Hören – *listening for the gist*) oder die Details Aussagen (selektives Hören – *listening for detail*), aber auch, ob Sie die implizite Bedeutung eines Textes erschließen können (inferierendes Hören – *infer meaning*).

Teil II: Lesen und Schreiben

Die Aufgaben beziehen sich auf einen längeren englischen Sachtext von maximal 800 Wörtern. In diesem Teil gibt es **zwei Sets** (mit jeweils einem eigenen Lesetext) zur Auswahl, die beide in drei Aufgaben unterteilt sind. Thematisch beziehen sich die Aufgaben auf die Lehrplaneinheiten Landeskunde und Arbeitswelt. Zu den wichtigsten Themen gehören unter anderem:



Hörverstehen ▪ Übungsaufgabe 1

Baden-Württemberg ▪ Berufliches Gymnasium ▪ Englisch

Renting a house or apartment

Listen to four young people talking about renting a house or apartment. Match each speaker (1 to 4) with one of the statements (A to G) by putting the corresponding letter into the correct box. For each speaker there is only one correct answer. There are three more options than you need.

The speaker ...

- A** was happy that they found a cheap, cosy apartment with a spacious garden and a big office.
- B** had a problem with the owner of the house and told him they were moving out.
- C** first thought they found their dream house, but now regrets the decision to move in.
- D** isn't renting yet and feels as if the situation will never improve.
- E** did something new by renting out a flat for holiday-makers.
- F** found a very caring landlord who put a lot of effort into making the apartment homelike before they moved in.
- G** moved back home in order to be able to afford the high costs of living.

Speaker	1	2	3	4
Statement				

Speaker 1

- 1 We saw the ad in the summer, in about July, I think, but we weren't really serious about moving then so we didn't even go and see it. It wasn't until November when they re-advertised it that we got in touch with the agency and had a look. They'd put the price down since the summer too, I suppose because it had been empty so long, so
5 that made it more affordable for us which helped us make up our minds. It was perfect – a bigger garden for the kids and enough space for an office. In winter it was lovely, very cosy, in fact, which is important to me as I really feel the cold, whereas my husband will open a window when it's minus temperatures outside! Anyway, in July when summer really started and we had that heatwave, we understood why no one had wanted
10 to rent it over summer. It was boiling! All those lovely big windows that made the flat so light and open were like a greenhouse as soon as it got warmer. From about 8 in the morning until 7 in the evening, it was like living in a sauna! We couldn't stand being at home, and weekends were especially bad. No air conditioning, of course. If only we'd gone to see it when it was first advertised in July, we'd never have moved in!

Speaker 2

- 15 I always rent apartments when I go on holiday, rather than staying in hotels. Hotels are so impersonal, aren't they? This way you get to feel like you really live in the place you're visiting. It's the first time I've done it the other way round, though, and rented out my place ... but it seemed like a good way of making some extra money. The website is really easy to use and they only charge five per cent commission, which is lower
20 than a lot of the other holiday rental sites. It's all about the photos and the reviews. Get the photos right and the place can look really upmarket and spacious, but you don't want to make it look too much better than it really is or you end up with a bad review. It's better to undersell and overdeliver so guests are pleasantly surprised and leave an extra positive review. So far, I'm averaging three stars because of one bad review that
25 brought my average down from four and a half stars, but hopefully I'll get it back up during the busy season.

Speaker 3

- Buying a house seems so far out of my reach it's almost impossible, as it is for loads of people my age these days. My parents always told me renting was throwing money away, but it was different in their day. Then people could afford to buy a house on a
30 normal salary, but nowadays house prices are so high and no bank will look at you unless you've got a huge deposit. The problem with my dream of buying is that it's never going to come true. Not unless my parents help me out, but I've got two sisters and we're all in the same position. At least they've both got good jobs. Not good enough to buy a house, but at least they can afford to rent places of their own in nice
35 areas. I just don't earn enough to rent around here. Even if I get promoted to manager, it'll be tough to find somewhere unless I share, and call me fussy, but there aren't that

many people I want to share a bathroom and kitchen with. Some days I think I'll be stuck living with my parents forever – even renting is like a dream to me.

Speaker 4

At first our landlord was really helpful, couldn't do enough for us. You hear stories of
40 nightmare landlords and we felt like we were really lucky, or so we thought anyway.
He redecorated the whole place, from top to bottom, and let us keep all the bills in his
name so we didn't have the bother of contacting all the companies ourselves. He even
offered to come round and do the gardening as he knew we both worked long hours
and might not have time. That's where the problems started now I look back. Then
45 he'd pop round 'just to check everything's OK for you' once a month, then twice a
month. Soon he was coming every week with some excuse or other. In the beginning
we'd invite him in for tea, but it was only encouraging him, so when we realised, we'd
try to have the conversation on the doorstep instead. It got so bad we pretended to be
on our way out if we saw him coming up the path. We'd grab our coats and walk round
50 the block until he'd gone. I don't know if he was just lonely or just didn't trust us not
to ruin his precious house. In the end we gave our notice and found somewhere else.
It's a shame because we really loved that house, but at least it's more peaceful in the
new place.

