

Abschlussprüfung 2019

an den Realschulen in Bayern



Time:
105 minutes

Englisch

Written Test

Name: _____ Klasse: 10 _____

MARK

/150

TOTAL SCORE

NELSON MANDELA: LONG WALK TO FREEDOM

PART I: Reading

TASK 1

Read the text *Long Walk to Freedom* (page 8). Which of the headings (0-7) matches the paragraphs of the text (A-F) best? Write the correct numbers in the boxes. One heading (0) has already been put in the correct place.

Use each number only once. Be careful, there are some headings that you do not need to use.

- | | |
|----------------------|---------------------------------------|
| A lines 1-6 | 0 Colonial influence at school |
| B lines 7-12 | 1 Childhood fears |
| C lines 13-18 | 2 A challenge for the future |
| D lines 19-25 | 3 Candidate for presidency |
| E lines 26-32 | 4 Second class citizens |
| F lines 33-40 | 5 Family background |
| | 6 A moment of pride |
| | 7 Faith and optimism |

A	B	C	D	E	F
		0			

(5)

TASK 2

Read the text *Long Walk to Freedom* (page 8). Are sentences **1-10** 'True' (T) or 'False' (F)?
Choose 'Not in the text' (N) if there is not enough information to answer 'True' or 'False'.
Tick (✓) the correct answer.

	T	F	N
1 The young Rolihlahla was named after his father.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Mandela was sent to school because he was meant to become a priest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Mandela's father bought his son a suit for school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Mandela's teacher replaced the pupils' African names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Mandela admired Lord Nelson greatly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Africans constantly ran the risk of being imprisoned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 One of the guards in prison tried to protect Mandela from inhumane treatment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Mandela was sorry about his frequent conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 The Mandela family was sent to jail by the government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Mandela claimed he had achieved all his political goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	(10) <input type="checkbox"/>
--------------------------	---

TASK 3

The following text is about Kumi Naidoo, the head of Amnesty International. The paragraphs of the text are mixed up. **Put the different parts (A-G) into the correct order (1-7). Write your answers in the grid below.** One part (B) has already been put in the correct place.

Another South African Success Story

- A** During this time abroad, he was a Rhodes scholar at Oxford and earned a doctorate in political sociology. After Nelson Mandela's release in 1990, Kumi returned to South Africa to work on the legalization of the African National Congress. Provoked by the fact that South Africa had one of the highest rates of violence against women, Kumi organized the National Men's March Against Violence on Women and Children in 1997.
- B** A year later he occupied another platform in the Barents Sea in the Russian Arctic. Kumi's most recent role has been as a co-founder of the pan-African organization, *Africans Rising for Justice, Peace and Dignity*. The group, which has forged partnerships across trade unions, religion and civil society, has realized that Africa as a continent has benefited from economic growth.
- C** As a result of these anti-apartheid activities, he was expelled from high school. Nevertheless Kumi managed to pass the entrance exam at the University of Durban-Westville. In 1986, he was charged with violating the emergency regulations. He went underground for one year before finally deciding to live in exile in England.
- D** Kumi is now in control of the largest human rights organization with a global presence that includes offices in over 70 countries, 2600 staff and seven million members, volunteers and supporters. The organization, founded in London in 1961, protects individuals wherever justice, fairness, freedom and truth are denied.
- E** Kumi Naidoo, a human rights activist of Indian origin, who was born in Durban, South Africa in 1965, became politically active at the age of 15. Soon he was deeply involved in neighbourhood organization, youth work in his community, the underground movement, and in the South African liberation struggle.
- F** Africans themselves, however, have not shared in that increasing wealth and power. This is certainly one reason why Kumi applied for the role as the global head of Amnesty International. As he himself emphasizes, another one was a letter by Mandela to the then newly founded human rights organization in 1962. In this document, Mandela thanked Amnesty International for sending a representative to observe his trial.
- G** Since this initiative to help the weaker groups in society, Kumi has held multiple leadership roles, but his time as Executive Director of Greenpeace International cemented his reputation as a bold activist who championed civil disobedience, most notably when he was arrested for scaling a Greenlandic oil rig to hand-deliver a petition in protest against drilling in the Arctic in 2011.



