2025

Abitur

Original-Prüfu...
mit Lösungen

Sachsen

Englisch LK

MEHR ERFAHREN

STARK

Inhalt

Sobald die Original-Prüfungsaufgaben 2024 freigegeben sind, können sie als PDF auf der Plattform MySTARK heruntergeladen werden (Zugangscode vgl. Umschlaginnenseite).

Vorwort

Liebe Schülerin, lieber Schüler,

bald werden Sie Ihre Abiturprüfung im Fach Englisch ablegen. Wir begleiten Sie auf Ihrem Weg zu einem guten Abschluss und helfen Ihnen, sich mit den Anforderungen des Abiturs in Sachsen vertraut zu machen.

Im vorliegenden Band finden Sie verschiedene Möglichkeiten, sich auf die **schriftliche Prüfung** vorzubereiten:

- Das Kapitel **Hinweise und Tipps** enthält alle wichtigen Informationen zu Aufbau und Gestaltung der Abiturprüfung. **Hinweise zur Bearbeitung der verschiedenen Aufgabenstellungen**, ergänzt durch **hilfreiche Redewendungen**, ermöglichen es Ihnen, Ihre Herangehensweise an einzelne Aufgaben zu verbessern. Auch die wichtigsten (**Stil-**)**Mittel** für die Analyse von Texten sind ausführlich und unter Berücksichtigung ihrer jeweiligen Funktion dargestellt.

- Im Vergleich zu den Prüfungen bis 2023 haben Sie in Ihrem Abitur nun die Auswahl zwischen zwei Textvorlagen (einem literarischen und einem Sachtext). Sie müssen zwei einzelne statt wie zuvor eine kombinierte Aufgabe zum Text beantworten und haben nur noch zwei statt drei *Composition*-Themen zur Auswahl. Auch wenn also nur der Abitur-Jahrgang 2024 genauso aufgebaut ist wie Ihre eigene Prüfung, eignen sich auch die früheren **Original-Prüfungen** sehr gut dazu, die Prüfungssituation zu simulieren und die verschiedenen Aufgabenstellungen einzuüben.
  Neben der schriftlichen Prüfung finden Sie auch eine Auswahl von Aufgaben des praktischen Prüfungsteils. Zu jeder Aufgabe wurden vom Autor vollständig auf Englisch ausformulierte **Lösungen** erstellt. Die grau gerauteten **Bearbeitungshinweise** helfen Ihnen bei der Erstellung und Überprüfung von eigenen Lösungen.

- Zusätzlich zu den Aufgaben im Buch enthält dieser Band einen Zugangscode zu **digitalem Lernmaterial**. Weitere Informationen dazu finden Sie auf den folgenden Seiten.

Sollten nach Erscheinen dieses Bandes noch wichtige Änderungen in der Abiturprüfung vom Kultusministerium bekannt gegeben werden, finden Sie aktuelle Informationen dazu auf der Plattform MySTARK (Zugangscode vgl. Umschlaginnenseite).

Viel Erfolg bei Ihrer Abiturprüfung!

Autor

Klimmt, Robert:	Hinweise und Tipps, Lösungen zu den Abiturprüfungsaufgaben

Die wichtigsten (Stil-)Mittel zur Textanalyse

1. **Alliteration**

   Definition: An alliteration is a figure of speech that occurs when in a series of words several, but not necessarily all words start with the same sound.

   Examples: Literary characters such as Tiny Tim (Dickens), Donald Duck (Disney), Peter Parker (*Spiderman*), brand names like Coca Cola, Best Buy or tongue twisters like "Betty Botter bought some butter."

   "So we beat on, boats against the current, borne back ceaselessly into the past."

   F. Scott Fitzgerald: *The Great Gatsby* (1925)

   Here the repetition of the "b" sound helps to create a sense of rhythm that evokes the beating of waves against a boat and in a figurative sense, the monotony and hopelessness of the situation.

   Function: Alliterations and assonance (repetition of sounds within a series of words) help to emphasise a point, attract attention and make an expression (or scene) more memorable.

2. **Allusion**

   Definition: Allusion is a reference to a character, historical or political event or a piece of art or literature the reader is likely to know or be familiar with.

   Example: "This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality."