Adapted from: British Council, <https://learnenglish.britishcouncil.org/skills/listening/advanced-c1/renting-a-house>

TIPP

This task tests your ability to grasp the general content of a text, so you need to pick out the relevant information. Read the statements carefully – in the texts synonyms are used, which may distract you. While listening, do not focus on every single word. Content is often repeated in several ways and with different expressions.

- **zu Speaker 1 – C:** "It was perfect ..." (l. 5), "If only we'd gone to see it when it was first advertised in July, we'd never have moved in!" (ll. 13 f.)
The speaker first mentions her positive impression of the flat (e. g. ll. 6 f.: "bigger garden", "enough space", "cosy"), which could hint at statement A, but later she clearly points out that they "couldn't stand being at home" (ll. 12 f.)
- **zu Speaker 2 – E:** "It's the first time I've done it the other way round, though, and rented out my place ..." (ll. 17 f.) Here, the mentioning of "renting out" is the key to the correct solution.

- **zu Speaker 3–D:** “Some days I think I’ll be stuck living with my parents forever – even renting is like a dream to me.” (ll. 37 f.)
The speaker still seems to live with her parents (“stuck living with my parents”) and does not mention moving back in with them (as in statement G).
Moreover, she is not talking about the high costs of living in general (as also mentioned in statement G), but about high rents and the impossibility of buying a house.
- **zu Speaker 4–B:** “In the end we gave our notice and found somewhere else.” (l. 51) Although the speaker talks about a caring landlord, which could point towards sentence F, he later talks about “problems” (l. 44) and that “it got so bad” (l. 48).

Speaker	1	2	3	4
Statement	C	E	D	B



Lesen und Schreiben ■ Übungsaufgabe 1

Baden-Württemberg ■ Berufliches Gymnasium ■ Englisch

Aufgabe 1: Integrierte Aufgabe zum Leseverstehen

Outline the problems women in politics are faced with according to the author as well as the solutions she presents.

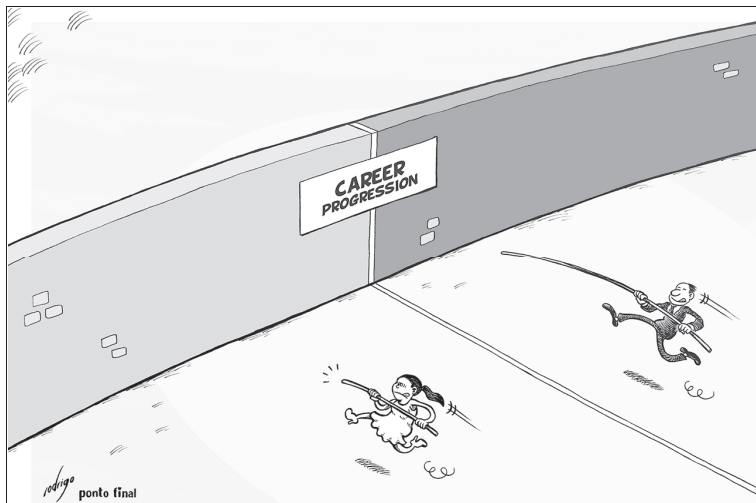
Aufgabe 2: Textanalyse

Analyse the means and strategies the author employs in order to convey her attitude towards Jacinda Ardern's resignation.

Aufgabe 3: Erörterung/Stellungnahme

3.1 Textbezogen und materialbezogen

Comment on the author's statement "No wonder Jacinda's knackered" (ll. 58/59), also taking into account the message of the cartoon.



Rodrigo de Matas/ Cartoon Movement

3.2 Themenbezogen

One year after your exams you are asked by your school to give the graduation speech for the next graduates. Write the script for your speech assessing the chances and challenges young people face in the 21st century. Put a special focus on gender imbalances.

1 Jacinda Ardern has no gas left in the tank to continue as the prime minister of New Zealand. Her resignation speech was the sort of rare and dignified moment that we have come to expect from her, as a woman who presented the world with the kind of leadership that uniquely leant on her emotional intelligence. I’ll miss her tone and
5 grace. She leaves a legacy she can be proud of.

I have been thinking about what burned the fuel that she relied on to govern.

Firstly I have no doubt that she felt the constant guilt that pretty much every woman in the world feels the moment they evacuate their womb of a child. Even the Mary Poppins³-style perfect, Instagram-polished mothers of the world fret that something
10 they do will harm their child in some way. I asked my husband, who has always been our son’s primary carer, if he ever felt guilty for missing a school play or staying late at work. He looked at me baffled; the concept was lost on him. He just thinks, “I had to go to work,” and that’s the beginning and end of that moral maze for him. For me, there is a constant torture and self-loathing about how my choices might affect them.
15 No matter how I try to push away the societal grooming, it is always there. For Ardern there will have been column inches aplenty to keep the torture prickling her skin.

