

2026

STARK
Prüfung

**MEHR
ERFAHREN**

Berufliches
Baden-Württemberg

Englisch

- ✓ Original-Prüfungsaufgaben
mit Lösungen
- ✓ Übungsaufgaben im Stil der
Prüfung



Inhaltsverzeichnis

Vorwort

Hinweise zu den digitalen Zusätzen

Hinweise und Tipps zur Abiturprüfung

1	Struktur der schriftlichen Abiturprüfung.....	I
2	Gewichtung der einzelnen Prüfungsteile.....	III
3	Praxistipps und sprachliche Hilfen zu den Aufgaben	IV

Übungsaufgaben zum Hörverstehen

Übungsaufgabe 1:	<i>Renting a house or apartment</i>	1
Übungsaufgabe 2:	<i>Floodings in the UK</i>	5
Übungsaufgabe 3:	<i>Happiness by design</i>	10
Übungsaufgabe 4:	<i>Protecting the climate</i>	14
Übungsaufgabe 5:	<i>Robotics</i>	17
Übungsaufgabe 6:	<i>Most adolescents do not exercise enough to stay healthy</i>	21

Übungsaufgaben zum Lesen und Schreiben

Übungsaufgabe 1:	<i>Jess Phillips, "Women suffer guilt, abuse and disapproval. No wonder Jacinda Ardern is knackered"</i>	25
Übungsaufgabe 2:	<i>Our 21st-century segregation: we're still divided by race</i>	38
Übungsaufgabe 3:	<i>Why media commentary is so crucial when opinions displace facts</i>	47
Übungsaufgabe 4:	<i>UNHCR and IOM call for a truly common and principled approach to European migration and asylum policies</i>	57

Offizielle Musterprüfung

Teil I: Hörverstehen	MP-1
Teil II: Lesen und Schreiben (Aufgabensatz A)	MP-5
Teil II: Lesen und Schreiben (Aufgabensatz B)	MP-8
Teil III: Kommunikationsprüfung	MP-11
Lösungen	MP-15

Original-Prüfungsaufgaben – Hörverstehen

Schriftliche Abiturprüfung 2021

Teil I: <i>Listening comprehension</i>	2021-1
Lösungen	2021-5

Schriftliche Abiturprüfung 2022

Teil I: <i>Listening comprehension</i>	2022-1
Lösungen	2022-5

Schriftliche Abiturprüfung 2023

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

Original-Prüfungsaufgaben

Schriftliche Abiturprüfung 2024

Teil I: <i>Listening comprehension</i>	2024-1
Teil II: Lesen und Schreiben (Aufgabensatz A)	2024-4
Teil II: Lesen und Schreiben (Aufgabensatz B)	2024-7
Lösungen	2024-10

Schriftliche Abiturprüfung 2025 www.stark-verlag.de/mystark

Sobald die Original-Prüfungsaufgaben 2025 freigegeben sind, können Sie darauf über die Plattform MySTARK zugreifen (Zugangscode vorne im Buch).



Hördateien

Übungsaufgaben 1–6, Offizielle Musterprüfung, Abiturprüfung 2021–2025

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)

Lösungen zu den Original-Prüfungsaufgaben (Lesen und Schreiben)

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** und der **Original-Prüfungsaufgaben ab 2024** 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 ab 2024 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 Dorothee Just

Hinweise zu den digitalen Zusätzen

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

PDF der Original-Prüfungsaufgaben 2025

Um Ihnen die Aufgaben der Prüfung 2025 schnellstmöglich zur Verfügung stellen zu können, bringen wir sie in digitaler Form heraus. Sobald die Original-Prüfungsaufgaben 2025 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.



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 zweisprachiges 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 üben.

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

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

your hard work, dedication and perseverance. This time last year, I was in your place, and I remember the feeling of elation: finally, you can take your lives into your own hands. The future is wide open! So, before you start the next chapter of your lives, I want to take a moment to reflect on the chances and challenges that young people face in the 21st century.