   Martin Luther King: "I have a dream"-speech (1963)

   Here Martin Luther King alludes to the opening lines of Shakespeare's play *Richard III* which read as follows: "Now is the winter of our discontent." These words lay the groundwork of Shakespeare's portrayal of Richard III as a discontented tyrant.
   King's allusion to *Richard III* therefore can be interpreted as connecting the suppression of the African Americans in the 1960s with the tyrant rule of Richard III in 15th century England.

   Function: Allusions create a series of associations (see **connotation**) in the reader's mind and thereby either have an emotional impact or stimulate the reader's intellect.

3. **Anaphora**

   Definition: Anaphora is the repetition of an expression at the beginning of successive clauses.

   Example: "I still have a dream. […] I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.' I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood."

   Martin Luther King: "I have a dream"-speech (1963)

   Function: Anaphora is used to give prominence to ideas by adding rhythm and thereby making the text more pleasurable to read/listen to and easier to remember. This way it appeals to the emotions of the audience in order to persuade, inspire, motivate and encourage.

4. **Antithesis** (contrast, opposite)

Definition: Antithesis (which literally means "setting opposite") is a rhetorical device in which two opposite ideas (a thesis and an opposing antithesis) are put together.

Example: "It was the <u>best</u> of times, it was the <u>worst</u> of times, it was the age of <u>wisdom</u>, it was the age of <u>foolishness</u>, it was the epoch of <u>belief</u>, it was the epoch of <u>incredulity</u>, it was the season of <u>Light</u>, it was the season of <u>Darkness</u>, it was the <u>spring</u> of <u>hope</u>, it was the <u>winter</u> of <u>despair</u>, we had <u>everything</u> before us, we had <u>nothing</u> before us, we were all going direct to <u>Heaven</u>, we were all going direct <u>the other way</u> […]."
Charles Dickens: *A Tale of Two Cities* (1859)

Function: Antithesis is used to create emphasis by exposing the reader to often stark and unexpected contrast. Thus, it conveys opinions and emotions more vividly and emphatically.

5. **Characterisation** (direct / indirect)

Definition: Characterisation refers to the presentation of characters (literary figures) in a text. There are two different ways of characterisation:

a) Direct (or explicit) characterisation: A character can be characterised directly (explicitly) which means the audience / the reader is given direct information about the character.

   Example: "Oh! But he was a tight-fisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster."
   Charles Dickens: *A Christmas Carol* (1843)

   Function: Direct characterisation provides straightforward information about a character. There is no need to "read between the lines" and draw one's own conclusion.

b) Indirect characterisation: Here the audience has to find out about the character's qualities by observing his or her actions, behaviour, thoughts, language, appearance, and his / her way of relating and responding to other characters or problems.

   Function: Characterisation aims at informing the audience helping them to make sense of a character's actions. Indirect characterisation is the more subtle way of allowing and encouraging the reader to draw his or her own conclusions which makes the reading (or viewing) process more demanding and challenging but also more rewarding and pleasurable.

6. **Connotation**

Definition: Connotations (or standardised associations) are ideas or emotions associated with an expression.

Examples: The term "Route 66" is often associated with ideas of freedom and adventure. The term "shark" is frequently connected with images of danger and death. The expression "life sciences" might connote (negative) concepts of genetic modification and / or the successful fight against diseases.

Function: Many expressions, but especially figurative language, generate various connotations (associations) in the readers' minds, addressing their feelings as well as their understanding.

Teil A: Text

Richard Ford: Teenage years

The following excerpt from the novel Canada *by Richard Ford deals with the protagonist Dell Parsons' childhood in the USA.*