This is not to say that most working women don’t just push through this: they do so every single day in every single workforce in the country. It just burns up fuel, fuel that others don’t need to spend. It is tiring and saps our bandwidth.

20 The pressure pushed on to working women is tiring enough without it being amped up by being a public woman – and the worst of all offences, to some, a political woman. The thing that burns my fuel to the point of a flashing emergency light and a blaring alarm is the abuse and threat of violence that has become par for the course for political women. Jacinda Ardern will have suffered this mercilessly. Today, colleagues and admirers discussed the extent to which that constant threat of abuse contributed to her
25 burnout.

Those threats came from many sources, too: people who hate progressive women and believe they are damning masculinity; anti-vaxxers⁴ outraged by her tough Covid stance; those with a general loathing of all politicians.

30 Combine the two fuel burners and what you end up with is the terrible guilt, fear and shame that decisions you have made in your career, or your political stances (no matter how much you believe in them), put your children, loved ones and employees in danger.

Moments before I started writing this, I spoke to a woman who works for me who
35 told me she wouldn’t be in work on a particular day because she had to give evidence in court after an incident in my office. She was not the target: it was me. When my children at school have to answer questions from their classmates about stances I have taken, or are told hateful and untrue things that have been published about me, or when they act hyper-vigilantly in public crowds, aware of the threat to us, my heart breaks
40 and more fuel burns up.

No doubt this is something all men and women in political life experience. However, studies show that the level of violence – often sexualised violence – and the threat

that female politicians face is incomparable. I am used to it. I wish I wasn't; but I also wish I was a size 10. But I will also never get used to the effect it has on other people; 45 it is so very tiring. It's just something else I have to consider on top of worrying about policy and details, and fallout, and loyalties. It burns fuel.

What can we do about it? Like Jacinda, I believe the answer is being honest about the fact that politics is an emotional not a bureaucratic game. And constantly pushing for a more empathetic political environment, which will be brought about by having 50 more female leaders and politicians, not fewer.

I am not so idealistic as to think politics is going to change its stripes in my time. But we must build the structures into our politics and our media that damn and criminalise the perpetrators of this abuse, and those who make massive profits from spreading it. We must create support structures female politicians and activists can lean on 55 without being seen negatively or as weak.

Alas, even as I pen my suggestions for change, I know that it is women who will have to do the labour to achieve it, just like we always do. This work takes more fuel – fuel others don't have to use up in the pursuit of a political life. No wonder Jacinda's knackered. (825 words)

Jess Phillips: Women suffer guilt, abuse and disapproval. No wonder Jacinda Ardern is knackered, <https://www.theguardian.com/commentisfree/2023/jan/20/women-guilt-abuse-disapproval-jacinda-ardern>, Copyright Guardian News & Media Ltd 2023

Wortangaben:

- 1 Jess Phillips: *1981, British Labour MP since 2015
- 2 Jacinda Ardern: *1980, Prime Minister of New Zealand from 2017 to 2023, when she voluntarily resigned from her post
- 3 Mary Poppins: a wonderful nanny with magical skills, the protagonist of a novel series, which was later turned into a musical
- 4 anti-vaxxer: someone who is sceptical about or opposes vaccination

1

TIPP

This assignment requires you to focus on two aspects of the text: the problems women in politics face on the one hand and the proposed solutions for these problems on the other. While reading, you should highlight these aspects and then rephrase them in your own words. Also write a short introduction, in which you name the basic facts about the article you are to summarise.

You could mention the following points:

- problems women in politics face:
 - constant guilt that they are not doing enough for their children (cf. ll. 7–14)
 - societal scrutiny (cf. ll. 15/16)
 - women suffer harassment for being in politics (cf. ll. 22–24)
 - fear that family or co-workers might suffer by proxy (cf. ll. 30–33)
 - exhausting especially for women; men do not experience it at the same level (cf. ll. 10–13, 41–43)
- proposed solutions:
 - changing the perception of politics: significance of emotions (cf. ll. 47/48)
 - working towards a respectful atmosphere in politics by increasing the number of women (cf. ll. 48–50)
 - on a societal level, not only should harassing female public figures be condemned but also its propagation in the media (cf. ll. 52–54)
 - the need for support should not be perceived as a weakness; instead, there should be standard practices to assist people in times of crisis (cf. ll. 54/55)
- conclusion: Phillips warns that these changes will only come about if women take on the extra responsibility to promote them (cf. ll. 56/57)