When I look at you, I see a group of young, gifted people impatient to try out their talents and accomplish their dreams. The world is your oyster! And never have young people had more opportunities before them than our generation. We are spoilt for choice. All the same I'd like to warn you – there are still challenges ahead you might not be aware of yet.

chances in the
21st century

True, we worry about climate change, international conflicts, financial crises and our chances on the employment market. But some of the most unexpected challenges you might encounter are the persistent gender imbalances that still exist in our society. Despite the significant progress that has been made in recent years, women continue to face systemic barriers that limit their opportunities and potential. It's no secret that the gender pay gap has still not been overcome, with women earning less than men for the same work in many areas. It is a blatant fact that women are underrepresented in leadership positions across all sectors, from art to business to politics.

challenges:
focus on gender
imbalance

How is this possible, with more girls than boys graduating from school with top grades? Shouldn't more women reach leading positions? Where do all the highly qualified women go? The simple answer is: More often than not, they go to several places at once and often work harder than their male peers. Apart from pursuing their career, they also carry around the mental as well as physical load of caring for children, friends or elderly parents. That can be highly rewarding on a personal level, but on a professional level, it is exhausting and financially costly. You cannot climb the career ladder as high and as fast as your competitors with a double burden on your back. You cannot progress as far as others if an invisible glass ceiling blocks your way. So, to all the young women before me today: be vigilant. You might have to work twice as hard as the young men sitting next to you to reach the same level of success.

elaboration on im-
balances: female
perspective

Admittedly, it's not just women who are impacted by gender inequality. Men, too, are affected by rigid gender norms that limit their ability to express themselves and pursue their interests freely, and they might suffer the consequences if they try to break out of traditional male role patterns. So, I think it would be in everybody's best interest if we try and break down ALL the barriers of gender expect-

male perspective

40 company, the venue would be more likely to be up for grabs. But an all-black locale still would probably be out of the question.

This isn't secret intel⁴: many blacks, whites, Latinos, and Asians seem to stick to these same guidelines, too, particularly in New York City, America's supposed great melting pot. There are still two Americas: one for brown people and one for whites,
45 and both are heavily segregated.

If our social worlds were more integrated, perhaps we would see it trickle down to the way we govern and the way we dispense justice⁵. Having some sort of connection, a shared experience is the only way I believe that we can get politicians, police officers, and everyday citizens [...] to truly understand race.

50 It may seem silly to connect major state and federal policies to something as simple as a night on the town, but our experiences are shaped not just by legalese⁶ and policy, but also by understanding and interacting with each other. Segregation in the 21st century is not just about being legally and physically separated, but about a cultural separation that still feels like it divides more than it binds.

Reniqua Allen, "Our 21st-century segregation: we're still divided by race", on: theguardian.com, 3 April 2013. <http://www.theguardian.com/commentisfree/2013/apr/03/21st-century-segregation-divided-race>, © Guardian News & Media Ltd 2023

Wortangaben:

- 1 to lurk: to wait quietly or secretly for sth to happen or sb to appear, usually with bad intentions
- 2 to permeate: to be present everywhere
- 3 knee-jerk reaction: way of automatically responding to sth
- 4 intel: short for intelligence, "insider" information acquired by well-informed sources
- 5 to dispense justice: to decide whether or not sb is guilty of a criminal act and how this person should be punished
- 6 legalese: all the special words and expressions that belong to the terminology of judges and lawyers

1

TIPP

Here you are supposed to outline a development, which means that you should summarise it concisely without quoting from the text. It might be helpful to structure your text by contrasting the state-enforced segregation of the 1960s with the “voluntary” cultural and individual segregation that the author claims exists today.

– segregation in the 1960s:

- prescribed by law
- Black and White people separated spatially

The words “Black” and “White” are capitalised in the following solutions to signal that they are not natural categories but social ones (for more background information on this topic see for example <https://www.theatlantic.com/ideas/archive/2020/06/time-to-capitalize-black-and-white/613159/>).

– segregation today:

- overt segregation in institutions
- self-imposed segregation in personal lives
→ more implicit, often not admitted
- tendency to surround oneself with people from the same ethnicity
→ impact on social and cultural life
- could be overcome through more interaction with people from other backgrounds

The article “Our 21st-Century Segregation: We’re Still Divided by Race” by Reniqua Allen, published on the website of *The Guardian*, is about segregation in the US. According to the author, segregation still exists in the 21st century but it is now a culturally motivated separation that people choose freely.