Bild urheberrechtlich geschützt

1	2	3	4	5	6	7
				B		

(6)

Adapted from:
 African Success. "Biography of Kumi NAIDOO" [online available on: <http://www.africansuccess.org>]
 TimeSlive. "Kumi Naidoo promises change" [online available on: <https://www.timeslive.co.za>]
 Greenpeace. "Kumi Naidoo" [online available on: <https://www.greenpeace.org>]

TASK 4

Verwenden Sie die Informationen über das *Robben Island Museum* und **bearbeiten Sie die Aufgaben (1-6) stichpunktartig auf Deutsch**. Es ist keine wörtliche Übersetzung nötig, die Aspekte müssen inhaltlich jedoch vollständig erfasst sein. Einzelwörter genügen nicht als Antwort.

The Robben Island Museum (RIM)

Robben Island is an island near Cape Town, known for its dreaded high-security prison where Nelson Mandela was held captive. On a visit to the island, you will walk past a high wall and buildings which were used for the families' and lawyers' visits to prisoners. You will then be introduced to the site where Mandela spent 18 of his total of 27 years in jail, beginning in 1964. The bus tour passes the limestone quarry where Mandela suffered every day for 13 years, digging up rock. The dust of the rock made breathing difficult, and the reflection of the sunlight on the white stones caused a sort of snow blindness. The prisoners experienced often cruel, though, at times surprisingly kind treatment from the guards.

Many guides on Robben Island Museum are themselves former political prisoners, and they speak openly about their lives inside one of the world's most notorious prison camps. One of them, Itumeleng Makwela, recalls: "Only those who behaved well were allowed to read a newspaper, for example, but it would go to the censorship office first. They cut out every political contribution, you received a paper with holes all over. Letters from our families were treated the same way, so as to leave us hardly any words from home."

The tour route culminates in a viewing of Nelson Mandela's cell. As Mandela noted in *Long Walk to Freedom*, "When I lay down, I could feel the wall with my feet and my head touched the concrete at the other side." In the barely furnished cell, a bulb burned day and night over his head.

Today, the RIM is a must-see for any visitor to South Africa, as it is a testament to courage and strength in the face of inhumanity.

1 Welchem Zweck dienten die Gebäude entlang des Fußweges zum Busparkplatz genau?

_____ 1

2 Beschreiben Sie zwei körperliche Probleme, die aus der Arbeit im Kalksteinbruch entstanden.

_____ 2

3 Wie war die Behandlung der Gefangenen durch die Aufseher bei dieser Arbeit?

_____ 1

4 Was wird über das Lesen von Zeitungen im Gefängnis gesagt (2 Details)? _____

_____ 2

5 Was sagt Mandela über die Größe seiner Zelle aus? _____

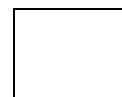
_____ 1

6 Welche beiden Angaben zur Zelle werden noch gemacht? _____

_____ 2

(9)

Adapted from:
Robben Island Museum. "The Tour Experience" [online available on: www.robben-island.org]
Johnson, Scott. "A visit to Robben Island" [online available on: <https://www.smithsonianmag.com>]
Schadomsky, Ludger. "Robben Island. A View into Mandela's Prison Life" [online available on: <https://www.dw.com>]
Brady, Sean. "Nelson Mandela's inspiring Limestone Quarry Classroom" [online available on: <https://prismdecision.com>]





Name: _____

Klasse 10 _____

PART II: Use of English

TASK 1

Look at **text 1** (page 8). Find a word or expression which means the same as each of the words (1-5) below. The lines where you can find the words or expressions are indicated in brackets. There is one example (0) at the beginning.