In her article “Women Suffer Guilt, Abuse and Disapproval. No Wonder Jacinda Ardern Is Knackered”, which was published in the Guardian in January 2023, Jess Phillips describes problems women in politics are faced with. She also offers ideas on how to tackle these issues.

introduction

Her central argument is that the price men and women pay for being politically active is essentially different: While men’s involvement is generally accepted, women suffer societal scrutiny or even harassment for dedicating their lives to politics. As a consequence, female politicians have to expend much more mental energy than men because, in addition to their workload, they also fear that their co-workers or family could be made responsible for their political decisions and thus suffer by proxy. Above that, women with children are often made to feel constantly guilty that they are not fulfilling their maternal role in an acceptable way, which is aggravated by

problems women
in politics face

The exasperation behind this realisation, which is further stressed by the introductory expression “Alas” (l. 56), puts into new focus the main cause for Ardern’s resignation, namely her exhaustion from the double burden of her political responsibilities as well as the family role society expects of her. This is reflected in Phillips’ choice of words: regardless of whether she refers to her own fatigue or Ardern’s, the author’s language is highly figurative, playing mainly with the theme of “fuel”. Not only does she assume that Ardern “has no gas left in the tank” (l. 1) or reflect on “what burned the fuel that she relied on” (l. 6), she also compares the energy women in politics have to expend to fuel several times (e. g. ll. 18, 22, 40, 46) and the multiple problems they face, like societal scrutiny and outright harassment, to “fuel burners” (l. 30).

figurative language to convey exhaustion

She concludes by repeating her argument that it is especially the double standards that affect men and women differently that drive women to exhaustion: Figuratively speaking, women need more fuel than men (cf. ll. 18/19, 57/58). Politics is strenuous anyway, as the enumerations in lines 36 to 39 and line 46 show, but for women the burdens are even heavier. This is further stressed by the use of very drastic metaphorical language, such as the constant “torture” (l. 16) of society’s expectations or the “flashing emergency light and [...] blaring alarm” (ll. 22/23) that signify the severity of the problem.

double burden on women

In a way, Jess Phillips’ article sounds rather resigned. She makes it clear that in the current political and social climate, a decision like Jacinda Ardern’s to step down from her post as prime minister is completely understandable and almost unavoidable. Yet, by also clearly expressing her regret about this development (cf. ll. 4/5), Phillips urgently appeals to society for change, even if it might take a long time (cf. l. 51).

conclusion

(897 words)

3.1

TIPP

For this assignment, you are supposed to verbalise your own attitude towards the author’s statement as well as to the given cartoon, which supports and also broadens the message of Jess Phillips’ text. Accordingly, you should start by making up your mind as to your own position. If you agree with Jess Phillips and the cartoonist, find arguments and examples why. You should also go beyond the text and include your background knowledge to do so. Of course, you could also decide to disagree although finding arguments might be a bit harder in that case, as the article and cartoon already guide you in a certain direction. When it comes to putting forward your opinion, be careful not to ramble but focus on the text and the cartoon respectively and give your opinion in a structured and logical way.

The sample solution mentions the following points:

- introduction: general agreement with Jess Phillips' point of view
- message of Phillips' article summarised:
 - Ardern's exhausting position as one of few female political leaders
 - particularly difficult to juggle society's expectations of a working mother
- description and interpretation of the cartoon:
 - man and woman in pole vaulting competition, where the wall symbolises career progression; man has larger pole than woman
 - message: career progression is made more difficult for women
- arguments which prove the message of the cartoon (and the article) right:
 - employers often more reluctant to hire or promote women
 - pressure on working mothers (both from the inside and the outside)
 - traditional male dominance in the world of business hinders women's career progression
- concluding comment on the message of text and cartoon: disparity of opportunities for men and women
- conclusion: real equality has not been reached yet

In her article for *The Guardian*, Jess Phillips expresses sympathy for Jacinda Ardern's decision to step down from her post as prime minister of New Zealand. According to her, society almost forced her to come to this point of exhaustion, which is an opinion I would agree with.

Throughout her premiership, Ardern was not only faced with the challenges of leading the country, overseeing the government's policies and programmes and managing New Zealand's relations with other countries, but also had to come to terms with being one of the few women on the stage of international politics. According to Phillips, this role constituted an asset as well as an obstacle for Ardern. On the one hand, she claims that Ardern's distinct style of leadership benefited New Zealand's politics by allowing emotions and empathy to play a part in the office of prime minister. On the other hand, Phillips points out that not only Ardern's gender, but also her double roles as politician and mother meant that she had to work twice as hard as her male counterparts to be accepted in her position. This is an observation that many women will be able to confirm. While on the surface our society seems to have achieved gender equality, offering equal educational opportunities to girls and boys alike, once a woman enters the job market, she will hit obstacles unnoticed by her male colleagues. The cartoon illustrates this perfectly: On the surface, both candidates seem to face the same challenge in their career progression, but the woman's chance of overcoming the barrier is hampered by the significantly shorter pole she has. Thus, even though she actually seems slightly ahead (defying

introduction

message of Phillips' article

description and interpretation of the **cartoon**

her heels and dress), the man she is competing with will probably take the barrier first, or at least with less effort than her. She is literally going to hit a brick wall in her attempt to rise, and if she ultimately manages to vault over the wall, the effort will have cost her considerably more energy than her male competitor.

