2021

Abitur

Original-Prüf
mit Lösunger

MEHR ERFAHREN

Hessen

Englisch

+ *Interpretationen zu*
+ *Basiswissen zu Südafrika*

ActiveBook
Interaktives Training

STARK

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Das Corona-Virus hat im vergangenen Schuljahr auch die Prüfungsabläufe durcheinandergebracht und manches verzögert. Daher sind die Aufgaben und Lösungen zur Prüfung 2020 nicht im Buch abgedruckt, sondern erscheinen in digitaler Form. Sobald die Original-Prüfungsaufgaben 2020 zur Veröffentlichung freigegeben sind, können Sie sie als PDF auf der Plattform MyStark herunterladen.

Jeweils im Herbst erscheinen die neuen Ausgaben der Abiturprüfungsaufgaben mit Lösungen.

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Schuller, Hans	Lösungen GK 2015-A, LK 2016-B, LK 2017-B, LK 2018-C

Vorwort

Liebe Schülerinnen und Schüler,

bald werden Sie Ihre **schriftliche Abiturprüfung im Fach Englisch** ablegen. Wir möchten Sie gerne auf Ihrem Weg zu einem guten Abschluss begleiten und Sie mit diesem Band bei der **Vorbereitung auf die Prüfung** unterstützen.

Sowohl im Grund- wie im Leistungskurs werden die Aufgaben vom hessischen Kultusministerium vorgegeben. Sie haben 300 Minuten (im Leistungskurs) bzw. 255 Minuten (im Grundkurs) Zeit zur Bearbeitung. Teilen Sie sich die Zeit gut ein, damit auch die letzte Aufgabe und das Korrekturlesen erfolgreich abgeschlossen werden können. Das Zählen der Wörter erfolgt erst nach Ablauf der Bearbeitungszeit. Als Hilfsmittel stehen Ihnen ein einsprachiges oder ein zweisprachiges Wörterbuch, Textausgaben der Pflichtlektüren ohne Kommentar sowie eine Liste der fachspezifischen Operatoren zur Verfügung. **Ausführliche Hinweise** zu den **Anforderungen im Abitur** sowie Hilfestellungen zur Lösung von Abiturprüfungsaufgaben finden Sie am Anfang des Buches.

Üben Sie die Prüfungssituation mit den **offiziellen Abitur-Prüfungsaufgaben, die in den Jahren 2015 bis 2020 vom hessischen Kultusministerium gestellt wurden**. Zur besseren Nachvollziehbarkeit wurden jeder Aufgabe **Bearbeitungshinweise** hinzugefügt. Die methodischen Schritte können Sie auf die Bearbeitung anderer Texte und Aufgaben übertragen. Zudem stehen Ihnen **vollständige englische Lösungen** zur Verfügung, die von unseren Autorinnen und Autoren erstellt wurden. Dieser Band umfasst außerdem **Kurzinterpretationen**, die Ihnen bei der Wiederholung und Vertiefung der **Pflichtlektüren** nützlich sein werden, sowie ein **Basiswissen** mit den wichtigsten Fakten **zu Südafrika**, dem aktuellen „country of reference“.

Zusätzlich zu den Aufgaben in diesem Buch haben Sie die Möglichkeit, sprachliche **Grundlagen** anhand interaktiver Aufgaben im **ActiveBook** zu üben. Mit Hilfe der **Web-App** „MindCards“ können Sie hilfreiche **sprachliche Wendungen** wiederholen. Die **Lernvideos** zum **Umgang mit Textaufgaben** enthalten Hinweise zum Umgang mit häufigen Operatoren wie „outline“, „characterise“ oder „discuss“.

Sie können auf alle digitalen Zusätze online über die Plattform **MyStark** zugreifen. Auf den Farbseiten zu Beginn des Buches finden Sie Ihren persönlichen Zugangscode.

Sollten nach Erscheinen dieses Bandes noch **wichtige Änderungen** in der Abitur-Prüfung 2021 vom Kultusministerium bekannt gegeben werden, finden Sie aktuelle Informationen dazu ebenfalls auf der Plattform MyStark.

Wir wünschen Ihnen viel Erfolg bei der Abiturprüfung!