1   It was by then the spring of 1960. My sister, Berner, and I were fifteen. We were enrolled in the Lewis […] Junior High, which was near enough to the Missouri River that from the tall school windows I could see the shining river surface and the ducks and birds congregated there and could glimpse the Chicago, Milwaukee, and St. Paul depot, where passen-
5   ger trains no longer stopped, and up to the Municipal Airport on Gore Hill, where there were two flights a day, and down the river to the smelter stack and the oil refinery above the falls the city took its name from. I could even, on clear days, see the hazy snowy peaks of the eastern front, sixty miles away, running south toward Idaho and north up to Canada. My sister and I had no idea about "the west", except what we saw on TV, or even for that
10 matter about America itself, which we took for granted as the best place to be. Our real life was the family, and we were part of its loose baggage. And because of our mother's growing alienation, her reclusiveness, her feeling of superiority, and her desire that Berner and I not assimilate into the "market-town mentality", which she believed stifled life in Great Falls, we didn't have a life like most children, which might've involved friends to visit, a
15 paper route, Scouts and dances. If we fit in, our mother felt, it would only increase the chance we'd end up right where we were. It was also true that if your father was at the base – no matter where you lived – you always had few friends and rarely met your neighbors. We did everything at the base – visited the doctor, the dentist, got haircuts, shopped for groceries. People knew that. They knew you wouldn't be where you were for long, so why
20 bother taking the trouble to know you. The base carried a stigma, as if things that went on there were what proper people didn't need to know about or be associated with – plus, my mother being Jewish and having an immigrant look, and being in some ways bohemian. It was something we all talked about, as if protecting America from its enemies wasn't decent.

25 Still, at least in the beginning, I liked Great Falls. It was called "The Electric City" because the falls produced power. It seemed rough-edged and upright and remote – yet still was a part of the limitless country we'd already lived in. […]

In truth, though, Berner and I never thought of ourselves as being from anywhere in particular. Each time our family moved to a new place – any of the far-flung locales – and
30 settled ourselves into a rented house, and our father put on his pressed blue uniform and drove off to work at some air base, and my mother commenced a new teaching position, Berner and I would try to think that this was where we'd say we were from if anyone asked. We practiced saying the words to each other on our way to whatever our new school was each time. "Hello. We're from Biloxi, Mississippi." "Hello. I'm from Oscoda. It's way up
35 in Michigan." "Hello. I live in Victorville." I tried to learn the basic things the other boys knew and to talk the way they talked, pick up the slang expressions, walk around as though I felt confident being there and couldn't be surprised. Berner did the same. Then we'd move away to some other place, and Berner and I would try to get situated all over again. This kind of growing up, I know, can leave you either cast out and adrift, or else it can encourage
40 you to be malleable and dedicated to adjusting – the thing my mother disapproved of, since

Lösungsvorschlag

A Text production

A1 Working with the text

The key points are:
– ***introduction:*** *extract connects difficult family life and rootless upbringing of protagonist*
– ***outline of information on family:*** *family of four moving across the USA, living on fairly remote air base compounds*
– ***analysis*** *of Dell's attitude towards his teenage years:*
  • *narrative perspective: first person narrator with Dell's point of view, reflection on the past through the eyes of an experienced grown-up*
  • *attitude towards his family:*
    ◆ *father: only mentioned randomly, remains in the abstract (which is quite telling) (always away "at some air base", l. 31)*
    ◆ *mother: Jewish, well-educated, bohemian, outsider, looks down on "market-town mentality" (enumeration "our mother's growing alienation, her reclusiveness, her feeling of superiority", ll. 11/12; rejection of "market-town mentality", l. 13); actively tries to prevent her children from fitting in (seeming paradox "If we fit in, […] it would only increase the chance we'd end up right where we were.", ll. 15/16; metaphor "We […] were small players in a drama she saw to be relentlessly unfolding.", ll. 42/43)*
    ◆ *understanding and forgiveness despite difficulties (metaphor and enumeration "aswirl in the thickening confusion of their own young lives – not being made for each other, probably not physically desiring each other […] and coming eventually to resent one another without completely realizing it", ll. 60–62; ambivalent attitude between blaming and excusing parents in last two sentences, cf. ll. 59–64)*
  • *strong feelings of homelessness and being uprooted (metaphor "loose baggage", l. 11; focus on place and its symbolism, cf. ll. 2–8, 25–27; enumerations of "normal" activities, cf. ll. 14/15, and behaviour of boys Dell tries to imitate, cf. ll. 35–37; negatively connoted expressions, such as "alienation", l. 12, "stigma", l. 20, "cast out and adrift", l. 39)*
  • *compensation strategy: focus on school (positively connoted expressions: metaphor "the continual thread in life", ll. 44/45; almost exaggerated fear of missing "crucial knowledge", l. 55)*
– ***conclusion:*** *retrospective of insightful, well-educated protagonist (reflected in rather complex language)*

The extract from Richard Ford's novel *Canada*, which was published in 2012, focuses on protagonist Dell Parsons' teenage years, his relationship to his family and his feelings of being uprooted. Dell's difficulties in establishing a feeling of belonging are closely connected to the family's way of living. | **introduction**