In reality, the shorter pole can take many forms – women are held back from rising in their professional life in multiple ways. To start with, employers prefer to hire men because they supposedly are less likely to go on prolonged paternity leave. As a result, the expectation that women might focus less on their careers than on family encumbers their progression from very early on. Working mothers are expected not to work full time, which reduces their opportunities to present themselves for promotion and limits their salary as well as their retirement pay.

You could say that this is a question of priorities and that part-time workers put their offspring before their career voluntarily. Unfortunately, however, even if women do choose a career, they might not be totally happy with their decision because deep inside, many of them will feel a nagging sense of inadequacy, draining them of their energy and preventing them from focusing on their goals as much as men can. This sense is either applied from the outside by a society that still scrutinises women for pursuing their personal goals instead of focusing on care work, or by women themselves because they have subconsciously imbibed these societal values.

Even women who remain childless often encounter a metaphorical glass ceiling in the world of business that prevents them from advancing in their career in the same way their male colleagues do. The reasons for this are very complex, but prejudices as well as tradition and so-called old boys' networks certainly play a role. As long as most positions of power are still filled with men, the indirect or direct discrimination against women will probably continue.

As a consequence, a majority of women will have experienced inequality in their career progression and especially working mothers will be able to empathise with Jess Phillips' experience when she describes a constant feeling of guilt over neglecting her children and a sense of exhaustion from a double mental load her partner is totally unused to. His plans and ambitions are not hampered by social expectations of his behaviour. Admittedly, there is a growing number of men who try to break out of these stereotypical roles, and many of them suffer the same social backlash as women: they forgo career opportunities and lose pay. But still – to stay in the context of the cartoon – by and large men are allowed to choose the height of the walls and the length of the poles they use to vault themselves. The sky is their limit.

arguments:
employers' reluctance to hire or promote women

pressure on working mothers

traditional male dominance in the world of business

concluding comment: disparity of opportunities

Considering these disparities, it is too early to celebrate gender equality because women are still subject to scrutiny concerning their private and professional lives. Multiple women are up against exhaustion every day, and Jacinda Ardern's resignation has finally made this glaringly obvious. Let us hope that this will serve as a wake-up call that our society's double standards need to change – not only in politics, but for all women, in the job force as well as in their roles as carers: No woman is automatically destined to be a mother and housewife first and a career woman second, but the full set of opportunities should be extended to everyone and all duties, professional as well as domestic ones, should be shared equally among the genders.

conclusion

(884 words)

3.2

TIPP

This creative assignment is more open than 3.1. You are not required to refer to the original text, but of course you may draw on ideas from it as well as on your background knowledge. When it comes to content, make sure you mention both chances and challenges young people in the 21st century face. While you might be tempted to concentrate on the challenges, as they are also the main focus of the article you have read, do not forget the fictional celebratory occasion for which you write your text. You are required to assume the role of a speaker at a graduation ceremony, so you should not only talk about negative things but also praise and encourage your listeners. Also pay attention to the formal requirements of a speech, such as the correct way of addressing your audience or the use of stylistic devices to keep the attention of your listeners. Although a genuine speech would not be put down on paper word for word, you should make sure to write complete sentences and use an appropriate register. Do not forget to wrap your speech up by referring to your listeners' situation again.

The sample solution is structured in the following way:

- address to the audience
- introduction: reference to the situation of the graduation ceremony
- chances in the 21st century
- challenges the graduates face, with a focus on gender imbalance:
 - elaboration on imbalances: female perspective
 - elaboration on imbalances: male perspective
- graduates' chance to change the world for the better
- (humorous) conclusion
- greeting

Dear graduates,

address

I feel honoured to be standing here before you today as you celebrate your graduation. Congratulations to each and every one of you for

introduction:
reference to the situation

Offizielle Musterprüfung
Baden-Württemberg ■ Berufliches Gymnasium ■ Englisch



TEIL I: HÖRVERSTEHEN

25 VP

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

Task 1: 3D printing

5 BE

You will hear five speakers talking about technique and the applications of 3D printing. While listening, match the headings A to G with the speakers 1 to 5. There are two more headings than you need.

You now have time to read the assignment.

	Heading
A	trivial application
B	various processes
C	technical problems
D	environmental impact
E	dangerous perspective
F	empowered individuals
G	prestigious personalisation

Speaker	1	2	3	4	5
Heading					

Now listen to the recording again.