1 Sprachmittlungsaufgabe

Die Sprachmittlungsaufgabe erfordert die sinngemäße, schriftliche Zusammenfassung des wesentlichen Gehaltes eines deutschen Ausgangstextes in der Fremdsprache. Der Ausgangstext bezieht sich meist auf einen aus dem Unterricht vertrauten Themenbereich, muss aber inhaltlich nicht mit der sich anschließenden Textaufgabe verknüpft sein. Infrage kommen vor allem anwendungsbezogene Texte, die sich z. B. auf naturwissenschaftliche, technische oder wirtschaftliche Sachverhalte aktueller oder zeitloser Art (in Deutschland) beziehen. Die der Mittlung vorangestellte Aufgabe versucht typischerweise, einen praktischen Kontext herzustellen und z. B. einen Zweck anzugeben, der beim Schreiben berücksichtigt werden muss. Das könnten die Webseite einer Schule im englischsprachigen Ausland oder ein englischsprachiges Projekt sein, an dem mehrere Schulen in der EU arbeiten.
Sprachmittlung bedeutet nicht, dass Sie eine Übersetzung vornehmen sollen, sondern dass Sie die Kernaussagen des deutschen Ausgangstextes in englischer Sprache wiedergeben. Somit kann bei der Vorbereitung auf diese Aufgabe auch das Kapitel über die Textzusammenfassung hilfreich sein.

Wesentlich ist folgende Vorgehensweise:

Schritt 1
Suchen Sie nach der zentralen Aussage des Textes.

Schritt 2
Integrieren Sie diese zentrale Aussage in Ihren *umbrella sentence*. Der *umbrella sentence* steht am Anfang Ihres Textes und informiert die Leser*innen nicht nur über den argumentativen Kern des Ausgangstextes, sondern auch über den situativen Rahmen – inklusive Quellenangabe.

Schritt 3
Arrangieren Sie die wichtigsten Punkte um die in Schritt 1 bestimmte Kernaussage herum.

Schritt 4
Lassen Sie Details und rein illustrative Passagen aus. Wichtig sind die Aussage des Textes und seine innere Logik. Denken Sie daran, dass logische und zeitliche Bezüge durch die geschickte Verwendung von Konjunktionen (z. B. *although, as, but, however, if, unless, when*) hergestellt werden.

Basiswissen zum *country of reference*

South Africa

Apartheid (Afrikaans for "separateness") as the official policy of South Africa, was introduced in 1948 when the **National Party** won the (whites-only) election and implemented their racist programme. However, the political concept of **racial segregation** goes back much further in history and is closely connected with white settlement and a minority of colonists securing control over the indigenous population. Like Australia and the Americas, South Africa was by no means uninhabited but had a thriving native population before the first Europeans arrived on its coast.

Portuguese sailors were the first to pass what was then called the "Cape of Storms" (later renamed "Cape of Good Hope"), where the Atlantic and the Indian Ocean meet. In the middle of the 17th century, the **Cape Colony** was established by the **Dutch East India Company** to secure their direct trade relations with the Far East and supply their ships with water and provisions. With the arrival of the white settlers, the native population had lost access to their land and water holes. Resistance grew within the indigenous population but they could not drive the white settlers off the land.

In 1795 **the British seized the Cape Colony** from the Dutch. When **diamonds were discovered in 1867**, people from Britain and other countries flocked into the area and pushed the indigenous population further back. The native people were now "offered" jobs in the newly established mines and had to accustom themselves to an economy based on money. Under British control, a whole set of regulations was introduced to define the relationship with the native population. It combined acts restricting native rights by establishing segregation between ethnic groups and thus guaranteed power to the white minority. In 1910 the **Union of South Africa** (combining the British holdings Natal Colony, Cape Colony, Transvaal Colony and Orange River Colony) was founded as an independent state. The segregationist British policy was fully implemented. Racial separation concerning landownership, the founding of separated urban territories and the restriction of black labour influx into towns and cities can be seen as forerunners of apartheid policies.

Segregation of and discrimination against the black majority were codified by a series of **South African Native Affairs Acts**, which excluded black people from skilled jobs (**the Mines and Works Act** of 1911), prevented them from owning land (**the Natives Land Act** of 1913) apart from some native reserves, and created special areas for black people to live (**the Native Urban Areas Act** of 1923) that were far away from city cen-

William Shakespeare, *Othello* (approx. 1603)

Author

William Shakespeare was baptised on April 26, 1564, in Stratford-upon-Avon, where his father was a wealthy glove-maker and town councillor, and his mother a farmer's daughter. He went to the local grammar school and probably became a teacher himself. In 1582 he married Anne Hathaway (1556–1623), and about three years later, the couple moved to London. There he worked as both an actor and a playwright. His first plays, probably the comedies *Love's Labour's Lost* and the *Comedy of Errors*, were produced about 1590. There is no certainty about the dates of any of his plays, but for the next 20 years they appeared in a steady stream, 37 in all. In the middle of his career, Shakespeare wrote the tragedies for which he is perhaps most famous, among them *Hamlet*, *Macbeth*, and *King Lear*. He also wrote poems, including a collection of over 100 sonnets. His last production was *The Tempest*, staged in 1611. He died in Stratford in 1616.