When Dell and his twin sister are 15, they are already used to their family moving throughout the USA. This is because their father has worked at various remote air bases around the country. So, both his wife and his two children have to spend their lives on the go and live with the difficulties this entails. | **outline of information on Dell's family**

Stylistically, the author has chosen a first-person narrator with Dell's point of view. He reflects on his teenage years and his family through the eyes of an experienced grown-up. | narrative perspective
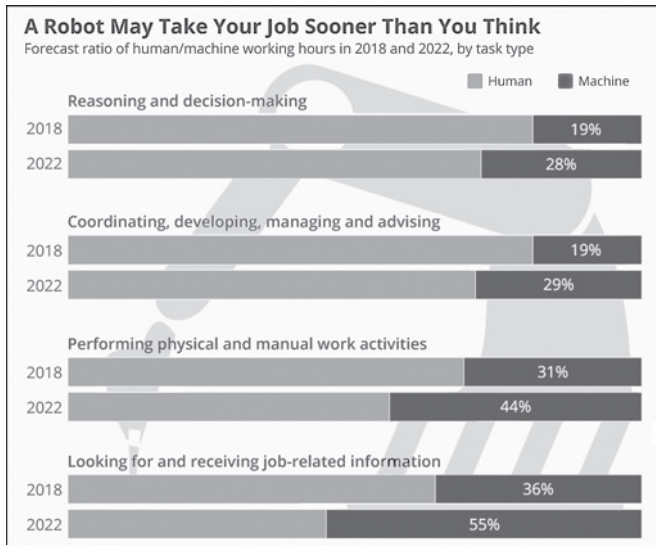
Apart from being the reason for the family's inability to really connect to a place and its inhabitants because their life seems to be completely limited to the base (cf. ll. 18/19), Dell's father remains rather colourless in the excerpt. The narrator reflects their apparent lack of closeness by only mentioning his father occasionally as a non-existent entity who is always away "at some air base" (l. 31).

Dell's father

In contrast, his mother seems to have played a very important part in his teenage years. This is not only shown by the sheer space and amount of information allocated to her in the narrative, but in one striking example Dell refers to her as "my mother" (l. 31) whereas in the same sentence, his father is more distantly called "our father" (l. 30).

Dell's mother

Dell's mother is described as a well-educated Jewish teacher, who, in spite of taking on the odd teaching job, cannot relate to the people around her. Her frame of mind is explained in an enumeration as being constituted of "growing alienation", "reclusiveness" and "[a] feeling of superiority" (ll. 11/12).

mother as an outsider herself

Being as deprecating as she is towards small-town culture (cf. l. 13), she also manipulates her children into rejecting any contact with the townspeople. Their resulting feeling of loneliness and isolation is further stressed by the use of a seeming paradox: according to their mother, contact with others and becoming part of the community "would only increase the chance we'd end up right where we were" (ll. 15/16). This as well as the metaphorical expression that Berner and Dell "were small players in a drama she saw to be relentlessly unfolding" (ll. 42/43) show how Dell's mother's dissatisfaction with her own life puts an extra burden on young Dell's shoulders and makes real integration almost impossible.

mother reinforcing her children's loneliness

However, Dell looks back at his mother with sympathetic eyes and sounds rather apologetic when he describes his parents as "aswirl in the thickening confusion of their own young lives – not being made for each other, probably not physically desiring each other [...] and coming eventually to resent one another without completely realizing it" (ll. 60–62). Dell seems to be drawn between blaming and excusing his mother and father for his difficult teenage years. This ambivalence is clearly expressed in the last two sentences of the excerpt: his parents "didn't offer [Dell and his sister] enough to hold on to, which is what parents are supposed to do" (ll. 62/63). Yet, adult Dell also realises that "blaming your parents for your life's difficulties finally leads nowhere" (ll. 63/64). As mentioned above, he also seems to have grasped his parents' helplessness of being caught up in a complex, overwhelming reality and a broken marriage.