TEIL II: LESEN UND SCHREIBEN (AUFGABENSATZ A)

Text

Call for global treaty to end production of ‘virgin’ plastic by 2040

- 1 *Scientists say agreement must cover extraction of raw materials and pollution that blights seas and land*

A binding global treaty is needed to phase out the production of “virgin” or new plastic by 2040, scientists have said. The solution to the blight of plastic pollution in the
5 oceans and on land would be a worldwide agreement on limits and controls, they say in a special report in the journal *Science*.

Since the 1950s about 8bn tonnes of plastic has been produced. The effects are everywhere. One of the report’s authors, Nils Simon, said: “Plastics are ubiquitously found in increasing amounts worldwide, including in terrestrial environments and even
10 inside the human body.” The authors say the very properties that have made plastic an apparently essential modern material also make it a serious environmental threat.

Science senior editor Jesse Smith writes: “As for much new technology, their development and proliferation occurred with little consideration for their impacts, but now it’s impossible to deny their dark side as we confront a rapidly growing plastic
15 pollution problem. The time for preventing plastic pollution is long past – the time for changing the future of plastic in our world, however, is now.”

The report calls for a new global treaty “to cover the entire lifecycle of plastics, from the extraction of the raw materials needed for its manufacture to its legacy pollution”. The largest proportion of plastic waste comes from packaging materials (47 %),
20 while textiles are responsible for 14 % and transport 6 %. Each year, 3 % of worldwide plastic waste ends up in the oceans; in 2010 that amounted to about 8m tonnes of plastic.

Yet plastic production has continued to increase. In 2019, 368m tonnes of newly made, or virgin, plastics were produced. By 2050, the production of new plastic from fossil fuels could consume 10–13 % of the remaining global carbon budget permissible
25 to ensure temperatures rise to no more than 1.5 C above pre-industrial levels as required by the Paris climate agreement.

Simon calls for a binding global treaty to:

- Phase out the production of newly made or virgin plastic by 2040.
- Create a circular economy for plastic, incentivising reuse and refill and the elimination of substantial volumes of plastic pollution.
- Start a worldwide clean-up of plastic waste.

“Plastic pollution poses a considerable, even though not yet fully understood, threat to the environment, species, and habitats, as well as to cultural heritage,” said Simon. Its social impacts include harm to human health, in particular among vulnerable communities, and it comes with substantial economic costs affecting especially regions depending on tourism.
35

“Addressing these challenges requires a transformative approach that facilitates measures to reduce production of virgin plastic materials and includes equitable steps toward a safe and circular economy for plastics.”

40 Cleaning up the vast plastic waste footprint spread across the world requires the targeting of clogged waterways, drains and sewers in many developing countries that do not have rubbish collection services and where creating and boosting waste management services would be necessary. Producers of plastic would also be required to contribute to help fund clean-ups in some countries.

45 The impact of plastic pollution on the environment could trigger negative impacts which are irreversible, the report’s authors warned. Matthew McLeod and his colleagues warned the plastic pollution of the oceans and land is at a rate which cannot be tackled by any cleanup, particularly when it affects remote areas. What is required is curtailing the emissions of plastic to the environment as rapidly and comprehensively
50 as possible, they say.

A report by the NGO *Tearfund* last year revealed that just four companies, Coca-Cola, PepsiCo, Nestlé and Unilever were responsible for more than half a million tonnes of plastic pollution in six developing countries each year, enough to cover 83 football pitches every day. Report authors Sarah Kakadellis and Gloria Rosetto say plastic
55 waste is poorly managed and that by 2050 as much as 12,000m tonnes of it is likely to have accumulated in landfills or the natural environment.

The scandals of plastic waste exports to developing countries were one example of the failure of mechanical recycling as an answer to the plastic pollution problem, said Kakadellis and Rosetto.

60 “Technology alone will not and cannot solve the plastic pollution crisis,” said the authors. “No silver-bullet solution exists for the multifaceted nature of plastic pollution. The answer instead lies in a blend of approaches ... from a strong regulatory framework and the investment in effective waste collection and management infrastructure to the development of polymer chemistries, life-cycle design, and consumer
65 behaviour.” (763 words)

Sandra Laville: Call for global treaty to end production of ‘virgin’ plastic by 2040, <https://www.theguardian.com/environment/2021/jul/01/call-for-global-treaty-to-end-production-of-virgin-plastic-by-2040>, © Guardian News & Media Ltd 2033

Aufgabe 1: Integrierte Aufgabe zum Leseverstehen

Summarize the dangers and threats of plastic production and plastic waste mentioned in the text. Use your own words.