- | | | | | |
|---|----------------|---|-------------------------|---|
| 0 | to give | → | <u>to bestow (upon)</u> | (l. 1 - 6) |
| 1 | to own | → | | (l. 7 - 12) |
| 2 | to believe | → | | (l. 13 - 18) |
| 3 | to control | → | | (l. 19 - 25) |
| 4 | to think about | → | | (l. 26 - 32) |
| 5 | to climb | → | | (l. 33 - 40) (5) |

TASK 2

Look at **text 1** (page 8). What do the following words mean? Match the expressions (A-F) as used in the text with their corresponding definitions (1-7). Write the correct numbers in the grid below. Be careful: There are two definitions that you do not need. One definition (0) has already been matched correctly.

- | | |
|--|---|
| <p>A constitution (l. 1)</p> <p>B bias (l. 14)</p> <p>C resiliency (l. 28)</p> <p>D mercy (l. 29)</p> <p>E glimmer (l. 31)</p> <p>F hunger (l. 37)</p> | <p>0 the ability to recover readily from misfortune or change etc.</p> <p>1 a wish or longing to achieve something</p> <p>2 a weak sign of something</p> <p>3 a particular tendency, influence or trend</p> <p>4 the system of laws according to which a state is ruled</p> <p>5 the ability to show kindness and compassion</p> <p>6 physical characteristics, health etc.</p> <p>7 difficult or unpleasant conditions of life</p> |
|--|---|

A	B	C	D	E	F
		0			

(5)

TASK 3

Use the word given in capitals at the end of some of the lines to form a word of the same word family that fits in the space in the same line. There is one example (0) at the beginning.

- | | |
|--|---|
| <p>0 „Nelson Mandela International Day“ is celebrated on July 18 in <u>honour</u> of the</p> <p>1 political leader who committed himself to promoting _____</p> <p>2 justice. The day supports Mandela’s vision of _____ and freedom. It is a time to reflect upon all that one person might accomplish, and</p> <p>3 emphasizes that everyone has the _____ to take action.</p> <p>4 Therefore, it is meant as an invitation to all of us to _____.</p> <p>5 Its focus is on constant _____. Mandela Day 2018 marked a 100 years since Mandela’s birth and was dedicated to ”Action Against Poverty“.</p> | <p>HONORABLE</p> <p>SOCIETY</p> <p>EQUAL</p>
<p>RESPONSIBLE</p> <p>CONTRIBUTION</p> <p>IMPROVE</p> |
|--|---|

(5)

Adapted from: Longo, Steve. "Nelson Mandela International Day 2018" [online available on: <https://www.dailymail.co.uk>]

TASK 4

Complete the second sentence so that it has a similar meaning to the first sentence, using the KEY WORD given in brackets. Do not change the KEY WORD given. You must use between two and five words including the KEY WORD. There is one example (0).

0 On his release from prison, Mandela started leading South Africa out of apartheid. (WHEN)

Mandela started leading South Africa out of apartheid ^{(1) (2) (3) (4) (5)} *when he was released from* prison.

1 Mandela did not let hatred get the better of him but continued to fight in a non-violent way.

(INSTEAD)

_____ hatred get the better of him, Mandela continued to fight in a non-violent way.

1

2 Mandela became the country's first democratic president. Otherwise, South Africa's path into democracy might have been much harder.

(IF)

_____ the country's first democratic president, South Africa's path into democracy might have been much harder.

1

3 In 2009, the UN formally declared July 18 to be "Nelson Mandela International Day". (WAS)

In 2009, _____ "Nelson Mandela International Day" by the UN.

1

4 Mandela stood up for political issues. Let us all follow his footsteps so the world will be transformed into a better place for all.

(ORDER)

Mandela stood up for political issues. Let us all follow his footsteps _____ the world into a better place for all.

1

5 No matter how small your actions are, they can help change the world for someone.

(IMPORTANT)

_____ small your actions are, they can help change the world for someone.

1

(5)

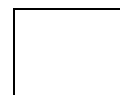
TASK 5

Complete the following text. Use the correct forms of the words in brackets and find words of your own to replace the question marks. There is one example (0).