Dell's understanding and forgiveness

Yet, despite his understanding and forgiving attitude, his parents' problems cannot have made Dell's life any easier. This is reflected in a very emotional metaphor when Dell describes his sister and himself as the "loose baggage" (l. 11) of the family. This metaphor evokes not only an image of being reduced to an object. This object is not even properly secured in the metaphorical family car moving from place to place.

strong feelings of homelessness and being uprooted

That Dell's uprooted life is a problem for him is also shown in his excessive focus on places, in this case Great Falls, which he seems to remember in great detail, even in retrospect (cf. ll. 2–8). That it is called "rough-edged and upright and remote – yet still [...] a part of

excessive focus on Great Falls

Prüfungsteilnehmer A

Topic: Robot Revolution

Robots have found their way into everyday life.

Comment on the statistics.

A Robot May Take Your Job Sooner Than You Think
Forecast ratio of human/machine working hours in 2018 and 2022, by task type

Human ▪ Machine

Reasoning and decision-making
2018 — 19%
2022 — 28%

Coordinating, developing, managing and advising
2018 — 19%
2022 — 29%

Performing physical and manual work activities
2018 — 31%
2022 — 44%

Looking for and receiving job-related information
2018 — 36%
2022 — 55%

https://www.statista.com/chart/15475/a-robot-may-take-your-job-sooner-than-you-think/

Together with your partner discuss the influence of machine technology considering different spheres of life.
Speculate on potential applications of such technology that could benefit individuals and society.

<p align="center">**Lösungsvorschläge**</p>

Robot Revolution

Kadir: Right, let's get started on our topic, which is "Robot Revolution" – what a nice alliteration, by the way. **So, what are we supposed to do? First, we should** comment on the given materials, **then** we are asked to discuss the influence of machine technology considering different spheres of life **and finally** speculate on potential applications of technologies that could benefit individuals and societies. **And you know what,** Louise? I really like the last bit about the benefits such advancements can bring. At long last, it's a positive approach towards technology. **Honestly,** I'm so sick and tired of everyone going on about the dangers and shortcomings of modern engineering and the threats of computerisation in general.

Anyway, I've been given statistics from a website called statista.com showing that robots might well take over people's jobs more and more. It forecasts a development according to which, from 2018 to 2022, machines will increasingly replace human workers. **As regards** task types, it looks as if the ratio of machine versus human working hours is and will remain lowest in jobs requiring reasoning and decision-making. This is followed by coordinating, developing, managing and advertising, where about a third of the workforce is going to be replaced by machines in 2022. **Even more so,** manual jobs will become more automated, with the loss of human working hours rising from 31 % to 44 %. **However,** the group worst hit by redundancy are people working in obtaining job-related information. **I guess** that's people who for instance search the Net for relevant information. Here the prognosis says that 55 % of all jobs in that area will be lost by 2022. This doesn't really surprise me, as a halfway intelligent and sophisticated search engine can be more efficient – and a lot cheaper – than a human being. But it's quite mind-boggling to see that in the short time span of only four years, things are bound to change quite drastically.

Now the question is, is all of this bad news? Or are there positive aspects to this? You know, can people actually benefit from this development?

Anyway, before we embark on this discussion, please tell me about your material.

Louise: Thanks, Kadir, **for filling me in**. Well, I've also been handed statistics. It was published in 2016 on a website called Tractica. They had a look at estimated worldwide consumer revenues regarding robotic appliances, such as educational robots, robotic personal assistants and various robotic cleaning devices, from 2016 to 2020. **As you might have guessed,** the total of these revenues is forecast to rise significantly, from just under 4 billion dollars in 2016 to more than 10 billion in 2020. So, **similar to your statistics**, Kadir, there might be a significant increase in the use of robotics in just four years.

Interestingly enough, the demand for technologies assisting people directly, like educational robots and especially robotic personal assistants, is predicted to increase faster than robots mowing your lawn or hoovering your flat. **Yet,** the latter will still be sold in the greatest numbers. **However,** the gap between the old and trusted, I would even say "traditional", robotic machines replacing manual jobs and the new and innovative appliances who take over nursing or educational jobs seems to be closing. **I should think** that this is so because **firstly,** there is a rapid advancement of such technologies. **Secondly,** in affluent Western and Asian societies, we are faced with an ageing population, which creates a greater need and demand for such robotic personal appliances.

Now, I believe that robots that help elderly or physically challenged or disabled people can be of enormous benefit to the individual and society at large. **You see,** a robot that can lift people out of bed can prevent people from ruining their health with literally backbreaking labour. So, **if we look at what you've just said,** that apparently many jobs requiring