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MSA Klasse 10 Nordrhein-Westfalen



Realschule Typ B · Gesamtschule EK · Sekundarschule

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Englisch

Erster Prüfungsteil: Hörverstehen



Aus urheberrechtlichen Gründen wurde der Teil Hörverstehen durch gleichwertige Musteraufgaben ersetzt.

Hörverstehen Teil 1

Graduation Speech

(Audiotrack: QR-Code rechts / Hörtext S. 10)

You are going to hear the speech of a school headmistress at a graduation ceremony.

- ▶ First read the tasks.
- ▶ Then listen to the speech.
- ▶ While you are listening, tick the correct box **or** write down the information needed.
- ▶ At the end you will hear the speech again.
- ▶ Now read the tasks. You have **90 seconds** to do this.

- ▶ Now listen to the speech and do the tasks.

1. The reason for the meeting in the assembly hall ...
 - a) ☐ is to celebrate the opening of the recently built Nelson Mandela Memorial School.
 - b) ☐ is to hand over high school diplomas to 46 students as well as to celebrate their graduation.
 - c) ☐ is to congratulate 46 young teachers on their successful graduation in their teacher training programme.
2. The headmistress of the school ...
 - a) ☐ is sure that the students have had both happy and sad times during their 12 years at school.
 - b) ☐ is proud of being able to offer a broad variety of subjects like Maths and Sciences, History and Geography as well as Language and Arts.
 - c) ☐ assures the graduates that the mix of joyful and frustrating experiences will end forever as a result of their graduation.
3. The headmistress ...
 - a) ☐ advises the graduates to keep on studying at university because then their lives will be smooth and joyful journeys.
 - b) ☐ advises the students not to go on a boat trip when the weather is rough and stormy.
 - c) ☐ compares people's individual lives to the ups and downs that towns, cities and even whole countries go through as well.
4. Up until more than 25 years ago ...
 - a) ☐ there was widespread discrimination against black people of South Africa in all spheres of everyday life.
 - b) ☐ South Africa was a good example of respect people can have for one another in every sphere of everyday life.
 - c) ☐ South Africa had not yet been in the grip of the horrible system of Apartheid.

5. Name (at least) two things that the headmistress says about Nelson Mandela.

6. Today ...

- a) ☐ there is an amazing feeling of hope for a better future throughout South Africa.
- b) ☐ there are no more social problems in South Africa because of the progress and improvement the country has achieved in the last 25 years.
- c) ☐ South Africa is a better country than it was 25 years ago despite the fact that it still has some social problems.

7. According to Nelson Mandela, what should people never ever lose in their struggles for a better future?

8. The headmistress says ...

- a) ☐ that the graduates will definitely make the world a better place, no matter how they will live their lives.
- b) ☐ the students have to find their own guiding principles – not the one that Nelson Mandela lived by – in order to make the world a better place.
- c) ☐ that it is not important how big an individual's contribution is to making the world a better place.

Hörverstehen Teil 2

Conversation between Rachel and her siblings

(Audiotrack: QR-Code S. 2 / Hörtext S. 11)

You are going to hear a conversation between Rachel and her siblings about Brexit.

- ▶ First read the tasks.
- ▶ Then listen to the conversation.
- ▶ While you are listening, tick the correct box **or** write down the information needed.
- ▶ At the end you will hear the conversation again.
- ▶ Now read the tasks. You have **90 seconds** to do this.

- ▶ Now listen to the conversation and do the tasks.

1. Rachel's brother Edward ...

- a) ☐ likes Mr MacElroy because he is a very modern teacher.
- b) ☐ thinks that it is a serious mistake for Britain to leave the EU.
- c) ☐ does not share Mr MacElroy's modern political views.