What are human rights? They are the values (0) *which* (???) keep society fair, just and equal. Ever since, people (1) _____ (fight) for them. Nowadays, our human rights (2) _____ (protect) by law. That means we can do something (3) _____ (oneself) if our rights are attacked. But for some people human rights are not as important (4) _____ (???) they should be. Societies used (5) _____ (be) controlled by all-powerful rulers who could be cruel and unjust. Kings only gave rights to people they liked. With every hard won right came new laws that made our lives (6) _____ (good) than before. But in the 20th century, dictators came to power. They (7) _____ (rule) by fear and terror, like kings of the past, dismantling our rights on an unimaginable scale. After World War II, the leaders of Europe's democracies said 'never again'. They succeeded (8) _____ (???) creating a simple document that set out the basic rights which we all need to live a dignified life. The European Convention puts rights, not rulers, at the heart of our society. The aim is to treat all individuals (9) _____ (respectful), at work, at home, at school ... anywhere. If we lost these rights, vulnerable people (10) _____ (pay) the highest price.

(10)

Adapted from: Wagner, Adam. Segal, Yoav. Cub Studio. "Human Rights Explained" [online available on: <https://rightsinfo.org>]



PART III: Guided Writing

You only have to do **one** of the following two tasks.

Important: First read both tasks, then decide whether you want to do Task A or Task B.

You can write down your ideas on an extra sheet before you do the task on your exam paper.

TASK A

Here is the beginning of an e-mail you are writing to a friend:

From:	<input type="text"/>
To:	<input type="text"/>
Subject:	<input type="text"/>
<p>Hi,</p> <p>How are you today? I have found the following statement on the internet:</p> <p style="text-align: center;">"It is in your hands to make a better world for all who live in it." (Nelson Mandela)</p> <p>Sounds inspiring, doesn't it? Now I would like to do something myself. ...</p>	

Continue the e-mail and describe:

- a situation which you would like to improve
- what exactly you want to do
- who could help you and how
- how your idea might be continued in the future

You need not copy the beginning, but find a suitable ending. **Write about 200 words.**

TASK B

An international youth organisation is offering an **exchange programme for students from Germany and South Africa.**

Write a **letter of application** for the programme. Include the following aspects:

- reasons for applying
- personal qualifications
- details of your stay in South Africa you would like to know more about
- a special place in your area you plan to show to your exchange partner and why

Find a suitable beginning and ending. **Write about 200 words.** You need not write any addresses.

Long Walk to Freedom

Nelson Mandela wrote his autobiography in 1994. In it he tells about his life, his years in prison and his career. Here are some extracts from the book describing crucial moments in his life.

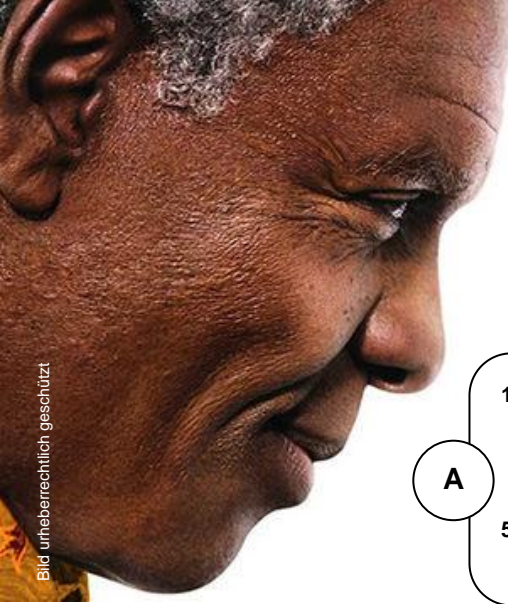


Bild urheberrechtlich geschützt

A

- 1 Apart from life and a strong constitution, the only thing my father bestowed upon me at birth was a name, Rolihlahla. Rolihlahla literally means “pulling the branch of a tree,” but its colloquial meaning would be “troublemaker”. I was born on the eighteenth of July, 1918, at Mvezo, a tiny village in the Transkei.
- 5 My father, Gadla Henry Mphakanyiswa, was a chief by both blood and custom. He had four wives, the third of whom was my mother, Nosekeni Fanny. (...)