Aufgabe 2: Textanalyse

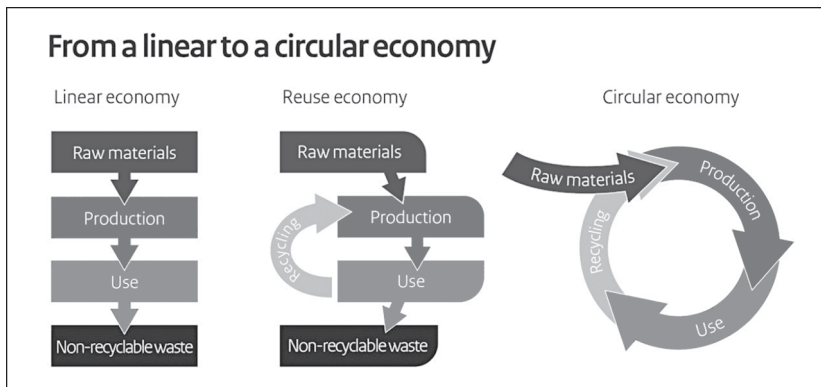
Analyze the means the author uses to show the urgency of the plastic pollution problem.

Aufgabe 3: Erörterung/Stellungnahme

3.1 Textbezogen und materialbezogen

“Consumers are powerless when it comes to fighting plastic pollution.”

Assess this statement also considering the information given in the graph and the text.



© Government NL

3.2 Themenbezogen

During the 2021 climate conference in Glasgow an agreement was signed by many countries to end deforestation by 2030.

You are taking part in a youth conference on climate action. At this conference, the effectiveness of this treaty is discussed. It becomes clear that individuals have to play a part in the fight to end deforestation.

Write a speech in which you appeal to the audience to support the fight against deforestation through their consumer behaviour.



Tandemprüfung – Topic: Artificial Intelligence (Partner A)*

MONOLOGUE

You are a guest on a talk show that is discussing new developments in science and technology. Give a 5-minute presentation on Artificial Intelligence (AI) based on the following quotation, the cartoon and the graph.

In order to prepare your presentation you should consider the following tasks:

- explain and comment on the quotation
- describe and analyze the cartoon and refer it to the quotation
- describe and analyze the graph

Quotation

“Society expects autonomous vehicles to be held to a higher standard than human drivers.”

(Professor Amnon Shashua)

Cartoon



© Larry Lambert/Cartoonstock



TEIL II: LESEN UND SCHREIBEN (AUFGABENSATZ A)

Aufgabe 1: Integrierte Aufgabe zum Leseverstehen

TIPP

The assignment requires you to summarise the main points of the article, which means shortening the original text by concentrating on the aspects asked for: the dangers and threats of plastic pollution and plastic waste. Before you start writing, read the text carefully several times, highlighting the relevant parts. Mark passages which are not yet clear to you for later revision. Start your summary with an umbrella sentence including the title, author and topic of the original. Do not quote or copy from the text, use your own words, and avoid adding your opinion or interpretation. Use the present tense (simple form).

introduction: title, author and source

main part: the dangers and threats of plastic production and plastic waste

- damage to the environment
- danger to people's health, especially in poorer countries
- export of plastic waste by industrial nations
- massive plastic pollution also in oceans
- production of plastic contributes to CO₂ emissions

conclusion: only by a mix of measures can those dangers and threats be reduced

In her article in *The Guardian*, “Call for a global treaty to end production of ‘virgin’ plastic by 2040”, the author, Sandra Laville, reports that scientists and researchers demand the production of new plastic to be stopped in view of the dangers and threats created by plastic pollution.

The problem lies in the fact that plastic is produced in large quantities and can be found everywhere, having a damaging effect on the environment and the health of the population in poorer countries, in particular. These parts of the world, and above all the tourist centres, are hit especially hard because they lack proper waste management. The problem is exacerbated by the industrialised nations, who export their plastic waste to developing countries and by multinational companies, who further contribute to plastic pollution by selling their products there.

Plastic pollution is not only a major issue on land, but also at sea, where it endangers marine life. Furthermore, plastic contributes to the emission of CO₂ as it is made of fossil fuels, thus making it more difficult to reach the goals of the Paris climate agreement.

introduction

reference to
source and topic

main part

damage to
environment and
people's health

made worse by
plastic export

effect on the
oceans

contributing to
CO₂ output



TEIL I: LISTENING COMPREHENSION

10 VP

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

Task 1: "Focus on Africa"

6 BE

Preparation time: 45 seconds

You will hear six statements about the BBC radio programme „Focus on Africa“. Choose from the list (A–G) which heading best applies to which statement (1–6). For each statement, there is only one correct answer. There is one more heading than you need.

	headings
A	Internal debates
B	Greater reliability
C	Ordinary opinions
D	Historical situation
E	Under investigation
F	Despite resentment
G	Recent advancements

Statement	1	2	3	4	5	6
Heading						

Now listen to the recording again.