2. After Britain leaves the European Union ...
 - a) ☐ Ireland will be divided into two parts, namely Northern Ireland and the Republic of Ireland.
 - b) ☐ Northern Ireland will also have to leave the EU, while the Republic of Ireland will still be a member of the EU.
 - c) ☐ there will be no more border controls between Northern Ireland and the Republic of Ireland.
3. In 2014 ...
 - a) ☐ only 55% of the Scots voted for Scotland's independence from Britain in a referendum.
 - b) ☐ 45% of the Scots voted for Scotland's independence from Britain in a referendum.
 - c) ☐ 55% of the Scots voted for Brexit.
4. Rachel's sister Linda ...
 - a) ☐ does not see the connection between Brexit and a possible second referendum about Scotland's independence from Britain.
 - b) ☐ is unsure about why the majority of Scots voted for independence from Britain in the 2014 referendum.
 - c) ☐ is unsure about why the majority of Scots should vote for Brexit the next time.
5. According to Rachel ...
 - a) ☐ England and Wales have always been much less in favour of EU membership than Scotland.
 - b) ☐ England and Wales have always been much more supportive of EU membership than Scotland.
 - c) ☐ Scotland will not have to leave the EU after Brexit because it is independent.
6. According to Rachel, why might the majority of Scots vote for Scotland's independence from Britain in a future referendum?

7. Which of the following statements best describes what Rachel tells her brother and her sister about large banks and insurance companies in London?
 - a) ☐ Some of those banks and insurance companies are currently leaving London or have already left it.
 - b) ☐ Almost all of those banks and insurance companies have already relocated from London to Frankfurt, Paris or Dublin, for example.
 - c) ☐ A lot of those banks and insurance companies are thinking about relocating to other parts of Europe, but so far none of them has actually left London.
8. Rachel's brother Edward ...
 - a) ☐ says that Brexit may cause Britain to lose lots of jobs.
 - b) ☐ is still proud of his country for showing the rest of Europe that Britain does not need the EU and can manage quite well on its own.
 - c) ☐ feels that he needs to rethink his view of Brexit after the chat with his sister.

Zweiter Prüfungsteil: Leseverstehen – Wortschatz – Schreiben

Aus urheberrechtlichen Gründen wurde der Teil Leseverstehen durch gleichwertige Musteraufgaben ersetzt.

Leseverstehen

Siku app helps Inuit to survive climate change

TECHNOLOGY • GLOBAL WARMING

As sea ice thins, indigenous¹ Arctic communities are learning to combine traditional knowledge with high tech.
By John Bilstein

¹ **1** MORE PEOPLE are falling through thinning ice in the Arctic. There are no statistics available on the subject, but last year there were at least five such incidents in Alaska alone, according to Vice Media. Most of the victims are
⁵ members of the Inuit community, whose ancestors² have lived and worked in the region for thousands of years. Inuit know more about how to move safely on the ice in the Arctic than anyone else. But their tradition, which relies on collective knowledge gathered over many centuries, is
¹⁰ being challenged by rapid climate change.

2 With the Arctic warming at twice the rate of other parts of the world, a new app called Siku is proving to be a life-line³ for local communities. Under normal conditions, the sea ice off Alaska and Canada is strong enough to support
¹⁵ snowmobiles and even trucks from October through April, but in recent years it has become more dangerous. Melting ice leads to more moisture in the air, which in turn generates more wind, rain and snow. These changes are also affecting the land itself, which is no longer protected by ice sheets and permafrost. Snowmobiles and other pieces of heavy
²⁰ equipment can fall through the surface, sometimes with passengers inside.

3 The Siku app, named after one of many Inuit words for sea ice, was developed with support from the Arctic Eider
²⁵ Society⁴. The multimedia platform combines ancient Inuit know-how, GPS data, and modern weather forecasting to give users up-to-the-minute information about ice safety. Ice conditions can be loaded on Siku's GPS atlas in the form of tags which can be viewed by area. Users can also upload
³⁰ their own videos and messages to exchange news, like

where hunters can find walrus, seals and whales. Such animals have provided the Inuit with food

³⁵ as well as raw materials to make clothes, tents and kayaks for millennia. But climate change has also affected the Inuit hunting tradition.