B

I was baptized into the Methodist Church and sent to school. No one in my family had ever attended school. I was seven years old, and on the day before I was to begin, my father took me aside and told me that I must be dressed properly for school. Until that time, I had worn only a blanket, which was wrapped around one shoulder and pinned at the waist. My father took a pair of his trousers and cut them at the knee. They were roughly the correct length, although the waist was far too large. My father then took a piece of string and cinched the trousers at the waist. I must have been a comical sight, but I have never possessed a suit I was prouder to put on than my father’s cut-off pants. (...)

C

- On the first day of school, my teacher, Miss Mdingane, gave each of us an English name. This was the custom among Africans in those days and was undoubtedly due to the British bias of our education.
- 15 The education I received was a British education, in which British ideas, British culture, British institutions, were automatically assumed to be superior. Miss Mdingane told me that my new name was Nelson. Why she gave this particular name to me I have no idea. Perhaps it had something to do with the famous British sea captain Lord Nelson, but that would be only a guess. (...)

D

I cannot pinpoint a moment when I became politicized. To be an African in South Africa means that one is politicized from the moment of one’s birth. An African child is born in an Africans Only hospital, taken home in an Africans Only bus, lives in an Africans Only area, and attends Africans Only schools, if he attends school at all. When he grows up, he can work in Africans Only jobs, rent a house in Africans Only townships, ride Africans Only trains, and be stopped at any time of the day or night and be ordered to produce a pass, failing which he will be arrested and thrown in jail. His life is governed by racist laws and regulations. (...)

E

The day I became President of South Africa, I took some moments to reflect our history. Time and again, I have seen men and women risk and give their lives for an idea. I have seen men stand up to attacks and torture without breaking, showing a strength and resiliency that is beyond imagination. I always knew that deep down in every human heart, there is mercy and generosity. No one is born hating another person because of the colour of his skin, or his background, or his religion. People learn to hate, and if they can learn to hate, they can be taught to love. Even in the grimmest times in prison, I would see a glimmer of humanity in one of the guards in prison, perhaps just for a second, but it was enough to reassure me and keep me going.

F

For myself, I have never regretted my years of struggle, and I was always prepared to face the hardships that affected me personally. But my family paid a terrible price for my commitment. (...)

35 I was born free — free in every way that I could know. But then I slowly saw that not only was I not free, but my brothers and sisters were not free. I saw that it was not just my freedom that was curtailed, but the freedom of everyone who looked as I did. It was during those long and lonely years that my hunger for the freedom of my own people became a hunger for the freedom of all people, white and black. I have walked that long road to freedom. And I have discovered the secret that after ascending a great hill, one only finds that there are many more hills left.

40 My long walk is not yet ended.

WRITING SCORE

	Task Achievement	Coherence & Cohesion	Grammar	Vocabulary	Impression of General Quality	Total
1 st examiner						/30
2 nd examiner						/30

TOTAL SCORE

	Speaking	Listening	Reading	Use of English	Writing	Total
1 st examiner	/ 30	/ 30	/ 30	/ 30	/ 30	/150
2 nd examiner	/ 30	/ 30	/ 30	/ 30	/ 30	/150

1st examiner: _____

2nd examiner: _____



Time:
30 minutes

Englisch

Listening Test

Haupttermin

Name: _____

Klasse: 10 _____

OCEANS TODAY

TASK 1: Why are the Oceans Important?

You will hear five statements by marine biologists about the oceans. **What reasons for the importance of the oceans** are the people talking about?

Write the correct numbers (1-5) in the boxes next to the categories (A-H). Be careful: Use each number only once.

(You will have 5 seconds after the first listening and 5 seconds after the second listening.)

