

Erster Prüfungsteil: Hörverstehen

Hörverstehen – Teil 1 (Fascinating Tourist Destinations: New Zealand)

1. a
2. c
3. b
4. b
5. a
6. a
7. c
8. b
9. c

Hörverstehen – Teil 2 (Radio Show: Consequences of Brexit)

1. c
2. a
3. b
4. b
5. b
6. c
7. c
8. a
9. c

Zweiter Prüfungsteil: Leseverstehen – Wortschatz – Schreiben

Leseverstehen:

The All Blacks – unlocking the secrets to success

1. b); evidence from the text: "Rugby is a rough sport. Players have little to no protection ..." (l. 1)
2. c); evidence from the text: "... have a win-rate of more than 75%, something no other team can say." (ll. 6-7)
3. a); evidence from the text: „It was during this tour that the All Blacks` name first appeared." (ll. 13-14)
4. c); evidence from the text: „It stands for a New Zealander's opportunity to become the best in the world." (ll. 19-21)
5. c); evidence from the text: „Everyone knows the Haka is a symbol of who we are and where we come from." (ll. 25-26)
6. c); evidence from the text: „... each player is taught to develop personal responsibility as well as physical strength." (ll. 29-30)
7. b); evidence from the text: „... the importance of how to 'keep a blue head', in other words, to keep calm so they can show their skills under pressure." (ll. 33-35)

8. a); evidence from the text: „More than anything else, the All Blacks believe that no individual is greater than the team.“ (ll. 36-37)
9. b); evidence from the text: „... the All Blacks fulfil the expectation that ‘champions do extra’.“ (ll. 46-47)
10. c); evidence from the text: „It also shows the importance of trying to be your best self.“ (ll. 51-52)

Wortschatz

Raise Up

1. chance / opportunity
2. d)
3. intrigued / fascinated / attracted
4. joined / got involved in
5. b)
6. thoughts / concerns / doubts / feelings
7. d)
8. (life) experience / self-confidence / self-assurance
9. b)
10. group / community / set
11. a)
12. advice
13. c)

Schreiben

1. Madeleine is a teenager from New Zealand who takes a great interest in climate change and its consequences. That is why she participates in a mass demonstration of school children, chanting, carrying banners and wearing masks, snorkels and fins. On the evening described in this extract Madeleine is sitting in her room, watching the news on TV. One of the items in the news programme covers the demonstration she took part in. She sees footage of the demonstration taken from drone cameras as well as close-ups of herself and her classmates marching the streets. Despite hoping that her family won't recognize her in the TV footage, she is soon confronted by her mother who enters her room and talks to her angrily because she had forbidden Madeleine to take part in the school strike. Madeleine defends herself, pointing out that the environment is of the utmost importance to her and that she acted on principle. After a short discussion her mother decides to ground Madeleine, explaining on the one hand that she understands and even shares her daughter's desire to save the planet, but on the other hand that Madeleine needs to realise there are other ways of protesting.
2. Right at the outset the reader learns that Madeleine is quite nervous about whether or not the school strike will be covered on the TV news programme and, more importantly, whether or not she will be seen on a TV clip. This is reflected in the fact that her legs are curled up under her and that she chews her fingernails (l. 1). When the footage of the demonstration is shown, she even seems to be a little proud of herself and her classmates ("Finally, we've made the news"; ll. 6-7). A moment later, however, when close-ups of her and her classmates are shown, her excitement gives way to disappointment and concern ("Busted!"; l. 9) because she is afraid her family might find out that she participated in the school strike. When Madeleine's

mother accuses her daughter of having lied to her by going to the demonstration directly against her will, Madeleine does not simply give in to her mother's fury. Instead, she defends herself, first by refusing to apologise and pointing out how important the issue of climate change is to her (ll. 20-21) and later even by accusing her mother of not caring about the issue (ll. 22-23). However, this determination to stand up to her mother's criticism is undermined when Madeleine's mother decides to ground her. Although Madeleine is very angry at being grounded, she realizes that her mother's decision is final and that any resistance against it will be of no avail ("When is she going to let me live my life, my way? A thousand words are bursting to be said, but I decide to hold my tongue. It's pointless arguing with her."; ll. 28-29).

3. a) Madeleine is a teenager, which means that she has almost her whole life still ahead of her. This is probably one of the reasons why she says that the issue of climate change is important to her. After all, it is above all teenagers as well as young people in their twenties and thirties who will have to deal with the effects of climate change a lot more than people who are older than 50, 60 or 70. Human beings have only one planet, and young people are becoming increasingly alarmed that there will be disastrous consequences both for the planet and for themselves unless comprehensive and effective measures are taken as quickly as possible to tackle both the causes and the effects of climate change. In other words, it is extremely important for the younger generation to fight for their beliefs and concerns about the dangers of climate change because it affects not only their future standard of living but also their very survival on this planet as they grow older. However, the question the younger generation is faced with is what kind of fight might be the most promising and effective. Individual forms of protest can be quite rewarding for the protester and may have an effect on the local community the protest is carried out in. However, in order to make sure that wide-ranging and truly effective measures are indeed taken it is often necessary for people to work together, either in the form of informal protest movements and mass demonstrations like Fridays for Future or in more formal structures such as political parties or non-governmental organisations like Greenpeace. This kind of collaboration is often the only way to be able to raise awareness of, and push through changes about, the issues or values you strongly believe in.
- or b) I know that trying to talk to mum again is a waste of time. So I decide to talk to dad and knock on his door. I hear him say, "Come in", so I open the door and enter his office. Dad is sitting at his desk, looking at me in a way that is hard to interpret. Thoughts of uncertainty and uneasiness are going through my mind. Will he be mad at me, too? Or will he show some kind of understanding for what I have done? Then dad says, "Mum already told me what happened, and I just saw the footage of the school strike on TV, too." Slightly panicking, I burst out, "Dad, I know you are probably angry with me, just like mum, but please hear me out before you start telling me off. I just wouldn't be able to handle that after my terrible discussion with mum." However, dad interrupts me right away, saying "Listen, Madeleine, I have no intention of telling you off at all." I look at him in disbelief. "Does that mean you understand how important our fight against climate change is to me and lots of my friends?" Dad walks over to me and puts his right arm around my shoulder. "Let me tell you about what I did when I was about your age", he says. "Does the word Chernobyl ring a bell with you, Madeleine?", he continues. "Well, I remember talking about Chernobyl in one of our History classes at school. Wasn't that the place where a nuclear power plant exploded many years ago?" "Yes darling, it was the worst nuclear accident that has ever happened", dad explains. "I was 16 years old back then in 1986. You see, that disaster was really the beginning of an enormous anti-nuclear movement which mobilized millions of people against the use and the construction of nuclear power plants all over the world. And I took part in a lot of protest actions and demonstrations back then." I look at dad, awestruck. "And did you also skip school for those demonstrations?" "Yes, I did," he answers. "And my parents were mad at me, too. Mind you, I am not proud of having skipped school for it. But we felt we had no choice because the problem was just so big." I smile at him, saying, "So you will allow me to go to those demonstrations in the future?" "Yes, I will," he replies. "But please only with written permission from me that you can skip school for that." And then he adds with a smirk, "Next time you go there please watch your outfit. Masks, snorkels and fins!! Come on, you can do better than that."



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