4 The animals that the Inuit normally hunt need the ice and cold conditions to survive. Due to global warming, those animals are now migrating to new areas. Walrus have moved hundreds of miles away, and seals and narwhal are all changing their habits. It is hoped that the Siku app will make it easier for the Inuit to hunt in places unfamiliar to
⁴⁵ them because the safe areas are clearly marked on Siku's GPS maps.

5 One traditional aspect of Inuit culture is making a comeback because of climate change though: the dog sled⁵. Because of the new conditions, modern vehicles and snowmobiles often cannot be used. Many Inuit have gone back to using dog sleds not only because this traditional mode of transport is much lighter, but also because dogs are good at sensing danger.

¹ indigenous – people have always been in the place where they are

² ancestors – a member of a family/group who lived long time ago

³ lifeline – a rope that is thrown to someone in the water who is in danger; here: a way to getting help to lead your life in a satisfactory way

⁴ society – a large group of people who live together in an organized way

⁵ sled – a small vehicle sliding over snow; here: pulled by dogs

Adapted from: Read On, Februar 2020, Carl Ed. Schünemann KG

Bild-Quelle: © Tyler Olson – stock.adobe.com



Rules of Conduct for Visitors of the Arctic

- 1.** Respect the Arctic! Protect this fragile habitat and do not pollute the environment or damage the vegetation.
- 2.** Do not fish or hunt endangered animals or buy products made of them.
- 3.** Prefer non-motorised means of transport, or, even better, walk.
- 4.** Respect potentially dangerous arctic species like polar bears, walrus or muskox. Keep your distance from them.
- 5.** Do not treat sled dogs as pets and do not feed them.
- 6.** Always use the right equipment, especially with regard to changing weather conditions.
- 7.** As a visitor, you are a guest of the Arctic. Therefore, respect local culture and people.

You are doing some research for a school paper on *"Climate Change in the Arctic"*. You have come across the article *"Siku app helps Inuit to survive climate change"* and want to present the main points.

► Tick the correct box and give **one** piece of evidence from the text.

1. Last year,

- a) ☐ many Inuit left the Arctic due to the thinning ice.
- b) ☐ people fell through the thinning ice at least five times.
- c) ☐ the thinning ice was no problem for the Inuit, who know how to move safely on the ice.

One piece of evidence from the text: _____

2. The Inuit in the Arctic region

- a) ☐ face many problems due to climate change.
- b) ☐ have no idea how to cope with climate change.
- c) ☐ asked Alaska's governor for help.

One piece of evidence from the text: _____

3. In order to help the Inuit, the Arctic Eider Society engaged in developing an app.

This statement is ... ☐ true ☐ false

One piece of evidence from the text: _____

4. The Siku app

- a) ☐ is a multimedia platform which combines ancient Inuit know-how and modern technology.
- b) ☐ was only developed for hunting walrus, seals and whales.
- c) ☐ is named after the Inuit word for climate.

One piece of evidence from the text: _____

5. The Inuit have been living and working in the Arctic for only several hundreds of years.

This statement is ... ☐ true ☐ false

One piece of evidence from the text: _____

6. Thanks to the Siku app, the Inuit now are enabled to better cope with changing ice conditions.

This statement is ... ☐ true ☐ false

One piece of evidence from the text: _____

7. The climate change

- a) ☐ prevents the Inuit from further using dog sleds.
- b) ☐ forces the Inuit to use modern vehicles such as snowmobiles.
- c) ☐ has revived the Inuit tradition of dog sleds.

One piece of evidence from the text: _____

8. Your big dream is to travel to the Arctic one day. Visitors of the Arctic are requested to follow some rules of conduct.

► Match the titles (A – G) to the 7 rules of conduct from the text. There is one more title than you need.