Up until the 1960s, segregation was prescribed by law: Black and White Americans were not allowed to eat at the same places or use the same toilets, for example.

While it is no longer state-enforced, the author claims that segregation is still found in public institutions, such as schools or prisons. Even more importantly, however, it exists in people’s private lives, impacting society and culture. The reason for this is that people tend to surround themselves with members of their own ethnicity and go to places where they are among “their own”. As this new segregation comes from the inside rather than the outside, people are likely to deny it because by admitting to its existence, they would have to admit that they contribute to the phenomenon as well.

On the other hand, the author claims that this kind of segregation could be overcome through individual effort, by means of common experiences and more social interaction with people from other racial backgrounds.

(211 words)

introduction:
source and topic

main part:
segregation
in the 1960s

segregation today

This analysis task is twofold: You should both present the author's attitude towards segregation and explain how she conveys it. Structure your answer with regard to content (her general assessment of the modern kind of segregation, her initial angry reaction, her blaming of herself) and support each point with evidence from the text.

- personal attachment to the subject:
 - use of first-person pronoun; reflection on her position as a Black person (cf. e. g. ll. 38/39)
 - repetition of “permeate” (ll. 9, 13) to show the all-pervasiveness of the topic
- wish to raise awareness and call for change
 - address to readers to take action (cf. ll. 10, 17)
 - reference to a study about school segregation (cf. ll. 11/12)
 - credibility
 - dismantling of politically correct behaviour as a mere pretence: interest in other cultures (cf. ll. 17–25), foreign foods (cf. l. 23) and literature by Black or foreign authors (cf. ll. 23/24), but segregation in private life
- anger about modern segregation, but also self-criticism
 - examples of her own experiences with segregation (cf. ll. 27–32)
 - repetition/ enumeration of verbs (ll. 27–31) → underlines frustration
 - use of verb “to segregate” in active rather than passive voice (l. 33)
 - stresses individual responsibility
 - examples of how she segregates, too (ll. 34–41)
- conclusion: call for more interaction (cf. ll. 46–54)

The author's attitude towards the modern kind of segregation is conveyed in different ways.

First of all, Allen writes in the first-person singular, which emphasises how deeply she is affected by the subject of racial segregation. Being Black herself (cf. e. g. ll. 38/39), her private life is as much influenced by segregation as the society she lives in; that this influence is extensive is hinted at by the repeated use of “permeate” (ll. 9, 13). Like everybody else, she claims not to have been particularly aware of the presence of segregation in everyday life (cf. l. 9), which makes it very difficult to fight against. The result is a society that lacks the diversity it officially ensures.

Now that the author has realised that there are “two Americas” (l. 44) existing next to each other without overlapping very often, she wants to make society aware of the lie many Americans are living: her article is like a wake-up call to make her fellow citizens see what they refuse to acknowledge (cf. l. 1). She urgently wants to force them to take action now. Thus, she writes that “[w]e need to continue the conversation about the shocking segregation in our schools” (l. 10)

introduction

main part:
personal
attachment

wish to raise
the readers'
awareness

and “[i]t’s time for us to face [...] reality” (l. 17). To prove that this is not just her own possibly prejudiced perception of the world, she refers to a study that revealed that schools are still heavily segregated (cf. ll. 11/12). Before talking about her own experiences, the author reveals the politically correct behaviour of the educated US middle class as a mere pretence: people talk about “diversity” (l. 18) and show interest in other cultures without really mixing with them in their private lives (cf. ll. 17–25). She enumerates foreign-sounding foods (cf. l. 23) and intellectually demanding Black or foreign authors (cf. ll. 23/24). Through her description of how “smart, educated people [who] are supposed to ‘know better’” (ll. 21/22) include these in their lives, while still staying in their own small, segregated world, she further exemplifies this pretence.