Contents

Shakespeare's play *Othello* was probably written around 1603 and first performed at the Globe Theatre in 1604. The first printed version was published in 1622. The plot is based on a story of the Italian novelist and poet Giovanni Battista Giraldi (nicknamed Cinthio), which Shakespeare could have read in Italian or French. The drama comprises five acts. Act I is set in Venice, Acts II to V on Cyprus. The time is the Renaissance (about 1570).

Act I: The play opens with Iago, Othello's Ancient (= *Fähnrich*), and Roderigo, a rich Venetian gentleman meeting in a street in Venice. Roderigo has given Iago money and jewels to win Desdemona, the daughter of Venetian senator Brabantio, over for him. Iago complains that Othello has not promoted him, but chosen a less qualified man, Michael Cassio, as his lieutenant. Although Iago feels offended, he has decided to stay in Othello's service, but only to finally get what he wants. Iago and Roderigo wake Brabantio to tell him that his daughter Desdemona has secretly left the house and married Othello. Iago leaves. Brabantio calls on Roderigo to help him find and confront Othello.
Messengers led by Michael Cassio meanwhile inform Othello that he is wanted by the Duke of Venice because of an imminent Turkish invasion of Cyprus. Roderigo, Brabantio and his men appear on the scene. Brabantio is furious and accuses Othello of having used magic to steal his daughter. When Othello informs him that he has been called to meet the Duke on state matters, Brabantio joins him to put his wrong before the Duke.
In the Council Chamber various messages warn of a Turkish fleet heading towards Cyprus. Othello and Brabantio arrive, the latter repeats his accusations against the Moor. Othello, however, claims that he won Desdemona's love not by magic, but by telling her the story of his life. Desdemona confirms this and professes her love and allegiance to her husband. The Duke sees the case settled and sends Othello on a military mission to defend Cyprus. Desdemona asks permission to accompany her husband.
Roderigo is dejected about the outcome and wants to drown himself. Iago consoles him, saying that he would undermine the couple's loving relationship by convincing Othello that Desdemona betrays him with Cassio.

Prüfungsteil 2 (Schreiben) – Vorschlag B 2: *Growing up in South Africa*

Material: Trevor Noah: Born a crime (excerpt from the autobiography, 2016)

Trevor Noah, son of a white Swiss-German father and a black South African mother, was born in 1984 and grew up in the Johannesburg area. He was raised by his free-spirited mother Patricia, who worked as a secretary, which enabled the two of them to live in slightly better conditions than other black families at the time. Nevertheless, luxuries like brand clothes or meat were still unaffordable.

As modestly as we lived at home, I never felt poor because our lives were so rich with experience. We were always out doing something, going somewhere. My mom used to take me on drives through fancy white neighborhoods. We'd go look at people's houses, look at their mansions. We'd look at their walls, mostly, because that's all we could see from the road. We'd look at a wall that ran from one end of the block to the other and go, "Wow. That's only *one* house. All of that is for *one* family." Sometimes we'd pull over and go up to the wall, and she'd put me up on her shoulders like I was a little periscope. I would look into the yards and describe everything I was seeing. "It's a big white house! They have two dogs! There's a lemon tree! They have a swimming pool! And a tennis court!"

My mother took me places black people never went. She refused to be bound by ridiculous ideas of what black people couldn't or shouldn't do. She'd take me to the ice rink to go skating. Johannesburg used to have this epic drive-in movie theater, Top Star Drive-In, on top of a massive mine dump[1] outside the city. She'd take me to movies there; we'd get snacks, hang the speaker on our car window. Top Star had a 360-degree view of the city, the suburbs, Soweto. Up there I could see for miles in every direction. I felt like I was on top of the world.

My mom raised me as if there were no limitations on where I could go or what I could do. When I look back I realize she raised me like a white kid – not white culturally, but in the sense of believing that the world was my oyster[2], that I should speak up for myself, that my ideas and thoughts and decisions mattered.