Title	rule of conduct
0 Example: Experience of dangerous species only from a distance	4
A Respectful behaviour towards the inhabitants of the Arctic	
B Rough weather demands suitable equipment	
C Environment-friendly transport means are to be preferred	
D Sled dogs are no cute pets	
E No pollution of the Arctic environment	
F Hiking – only in groups	
G Protection of animals facing extinction	

Wortschatz

The Rights of the Child

All children have the same rights. These rights are listed in the UN "Convention on the Rights of the Child". It is very important that each child knows about his or her rights, so have a look below.

► Fill in suitable words **or** tick the correct box.

1. As you grow up, you have more responsibility to make ...
a) ☐ options b) ☐ choices c) ☐ opportunities d) ☐ selections
and exercise your rights.

Here are some excerpts from the UN Convention:

2. All children under 18 have these rights. No child should be treated _____,
no matter who they are, where they live or whether they are a boy or a girl.
3. All adults should do what is best for you. When adults make decisions, they should think about
how their decisions will ...
a) ☐ affect children. b) ☐ look after children.
c) ☐ care for children. d) ☐ see after children.
4. The government has the _____ to make sure your rights are
protected.

5. You have the right to have a name. Your name should be ...
a) ☐ proudly b) ☐ sensibly c) ☐ secretly d) ☐ officially
recognized by the government.
6. You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or _____ other people.
7. You have the right to the best care possible, to drink safe water, to eat ...
a) ☐ fast b) ☐ modified c) ☐ healthy d) ☐ low-calorie
food, a clean and safe environment, and information to help you stay well.
8. You have the right to a good education. You should be _____ to go to a school and learn.
9. Your education should help you discover and develop your talents and ...
a) ☐ certificates. b) ☐ abilities. c) ☐ subjects. d) ☐ grades.
10. You have the right to express your _____: say what you think! Adults should listen to you and take you seriously.
11. You have the right to protection from any kind of _____.
Nobody has the right to act against your will.
12. You have the right to legal ...
a) ☐ organisations b) ☐ consequences
c) ☐ development d) ☐ help
and fair treatment in the justice system that respects your rights.
13. You have the right to know your rights! Adults should know about these rights and help you to _____ about them too, so that you are well informed.

First earning extract from *No turning back* by Beverley Naidoo

1 *Sipho is a 12-year-old black South African boy who runs away from home and now lives on the streets in Hillbrow, a poor neighbourhood of Johannesburg, South Africa.*

A few of his new friends, all homeless like himself, were hanging out near the supermarket. When someone came out of the shop, each boy held out an open hand. Another boy was pushing a trolley and another was loading boxes into a car.

5 Sipho's new friend Jabu led the way inside the supermarket.

"Sometimes security people chase us like dogs. But other times they let us right in."

He took Sipho towards a till¹. "Watch me," he whispered.

There were packers helping the customers load their trolleys at the tills. A lady was ready to leave and Jabu moved forward.

"Ma'am?" he offered, putting a hand out towards the trolley.

10 The lady shook her head with a frown², almost hitting him with the trolley. Jabu jumped back. A man was next in the queue. Sipho thought he too would send Jabu away, but instead he let the boy take the trolley from him and push it out. Jabu winked³ across at Sipho as he left.

Sipho stood back for a minute, looking into the shop. Here were white people, black people, everybody. It was like that outside but suddenly, inside the shop, he noticed it more. In the township there were very few white people.

15 At one of the tills, a small boy was crying to his mother that he wanted 'sweetsies'.

"Still here?" Jabu was back already. "You have to move quickly if you want a job", he said.

Jabu kept his eyes on the tills and soon enough he was again in charge of a trolley. Siphso gave himself a little shake, now ready to follow Jabu's example. The lady with the little boy was paying and about to leave. The child had slipped through the tills and was beginning to run around.

20 "Robbie! Come back here!" his mother called angrily.

But the little boy took no notice and as the mother let go of the trolley to get him by the hand, Siphso stepped forward to take hold of the trolley.

"All right! You can take it to the car for me," said the woman.

"I want to push the trolley!" cried the little boy.