The author does not exclude herself from sharing the responsibility for segregation, although her metaphorical “knee-jerk reaction” (l. 27) – in other words her first impulse – would be to feel victimised. Her fury at the injustice and the fact that people do not seem to have learned from history is still perceptible when she lists her personal experiences (cf. ll. 27–32). That anger is especially emphasised by her use of language: she starts her sentences with the infinitives “To complain about”, “To get mad about”, “To get angry at”, “And to wonder why” (ll. 27–31) to let off steam about the everyday segregation she is confronted with.

anger about
modern
segregation

However, she counters that enumeration of verbs which express her anger and frustration by blaming herself, using the half-sentence, “until of course, I realize, I’m guilty of many of the same offenses” (l. 32) and the simple, but impressive statement, “I segregate, too” (l. 33). While the verb “to segregate” is normally not used in the active voice, this personalisation of its use underlines her main point: She herself and most Americans are responsible on a very individual level; they get angry but stay passive and fail to change anything. In the subsequent lines (ll. 34–41), she provides examples of her own “offenses” of segregation. Obviously, she leads a very active social life with friends of different races and carefully selects locations according to the ethnic background of the people she meets. The reasons she gives for her choices are that she does not want non-Black people to feel uncomfortable in an all-Black crowd and that she is rather willing to be the outsider instead (cf. ll. 37–41).

self-criticism

Especially in the light of her own experiences, her final conclusion becomes understandable: change must come from the individual level and “trickle down” (l. 46) to state institutions. In other words, the author believes that political and legal guidelines are only theory as long as they are not based on real-life, multiracially shared ex-

conclusion:
call for more
interaction

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.



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

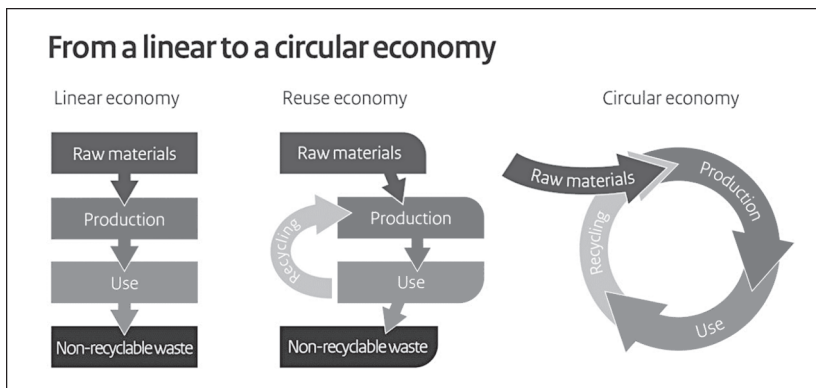
Analyze the means the author uses to show the urgency of the plastic pollution problem.

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

25 VP

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

Task 1: The Big Bang Theory

6 BE

You will hear six statements about the TV show The Big Bang Theory. Choose from the list (A–G) which description best applies to which statement (1–6). For each statement there is only one correct answer. There is one more description than you need.

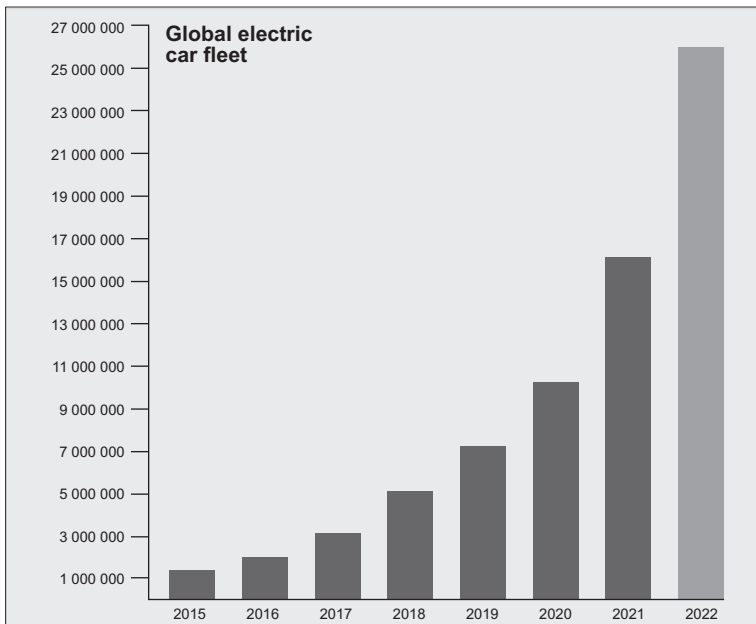
	Descriptions
A	Ups and downs
B	Using stereotypes
C	Familiar and predictable
D	Making geeks respectable
E	Gags and serious messages
F	First rate, considering the genre
G	Brilliant at science, bad at relationships

Statement	1	2	3	4	5	6
Descriptions						

Now listen to the recording again.