TIPP

You do not have a lot of time to read through the task. However, use your dictionary to look up words from the task in order to fully understand what you need to listen to. Also highlight a buzzword for each description given. While listening, note down words that might fit one of the descriptions. This listening comprehension takes its complexity not only from the level of sophistication of the audio files, but also from the speed in which you have to solve the tasks.

- **1–D:** Historical situation: The year 1960 is given (cf. l. 1), when several African countries gained independence, and it is mentioned that people in the whole of Africa were now able to hear “their stories” (l. 2) on the radio.
- **2–B:** Greater reliability: The buzzword here is “reliability” which hints to l. 5: “you can get the correct news”.
- **3–C:** Ordinary opinions: Here, it’s not about the opinions of stars or politicians, but about what normal, ordinary people think: “through the eyes of actual people [...] the people that are affected by these things.” (ll. 10 ff.)
- **4–G:** Recent advancements: “advancements” can be equated with “We have embraced new technology” (ll. 13 f.), such as “digital platforms, [...] mobile phones, [...] website, [...] live and on demand” (ll. 15 f.)
- **5–A:** Internal debates: The buzzword “debates” hints towards a synonym mentioned by speaker 5, which is “heated conversation” (l. 19).
- **6–F:** Despite resentment: Speaker 6 mentions people who “would normally not agree to be interviewed by the BBC” (l. 23) because they see this broadcaster as an “imperialist organisation” (ll. 24 f.). They resent being interviewed by the BBC but not by local correspondents.

Statement	1	2	3	4	5	6
Heading	D	B	C	G	A	F

Transcript 2 The Founding of Google

1 **Farhana Haider:** Larry Page was from Michigan, Sergey Brin was born in Russia, both had academics as parents, and both came to Stanford to do computer science PhDs. When they met in 1995, California’s Silicon Valley was a place of possibilities.

5 **Tamara Munzner:** Everything was sort of bubbling and in ferment and everything was possible. And the amazing thing about the mid-nineties was, every single time you’d go to a party, you would get like multiple really amazing cool-sounding job offers. So I had to re-decide not to drop out of grad school every week. The start-up explosion was very pervasive, something like a quarter of all grad students at the time were doing start-ups. All the faculty had start-ups as well, so most of the Stanford professors at the time were already multi-millionaires from previous start-ups.

As a computer scientist, it was an amazing place to be.

SOUNDBITE

Farhana Haider: At Stanford, Tamara shared an office with Larry Page and three others.

Tamara Munzner: If you meet Larry, you meet Sergey because they always hung out
15 together. Even then, they were already very much the sort of dynamic duo.

Farhana Haider: I mean, they have famously said they found each other obnoxious when they first met, but what was your first impression of Sergey Brin and Larry Page?

Tamara Munzner: I'm not sure if obnoxious is exactly the first word I would use but let's just say they were really, really good at getting you sucked into arguments. I
20 mean, I do know that I learned how to program with headphones exactly so that I would not get sucked into every single argument that happened in the office, otherwise I never would have gotten anything done.

Farhana Haider: Page and Brin realized that when you're looking for a web page, you want it to be not only relevant but seen as valuable by previous users. So if, say,
25 you're searching for advice on how to bake a chocolate cake you don't just want lots of mentions of the word chocolate cake, you want the page which other people rate as the best chocolate cake page. This breakthrough idea called page ranking was inspired by the process of peer reviewing academic articles, which Page and Brin were familiar with from their parents. It needed a complex bit of mathematics
30 called an algorithm to work.

The algorithm was in a search engine called BackRub, which Page and Brin launched in 1996. BackRub was so popular that it regularly crashed the Stanford internet connection, but the founders thought it needed a new name. And during a brainstorming session that has become the stuff of tech folklore, they came up with
35 Google, and wrote it on their Stanford whiteboard. The word may or not have been an intentional misspelling of a mathematical term.

Tamara Munzner: It was yet another one of these long freewheeling discussions, that was, you know, like "Hey, what shall our new name be?" I do know that I came in the next day and I'm like, "oh my God, you guys, you spelt it wrong, what the hell",
40 because we're talking about g-o-o-g-o-l, googol, the mathematical thing, you know of the ten to the a hundred, not g-o-o-g-l-e. It turns out, Google had legs.

Farhana Haider: On September the 15th, 1997, the google.com domain was registered. Not long after, the first Google Doodle, the changes that are made to the Google logo to mark important occasions or celebrate important figures, appeared. It was a
45 burning man figure that was intended to let everyone know that both Page and Brin were at the festival in Nevada.

Tamara Munzner: Google did a lot of things that didn't feel corporate like this whole thing about the Google Doodles. You know, how there's these little pictures at the top. It really did start out where it was like, "Oh, we're going to be at Burning Man,
50 and we want people to know that like if the thing crashes we aren't going to be here to fix it for a while." So they made this little doodle of, you know this little sketch of the burning man thing for the Google logo, to sort of visually signify, "hey, we're going to be gone."



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