25 Siphso had to smile as the child tried to reach the handlebar. He pushed the trolley slowly so the little boy didn't trip over. When they reached the car, Siphso helped unload the shopping, then stood waiting by the trolley as the mother put the child into the car. With her back to Siphso, she looked in her bag before turning around and holding out a twenty-cent coin.

"You were very helpful," she said with a smile.

Siphso shyly murmured his thanks as she dropped the coin into his open hand. It wouldn't buy much but it was the first coin he

30 had earned in Hillbrow. He was learning fast. He didn't wait to see the car drive off, but quickly pushed the trolley back down the hill, ready to find another customer.

¹ till – a cash desk in a supermarket

² a frown – a look of dislike

³ to wink at somebody – to quickly close and open one's eye

Adapted from: Beverley Naidoo, No turning back, Penguin Books London, 2016

Schreiben

- Read the tasks carefully.
- Make sure to write about **all** the aspects presented in each task.

1. **Describe** the situation Siphso is in and how he deals with it one day.
2. **Explain** how Siphso's behaviour changes in this situation and what it tells you about him.
3. You have a choice here. Choose **one** of the following tasks.
 - a) The UN Convention on the Rights of the Child says that *"all children have the right to care and protection, no matter who they are and where they live"*.

Comment on this right.

Also include your thoughts on ...

- Siphso's situation as a homeless black child,
- why support from adults is or is not important for young people.

or

- b) At the end of an exciting day, Siphso settles down in the evening and thinks about what he has experienced that day. Imagine you are Siphso.

Write Siphso's **diary entry**.

Include ...

- his feelings and thoughts about living on the street and earning money,
- his relationship with Jabu,
- his aims / wishes for the next day.

Hörverstehenstexte 2018



Teil 1: Graduation Speech

(Audiotrack: QR-Code rechts / Aufgaben S. 2)

Dear colleagues, dear parents, and, above all, dear students,

We are meeting in this beautiful school assembly hall today to celebrate those 46 graduates who have recently passed their final exams at our Nelson Mandela Memorial School. Let me begin by congratulating each and every one of those 46 students on their successful graduation, for which they will today receive their high school diplomas.

As the headmistress of our magnificent school I would like to point out that I am very proud of you and that you can all be very proud of yourselves for what you have achieved. In the past 12 years you have studied subjects like Maths and Sciences, History and Geography, Language and Arts, to name just a few. I am sure that each one of you has experienced moments of success and joy, but also moments of failure and frustration in those years. Well, to be honest, from personal experience as a 45-year-old woman I can assure you that this mix of positive and negative experiences will not end for you today because, I am afraid, this mix is just what life is about at all stages of our lives.

You will soon enter the world of adulthood. You may, for example, decide to keep on studying at university, to start an apprenticeship or to look for a job right away. However, no matter what you decide to do, you will inevitably experience that life can sometimes be a smooth and joyful journey, but a rough and stormy voyage at other times. But then, why shouldn't it be? After all, our individual lives are like mirrors of what happens in small towns, in large cities or even in whole countries. Our beautiful country, South Africa, is certainly a good example in this respect. Up until more than 25 years ago, our country was in the grip of the horrible system of Apartheid, which meant that black people in South Africa were discriminated against in every sphere of everyday life. Miraculously, however, in the 1990s, our great black freedom fighter Nelson Mandela, after whom our school is named, was released from prison after 27 long years behind bars. And a couple of years later he even became the first black president of South Africa, and, as a result, Apartheid was abolished once and for all. At that time, there was an amazing feeling of hope for a better future throughout our country after those long years of discrimination, racism and hatred against black people.

Of course, even today our country still has quite a few social problems because life simply is not perfect. But let us not forget that there has nevertheless been a lot of progress and improvement in our country in the last 25 years. And it is the next generation – in other words: you, dear graduates – that will have to continue the struggle for a better future. And a struggle it is, no doubt about that. There is one thing, however, that I would like to remind you of. Please never ever forget what Nelson Mandela taught this country before, during and after his presidency: No matter what you struggle for or against, never ever lose your respect for your neighbour, for your fellow citizen, or for any human being, for that matter.