Aufgabensatz A: What if climate change meant not doom – but abundance?

- 1 Outline how, according to the author, the climate crisis could be seen as a chance. (30 %)
- 2 Analyze the means the author uses to bring across her point. Refer to structure and language. (30 %)
- 3 Choose **one** of the following tasks. (40 %)
 - 3.1 “The good news is, the knowledge that we are not separate from nature but dependent on it is already far more present than it was a few decades ago.” (ll. 30/31)
Write a letter to the editor in which you comment on the quote from the text.
or
 - 3.2 Discuss the benefits and downsides of e-cars, focussing on environmental and socio-economic aspects. Include the information given in the statistics.



Global EV Outlook 2023, <https://www.iea.org/reports/global-ev-outlook-2023>, CC BY 4.0



TEIL II: LESEN UND SCHREIBEN (AUFGABENSATZ B)

Text

Frank Shyong: Why did no one warn the housekeepers about the Getty fire¹?

1 Joan Didion² once wrote, “The city burning is Los Angeles’s deepest image of itself.”

Wildfire season never passes without this quote going viral on social media, and while I roll my eyes every time, I understand the impulse. Her words capture the constant unrest that comes with living under threat of disaster and the way imminent
5 destruction shows us who we are. It lets us put a sexy, intellectual spin on the real dangers we face in California.

But lately I’ve started to question how deep that image is. I think it could use some edits to make it relevant in 2019.

10 First, zoom out from the flames. Show the neighborhood where wealthy homeowners, having fled themselves, have inexplicably forgotten to warn their domestic workers not to come in.

Pan over the hill that those workers, largely Latina women, must climb from the bus stop.

Give us a closeup of these women’s faces, so that we might understand why, when
15 everyone else is fleeing for their lives, they walk up the hill toward the flames, fearing that they’ll lose their jobs if they don’t show up, fretting over the day’s pay, the night’s dinner, the month’s rent. Show us the homeowners safe in their hotel rooms and the safety net with the enormous holes in it that immigrants and people of color always seem to fall through.

20 Now that would be a deep and true image of Los Angeles. And thanks to my colleague Brittny Mejia, we saw that city last Monday. Hours after the Getty fire ignited, she found housekeepers reporting to work, even though the neighborhood was under mandatory evacuation. She saw gardeners trimming hedges with massive plumes of smoke rising in the backdrop. One housekeeper asked Brittny how to text “are you
25 home” in English. Most she spoke to had no idea the neighborhood had been evacuated and had not heard from their employers.

Like many of us, I was heartbroken and angry when I read Brittny’s story. This moment, I felt, was a wakeup call. The sight of some of the most vulnerable people in our city falling through the cracks should represent a moral and humanitarian crisis, a
30 challenge to our shared sense of humanity. [...]

Didion is right. Fires show us a deep image of ourselves. But is this who we are?

I spent the week trying to understand why no one warned the men and women Brittny met that day. But there really wasn’t a simple answer.

35 First, I asked the Los Angeles Police Department why multiple domestic workers and gardeners were allowed into a mandatory evacuation zone. What’s the official department policy on who is allowed in? Did the officer stationed at the roadblock warn the gardeners and domestic workers of the danger?



