

## Lösungen und Transkriptionen

# Abituraufgabenbeispiel Englisch zur Handreichung Hörverstehensüberprüfung im Abitur und in der gymnasialen Oberstufe der modernen Fremdsprachen

## Englisch, Leistungskurs

### 1. Materialgrundlage

Kursniveau	GK n <input type="checkbox"/>	GK f <input type="checkbox"/>	LK <input checked="" type="checkbox"/>
GeR-Niveau	B2 mit Anteilen an C1		
KLP Bezug	<b>Politische, soziale und kulturelle Wirklichkeiten und ihre historischen Hintergründe</b> Amerikanischer Traum – Visionen und Lebenswirklichkeiten in den USA <i>American myths and realities – freedom and equality</i> Literatur und Medien in ihrer Bedeutung für den Einzelnen und die Gesellschaft <i>Visions of the future – utopia and dystopia</i> <b>Alltagswirklichkeiten und Zukunftsperspektiven junger Erwachsener</b> Lebensentwürfe, Studium, Ausbildung, Beruf international – Englisch als lingua franca <i>Studying and working in a globalised world</i> <b>Globale Herausforderungen und Zukunftsvisionen</b> Chancen und Risiken der Globalisierung <i>Voices from the African Continent: Focus on Nigeria</i>		
Bezug zu den Vorgaben 2023			

Konzeption des Prüfungsteils B	Hörverstehen Teil 1	Hörverstehen Teil 2	Hörverstehen Teil 3
		selektives Verstehen	inferierendes Verstehen und Detail-verstehen
Schwerpunktmäßig überprüfte Kompetenzen im Bereich des Hörverstehens	Die Schülerinnen und Schüler können		
	<ul style="list-style-type: none"> <li>Einzelinformationen entnehmen</li> </ul>	<ul style="list-style-type: none"> <li>implizite Informationen, v. a. Stimm-ungen, Einstellung-en und Beziehungen der Sprechenden erschließen</li> </ul>	<ul style="list-style-type: none"> <li>Einzelinformationen und Details entnehmen</li> </ul>
Hördokument	Auszug aus einem Interview	Auszug aus einem Hörbuch	radio feature
Sprachvarietät	AE	BE	BE

Anzahl der Sprechenden	2	1	3
Länge	2:00	2:56	3:23
	Gesamt: 8:22		
Materialgrundlage	<a href="https://www.wbur.org/hereandnow/2018/10/22/civics-education-youth-turnout">https://www.wbur.org/hereandnow/2018/10/22/civics-education-youth-turnout</a> 00:00 – 02:00	Chimamanda Ngozi Adichie, <i>The Thing Around Your Neck</i> , W. F. Howes Ltd, 2009. 03:45:52 – 03:48:48	<a href="https://www.theguardian.com/technology/audio/2018/jan/12/digital-dystopia-end-of-privacy-tech-podcast">https://www.theguardian.com/technology/audio/2018/jan/12/digital-dystopia-end-of-privacy-tech-podcast</a> 01:04 – 04:39
Aufgabenformat	table completion	multiple choice	short questions/answers
Bewertung	9 BE	10 BE	11 BE
	Gesamt: 30 BE		

## 2. Lösungen

### Teil 1: NPR on young voters in the US

Auch Lösungen, die nicht dem hier aufgeführten Wortlaut entsprechen, inhaltlich jedoch übereinstimmen, gelten als richtig.