My dear graduates, if you live your lives with this guiding principle in mind – a principle that Nelson Mandela lived by throughout his entire life –, you will definitely make the world a better place, no matter how small your individual contribution will actually be. Thank you for your attention.

Teil 2: Conversation between Rachel and her siblings

(Audiotrack: QR-Code S. 10 / Aufgaben S. 3)

16-year-old Rachel O'Connor lives in Edinburgh with her parents, her 17-year-old brother Edward and her 14-year-old sister Linda. Unlike her older brother, Rachel is very interested in, and knowledgeable about, politics. Her younger sister Linda does show some interest in politics, too, but she knows far less about politics than Rachel. In the evening Rachel has a chat with her older brother and her younger sister.

Rachel: Edward, Linda, last week Mr MacElroy started a new topic in our "Government and Politics" class. It is all about the pros and cons of Brexit. It's really interesting.

Edward: Okay, Rachel, let me guess. Your super-modern teacher Mr MacElroy thinks that it is a serious mistake for Britain to leave the European Union and that the British people will pay dearly for Brexit in the end. Am I right?

Rachel: Edward, come on. Stop criticising Mr MacElroy all the time just because you do not share his political views and because you think he is not conservative enough.

Linda: Edward, please do not argue with Rachel about politics again. Let her first tell us what they discussed in class.

Rachel: Thank you, Linda. Well, Mr MacElroy told us that Brexit may have all kinds of political, economic and social consequences. Did you know, for example, that there may be border controls again between Northern Ireland and the Republic of Ireland? That is because the Republic of Ireland, which is an independent country, is part of the EU, but Northern Ireland, which is part of the United Kingdom, will leave the EU with Brexit. Isn't that crazy? It took several decades to finally achieve free travel between the two parts of Ireland, but as a result of Brexit the Irish may have to set up a so-called "hard border" between those two separate parts again.

Edward: Well, to be honest, I don't really care about the Irish. Let them solve their own problems. That's none of our business. We are Scottish, so we'd better care about Scotland.

Rachel: But Edward, don't you see that this might affect Scotland, too? You may remember that there was a referendum in Scotland in 2014 in which only 55% of the Scots voted against Scotland's independence from Britain. What do you think would be the result if there was another referendum on Scottish independence now that Brexit has been decided on?

Linda: But Rachel, why should the majority of Scots vote for independence from Britain the next time? And what has this got to do with Brexit?

Rachel: Linda, Scotland has always been more supportive of EU membership than England and Wales. Brexit means, however, that Britain will leave the EU. As Scotland is part of Britain, it will have to leave the EU as well. I am quite sure that a lot more than 50% of the Scots would not like to see Scotland leave the EU. So, in a future referendum, they might vote for Scottish independence from Britain to give Scotland a chance to stay in the European Union.

Edward: Oh dear, I have never really thought about that. That sounds horrible. Can you imagine Scotland not being part of Britain any more?

Rachel: In class we also talked about some other possible consequences of Brexit, for example economic ones. As you know, London is the biggest financial centre in Europe with all its large banks and insurance companies. Mr MacElroy told us that a lot of those banks and insurance companies are thinking about relocating from London to Frankfurt, Paris, Dublin or elsewhere in Europe to continue enjoying the EU's advantages of free trade and free travel after Brexit. In fact, some of them are leaving London just now or have already left it.

Linda: Really? But that means Britain will lose a lot of jobs. This will be a big blow for the British economy.

Edward: I'm afraid you are right, Linda. I must admit that I will have to think this whole Brexit thing over again. So far I have really been proud of our country for showing those bureaucrats in Brussels, Berlin, Paris and elsewhere in Europe that Britain does not need the EU and will be able to manage quite well on its own. However, after what you've just told us, Rachel, I am not so sure any more.