TEIL I: HÖRVERSTEHEN

Transcript 1

The Big Bang Theory

- 1 Well, from the end of life to the beginning of the world, the mega popular TV show
The Big Bang Theory wraps its 12th season run on CBS Tonight. It's the story of
Leonard and Sheldon and the rest of the beautiful minds who understand how the
universe was created, the Big Bang theory, but struggle with friendships and love.
5 NPR TV critic Eric Deggans is here ...
- 2 Well, I called it the best traditional sitcom on television. You know, those multi-
camera shows where they come out and they sort of perform it like a play before a
live audience and I still think that's true. But that's kind of a low bar these days,
you know, most of those shows are not that great. And I think The Big Bang Theory
10 has suffered a bit because it's been around a while. You know it's ending its 9th
season with this next episode.
- 3 Watching this show is like putting on your favorite old shirt, right? You know how
it's gonna feel, nothing is going to surprise you, you know what it looks like. Like
you have made a choice I wanna wear that. Thinking is done. I just want comfort.
15 It's comfort food. It's comfort food TV. And I think the reason it works is that it's
just like the rhythm of like: setup, punchline, setup, punchline, setup, punchline.
- 4 Well, when it first came out, it wasn't good. They wound up having to redo the
original pilot because the original pilot was so bad and it's had an interesting arc
where it became quite a high quality comedy and now I think it's showing its age
20 and it's gotten to the point where they put every character and every combination
of characters together about in as many different ways as they can. And now I think
it's about time to bring the story in for landing, so feels like it's an appropriate time
to end the show.
- 5 You know the show has been pushing the limits of what you can say about people
25 in a lot of different ways. The way that they treated the female characters, the way
they treat Raj, the Indian character who's on the show. Even now, I mean, I watched
the two most recent episodes and they had a joke about him being a, quote, "Indian
giver", in one episode and they had another joke about his accent. So you know they
are always pushing the boundaries of what's acceptable.
- 30 6 The idea that it's normalizing sort of like nerd culture is, I think, part of the appeal
because you know today like some of the titans that we have in our society at large
are the CEOs who own, you know, big enterprises like Facebook. You know,
you've got your Zuckerbergs, you've got people who have actually shown that be-
ing nerdy can be cool.

<https://www.wbur.org/hereandnow/2019/05/16/big-bang-theory-ends>; <https://www.wbur.org/hereandnow/2016/05/12/big-bang-finale>,
<https://www.cbc.ca/radio/q/monday-may-13-2019-laakkuluk-williamson-bathory-jon-bryant-and-more-1.5131652/what-does-the-end-of-the-big-bang-theory-mean-for-the-tv-landscape-1.5131668>

TIPP

Take your time before the first listening round to highlight or look up keywords to which you should pay attention while listening. The order of the tasks follows the order in the audio. As the audio contains a lot of information in a rather short passage there is hardly any time to think about a certain aspect in too much detail. Therefore, also try to get the global message of the podcast. Be prepared to change your solution after the second listening round if necessary.

- 1 Right at the beginning a memo by a male software engineer “claiming that women were biologically unsuited to coding” (ll. 3 f.) is mentioned.
- 2 There are several passages in the audio where this “strong impact” is described: “current male dominance in tech” (l. 6), “[...] what these men design can harm people who aren’t like them” (l. 7) and finally, “Who’s sitting around the tech table is determining how our society is being shaped.” (ll. 8 f.).
- 3 The information can be found in the following sentence: “When computers were first invented, it was almost entirely women who programmed them.” (ll. 11 f.).
- 4 The sentence you need to listen to closely is “It was very difficult to actually get men into these jobs [...] because there was basically no real career path and because it was so new.” (ll. 14 ff.). Nothing is said about too little variety or specialised programmes.
- 5 In ll. 20 f. Marie Hicks states: “If you raise wages and you raise the status of an occupation, you will attract people to those jobs and the power of these jobs really started to rise.” Job security or flexible working hours are not mentioned, so it was better payment which made the jobs more attractive to men.
- 6 Hicks says in ll. 25 ff.: “Basically, once a woman got married, even before she had children, she was sort of marked to be shown the door”, which means women lost their jobs when they married and had a family.
- 7 Marie Hicks claims: “If women hadn’t been pushed out of these jobs, the places that had continued to employ them would have done much better technologically.” (ll. 27 f.) Basically, she says that companies would have been more successful. By referring to Dame Stephanie Shirley and her successful team of female programmers (cf. ll. 29 ff.) she gives emphasis to her point.

- 1 According to one male software developer, women are not ...
 - b ☒ able to write computer programs.
- 2 Male computer specialists have ...
 - c ☒ a strong impact on the way we live.
- 3 In the past, women ...
 - c ☒ worked as IT specialists more often than men.



© **STARK Verlag**

www.stark-verlag.de
info@stark-verlag.de

Der Datenbestand der STARK Verlag GmbH
ist urheberrechtlich international geschützt.
Kein Teil dieser Daten darf ohne Zustimmung
des Rechteinhabers in irgendeiner Form
verwertet werden.

STARK