Item	Lösungen	Bewertungseinheiten
1	a) not much to offer politically b) difficult for them to vote	2
2	no civics education required	1
3	<i>Eine Lösung aus den folgenden Optionen:</i> math and reading / auch möglich: testing	1
4	(only) one third/ 1/3 pass citizenship test	1
5	sixty-five and older/65 +	1
6	<i>Eine Lösung aus den folgenden Optionen:</i> like a language / needs practice / you must use it	1
7	<i>Eine Lösung aus den folgenden Optionen:</i> more to lose / health insurance / state benefits	1
8	C	1
<b>Summe</b>		<b>9</b>

**Teil 2: Meeting him**

<b>Item</b>	<b>Lösungen</b>	<b>Bewertungs- einheiten</b>
1	D	1
2	A	1
3	D	1
4	A	1
5	B	1
6	B	1
7	C	1
8	B	1
9	D	1
10	D	1
<b>Summe</b>		<b>10</b>

**Teil 3: Digital Dystopia**

Auch Lösungen, die nicht dem hier aufgeführten Wortlaut entsprechen, inhaltlich jedoch übereinstimmen, gelten als richtig.

<b>Item</b>	<b>Lösungen</b>	<b>Bewertungs- einheiten</b>
1	<i>Eine Lösung aus den folgenden Optionen:</i> comprise our privacy / collect user information and share it	1
2	book / (dystopian) novel	1
3	brain implants	1
4	carried outside (with their hands)	1
5	<i>Eine Lösung aus den folgenden Optionen:</i> to talk / to look up information / to find their way around / to entertain themselves / to buy things	1
6	subjected to advertisement	1
7	a) information b) wealth	2

8	all of us	1
9	our present is not so different (from the future laid out in <i>Feed</i> )/ spend a lot of time (on platforms)	1
10	<i>Eine Lösung aus den folgenden Optionen:</i> track / store / analyse everything / create profiles / monetise profiles	1
<b>Summe</b>		<b>11</b>

### 3. Transkriptionen

#### 3.1 Teil 1: NPR on young voters

**O'Dowd:** At the risk of sounding like an old man, why don't young people vote?

**Bowling:** Well, I think it's kind of a two-sided problem. On one side, people turn out to vote when they have something either to gain or something to lose. And politics in America today doesn't have a lot to offer young people right now. On the other side of the equation, you have a situation where states that know that young people tend to be liberal voters are actually making it harder for them to vote. So I think about like Iowa made it basically impossible for college students who were in Iowa to vote as Iowa residents, and instead made them vote for their home states. And so it's a kind of two-sided thing like we're not offering students and young people a lot politically, and then we're making it more difficult for them to vote in many states.

**O'Dowd:** And we're also, it seems, not doing much for them in school. Only nine states and the District of Columbia require civics education in public high schools. Do you think that's part of the problem?

**Bowling:** That's absolutely part of the problem. I'll say that a lot of it is driven by like the emphasis on testing in schools and so essentially a lot of civics classes are pushed to the side in order to offer students additional support in math and reading. And not that math and reading aren't important, but our civics and our democracy matters a lot.

**O'Dowd:** There is a new survey out this month by the Woodrow Wilson National Fellowship Foundation, had some amazing statistics, says only a third of Americans surveyed would pass the US citizenship test. And these are basic questions, like which of these states borders Canada, for instance.

But there is also an age gap. People who are sixty-five and older, they are the ones with the highest scores. Why do you think that is?

**Bowling:** I think that civics is kind of like language. So like I have traveled in Latin America and learned Spanish several times. As I don't use my Spanish, my Spanish skills deteriorate. And I think civics is the same way. If you learn civics in high school, and then aren't engaged politically, your muscles atrophy. But older folks have more to risk in every election. There's a reason why they turn out to vote like basically Medicare, Medicaid and Social Security are on the ballot in every election, and they know that, and they show up.

### 3.2 Teil 1: Meeting him

Many people at the restaurant asked when you had come from Jamaica, because they thought that every black person with a foreign accent was Jamaican. Or some who guessed that you were African told you that they loved elephants and wanted to go on a safari.

So when he asked you, in the dimness of the restaurant after you recited the daily specials, what African country you were from, you said Nigeria and expected him to say that he had donated money to fight AIDS in Botswana. But he asked if you were Yoruba or Igbo, because you didn't have a Fulani face. You were surprised – you thought he must be a professor of anthropology at the state university, a little young in his late twenties or so, but who was to say? Igbo, you said. He asked your name and said Akunna was pretty. He did not ask what it meant, fortunately, because you were sick of how people said, “ ‘Father's Wealth’? You mean, like, your father will actually sell you to a husband?”

He told you he had been to Ghana and Uganda and Tanzania, loved the poetry of Okot p'Bitek and the novels of Amos Tutuola and had read a lot about sub-Saharan African countries, their histories, their complexities. You wanted to feel disdain, to show it as you brought his order, because white people who liked Africa too much and those who like Africa too little were the same – condescending. But he didn't shake his head in the superior way that Professor Cobbledick back in the Maine community college did during a class discussion on decolonization in Africa. He didn't have that expression of Professor Cobbledick's, that expression of a person who thought himself better than the people he knew about. He came in the next day and sat at the same table and when you asked if the chicken was okay, he asked if you had grown up in Lagos. He came in the third day and began talking before he ordered, about how he had visited Bombay and now wanted to visit Lagos, to see how real people lived, like in the shantytowns, because he never did any of the silly tourist stuff when he was abroad. He talked and talked and you had to tell him it was against restaurant policy. He brushed your hand when you set the glass of water down. The fourth day, when you saw him arrive, you told Juan you didn't want that table anymore. After your shift that night, he was waiting outside, earphones stuck in his ears, asking you to go out with him because your name rhymed with *hakuna matata* and *The Lion King* was the only maudlin movie he'd ever liked. You looked at him in the bright light and noticed his eyes were the color of extra-virgin olive oil, a greenish gold. Extra-virgin olive oil was the only thing you loved, truly loved, in America.

### Teil 3: Digital Dystopia

**Jordan:** I'm Jordan Erica Webber and in this series we'll be looking at internet enabled dystopia. But this first show explores the extent to which our privacy has been compromised by the tech-giants whose services we rely on every day. (speaker on the news: ... 400 million users, *facebook* is developing tools that collect users interests in products and then shares this information on other websites.)

When I was a young teen, one of my favourite books was a young adult dystopian novel by M.P. Anderson called *Feed*. Set in a near futuristic America, in which the majority of citizens are constantly connected to a futuristic version of the Internet called 'Feednet' via brain implants called 'Feeds'. The story is told from the perspective of a teenage boy called Titus, who has grown up with this technology.

**Feed excerpt/Titus:** I don't know when they first had feeds, like maybe 50 or 100 years ago? Before that they had to use their hands and their eyes. Computers were all outside the body, they carried them around outside of them in their hands like if you carried your lungs in a briefcase and opened it to breathe.

**Jordan:** Titus and his friends rely on their feeds. They use them to talk to each other, to look up information, to find their way around, to entertain themselves and, importantly, to buy things. They're subjected to constant advertising, as the corporations that control the feeds monitor their moods and movements and market products to them accordingly. Maybe it's not such a far-fetched future.

**Aral:** Surveillance capitalism is the feedback loop between surveillance, which is the accrual of information, and capitalism, which is about the accrual of wealth. So what happens when you have this feedback loop?

**Jordan:** That's Aral Balkan, a man who describes himself as a cyborg rights activist. More on that later.

**Aral:** ... where existing wealth sponsors systems that gather intimate insight about all of us, which in turn leads to even more wealth for the same small group of people. That's surveillance capitalism. It's a term coined by Shoshana Zuboff from Harvard Business School to explain essentially the socio-techno-economical system that we live in today.

**Jordan:** As he describes it, our present is not so different from the future laid out in *Feed*. A lot of us spend a lot of time on platforms that we rely on which in turn gather information about us that is used to make money from us.

**Aral:** People farming is a term that I use to describe the business model of companies like *google* and *facebook*. These platform monopolies have two audiences in their business model. They have their users and they have their customers. And the way it works is, they track and store and analyse everything about their users to create profiles of them and these profiles, they monetize with their customers. So what they're really doing is they're farming people, their users, and they're monetizing them with their customers. This is of course a very extractive and exploitative system.