We tell people to follow their dreams, but you can only dream of what you can imagine, and, depending on where you come from, your imagination can be quite limited. Growing up in Soweto, our dream was to put another room on our house. Maybe have a driveway. Maybe, someday, a cast-iron gate at the end of the driveway. Because that is all we knew. But the highest rung of what's possible is far beyond the world you can see. My mother showed me what was possible. The thing that always amazed me about her life was that no one showed her. No one chose her. She did it on her own. She found her way through sheer force of will.

Perhaps even more amazing is the fact that my mother started her little project, me, at a time when she could not have known that apartheid would end. There was no reason to think it would end; it had seen generations come and go. I was nearly six when Mandela was released, ten before democracy finally came, yet she was preparing me to live a life of freedom long before we knew freedom would exist. A hard life in the township or a trip to the colored orphanage were the far more likely options on the table. But we never lived

that way. We only moved forward and we always moved fast, and by the time the law and everyone else came around we were already miles down the road, flying across the freeway in a bright-orange, piece-of-shit Volkswagen with the windows down and Jimmy Swaggart[3] praising Jesus at the top of his lungs.

40 People thought my mom was crazy. Ice rinks and drive-ins and suburbs, these things were *izinto zabelungu* – the things of white people. So many black people had internalized the logic of apartheid and made it their own. Why teach a black child white things? Neighbors and relatives used to pester my mom. "Why do all this? Why show him the world when he's never going to leave the ghetto?"

45 "Because," she would say, "even if he never leaves the ghetto, he will know that the ghetto is not the world. If that is all I accomplish, I've done enough." *(735 words)*

Trevor Noah: Born a crime. *Spiegel & Grau: New York 2016, S. 72–74*

1 mine dump – a hill that is formed when waste sand from the production of gold is piled in one place
2 the world was my oyster – there was no limit to the opportunities open to him
3 Jimmy Swaggart – an American preacher

Aufgaben

1. Describe Trevor Noah's upbringing. (Material) (25 BE)

2. Compare the relationship between Trevor and his mother (Material) to that between Mandisa and Mxolisi from the novel "Mother to Mother" by Sindiwe Magona. (45 BE)

3. Choose **one** of the following tasks: (30 BE)

3.1 Referring to material dealt with in class, discuss the influence of one's parents on the process of assimilation into society.

or

3.2 Write an article for a youth magazine about changing opportunities for young people growing up in post-apartheid South Africa, also referring to material dealt with in class and the text at hand.

1. *Read the text carefully and highlight the information given on the author's upbringing. Start off with an umbrella sentence including the author, the type of text, the title and the date of publication. Keep in mind that you are required to describe the way the author was brought up, i. e. to give a detailed account.*
You should mention the following facts:
   – *Trevor Noah grew up in a black ghetto in South Africa during apartheid*
   – *His mother introduced him to the world outside the ghetto by taking him on day trips (despite negative comments from her own community)*
   – *By experiencing the world outside, Noah realised that he as a mixed-race child was worth no less than a white child*
   – *His success is down to his realisation that he has just as many opportunities*

   In the extract from Trevor Noah's autobiography *Born a Crime,* published in 2016, the author describes how he was brought up near Johannesburg during apartheid.
   The reader is informed that Noah grew up in rather modest surroundings in a black ghetto, without ever feeling poor, since his mother gave him the chance to gain a lot of experience by taking him out and letting him do activities that were normally off limits for black people. Together they toured all-white residential areas to admire the luxury white people lived in. Additionally, she took him to a skating rink and to a movie theatre, since she refused to accept that these places were reserved for white people. Noah explains that he was raised like white children in the sense that he felt like a self-confident individual whose opinion mattered and who believed in unlimited opportunities.
   The author is astonished that his mother acted so independently and purposefully when showing him the outside world. At that time nobody could foresee that apartheid would soon come to an end. Nevertheless, his mother prepared him for a life in freedom without the restrictions of apartheid. Neighbours and relatives would shake their heads over this because his mother did things that only white people did. They did not comprehend why she taught a black boy who would probably never leave the ghetto to see the world outside. She simply shrugged this scepticism off, since it was her aim to teach her son that there was more to the world than only the ghetto. *(257 words)*

2. *Consider your findings from task 1 and make notes on the relationship between Mxolisi and Mandisa in* Mother to Mother *by Sindiwe Magona. Then structure your notes, e. g. in categories such as family background, economic situation as well as the mutual relationships and the further development of the characters. You can either start off with the similarities and then focus on the differences, or you can compare the texts directly with regard to certain aspects.*
Mention at least some of the following points:
   – ***Similarities:***
      - *Both Trevor and Mxolisi grow up as people of colour in South African ghettos during apartheid*
      - *Both only have their mothers to care for them while growing up*

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