A Employment

B Medicine

C Marine life

D Relaxation

E Climate

F Shipping traffic

G Energy production

H Food supply

(5)

TASK 2: Surprising Facts about the Oceans

You will hear an interview with Robert Vaughn, a marine scientist.

One ending to each of the following sentences (1-4) is correct. **Tick (✓) A, B, C or D.**

(You will have 5 seconds after the first listening and 5 seconds after the second listening.)

1 The longest mountain range in the ocean ...

A forms a straight line.

B is 65,000 kilometres long.

C is as high as the Alps.

D is part of the Himalayas.

2 Gold in the oceans ...

A was mined until 1872.

B is worth 18 million dollars.

C cannot be mined cost-effectively.

D sums up to 4 kg altogether.

3 The ocean floor ...

A looks like the ground on Mars.

B is used for chemical tests.

C glows between rocks.

D is home to nesting octopuses.

4 The famous "Bloop" was caused by ...

A unexplainable sources.

B marine animals.

C earthquakes.

D breaking icebergs.

(4)

TASK 3: The Great Pacific Garbage Patch

You will hear a radio report about the Great Pacific Garbage Patch.

There are six wrong words in the text. Write their correct versions on the lines provided.

(You will have 10 seconds after the first listening and 15 seconds after the second listening.)

The Great Pacific Garbage Patch

The Great Pacific Garbage Patch – or GPGP for short – is the largest of five huge offshore plastic accumulations flowing in the world’s oceans. It is located halfway between Hawaii and California.

The amount of the plastic in the GPGP is estimated to weigh approximately 80,000 tons. Experts suppose that a total of 1.8 trillion plastic pieces are drifting in the patch. This is equivalent to 215 pieces of rubbish for every human in the world – an enormous plastic count. Once plastic winds its way into the garbage patch, it falls apart into smaller micro-plastics under the effects of sun and waves.

The vast majority of plastics are made of slick or hard polyethylene or polypropylene, as well as destroyed fishing nets and ropes. In terms of object count, 94 per cent of the total is represented by microplastics smaller than 0.5 cm. Once they become this small, microplastics are very rough to remove. In addition they are often mistaken for food by marine animals.

Adapted from: The Ocean Cleanup. "The Great Pacific Garbage Patch" [online available on: <https://www.theoceancleanup.com>]

(6)

TASK 4: Ocean Health

You will hear an interview between a reporter and Mrs. Waters, professor for Ocean Science. Listen and **take notes**. You do not have to write complete sentences but **one word is not enough**.

(You will have 10 seconds after the first listening and 20 seconds after the second listening.)

NOTES

1 Consequences of overfishing (2 aspects):

•

1

•

1

2 Reason why sharks are killed:

1

3 Reason for dead zones:

1

4 Mercury pollution:

- source:

1

- health dangers for people (2 aspects):

•

1

•




1

(7)

TASK 5: Saving the Seas

You will hear a radio podcast about 'Saving the Seas'. What do the different people say?
Listen to the conversation and complete the grid below. Be careful, **one word is not enough.**

(You will have 30 seconds after the first listening and 90 seconds after the second listening.)

	Mr. Brosnan	Mr. Wiener	Mrs. Earle
Ideas to save our seas:	_____ _____ _____ 1	_____ _____ _____ 1	_____ _____ _____ 1
Projects and initiatives:	 <small>Bild urheberrechtlich geschützt</small>	 <small>Bild urheberrechtlich geschützt</small>	 <small>Bild urheberrechtlich geschützt</small>
	Situation of the whales today: _____ _____ _____ 1	Reason for founding: _____ _____ _____ 1	Main goal of 'Mission Blue': _____ _____ _____ 1
Further reading:	- 'The World is Blue' - _____ _____ _____ 1	<i>no information given</i>	'Marine Biology' (by Peter Castro) stresses: _____ _____ _____ 1

(8)

Good luck!

Maximum Score: 30 points

First Examiner:

Second Examiner: