
Maturitätsprüfungen Englisch 2016

Klassen: 4A (DaM), 4AB (ChA), 4B (KaY), 4GL (MuH), 4IM (KeA), 4IS (RuM), 4S (SnR), 4Wa (FuS), 4Wb (StH), 4WZ (ZaP), 5KSW (DaM)

Prüfungsdauer: 4 Stunden

Erlaubte Hilfsmittel: ein- oder zweisprachiges Wörterbuch für das Essay

Content

A. Comprehension and Grammar (50 %) (approx. 120 mins.)

I. Reading Comprehension: Language	14 pts.	
Comprehension Questions	23 pts.	
II. Grammar	35 pts.	
Total A	72 pts.	= <u>Mark 1</u>

B. Essay (50 %) (approx. 120 mins.)

Content:	50 %	
Language:	50 %	
Total B		= <u>Mark 2</u>

Final Mark: 50 % (Mark 1) + 50 % (Mark 2)

All the best!

A. Chiappini Fitzgerald
M. Dambach
S. Furnivall
Y. Kaspar
A. Keiser
H.U. Müller
M. Ruef
R. Schneider
H. Stone
P. Zanola

A. Comprehension and Grammar

I. Reading Comprehension

A. Read the following text and answer the questions on pages 7 - 12.



Waterhead academy in Oldham was formed by the merger of Asian-majority Breeze Hill school and white-majority Counthill school. Photograph: James Grady/Alamy Stock Photo

The integrated school that could teach a divided town to live together

Can you solve conflicts between ethnic groups by forcing them to interact? A remarkable experiment is taking place at Waterhead academy in Oldham¹ – and the results could change how we fight prejudice.

David Edmonds for *The Guardian*, 5 November 2015

- 5 Radiyah and Olivia live in Oldham and are best friends. They are 12 years old and met on transition day, when primary school students are introduced for the first time to their secondary school. They have been inseparable ever since. Olivia says one thing that binds them together is that they both love the colour purple. She thinks Radiyah is crazy and Radiyah thinks Olivia is crazy. They help each other with homework. Radiyah excels at science and English. Olivia is solid at maths.
- 10 Olivia does not attend church, but Radiyah, like almost every Asian student in the school, goes to mosque. What does Olivia think of Radiyah's culture? "They work so hard for what they believe in. They pray five times a day, they fast. I admire that." For her part, Radiyah confesses to some envy that white people are so "chilled out". "Sometimes, if I'm in the middle of something, and I have to go and pray, it's annoying."
- 15 Last Ramadan, Olivia attempted to fast in solidarity with her best friend, but she survived about 15 minutes. "Maybe less," Radiyah scoffs. "Well, I can't go for long without water," Olivia explains. "But I try not to eat and drink in front of Radiyah during Ramadan because it's unfair on her."
- Radiyah laughs. "I don't know if I'd do that for her."

¹ Oldham is a town of 200,000 people, near Manchester, England

Radiyah and Olivia's friendship is the happy result of an experiment, although that is not a word
20 anyone is prepared to use. You could say that it is an experiment in racial integration. But it is also a
test for one of the most important theories about how to combat prejudice – and the results could
change the way politicians in Britain tackle the problem of prejudice.

We all have an idea of some of the causes of prejudice: divisions between racial and ethnic groups,
geographic segregation and economic marginalisation, competition for resources between rival groups.
25 And most people, at least today, probably share an essentially optimistic intuition about how to reduce
racism and ethnic conflict, based on the belief that as people and communities get to know one another
better – to interact as neighbours and co-workers and friends – their prejudices will melt away. This is
a happy story, but is it true?

Among the psychologists who study the problems of prejudice and ethnic conflict, this optimistic
30 theory is known as the “contact hypothesis”. Gordon Allport², who developed the theory in the 1950s,
believed that prejudice flowed from ignorance: people made generalisations about an entire group be-
cause they lacked information about that group. Contact with members of the other group could correct
mistaken perceptions, improve empathy and diminish prejudice.

The theory has a beautiful simplicity and an instant feel-good appeal. But it has also been backed up
35 over the years by well over 500 studies, of varying degrees of scientific rigour. Allport himself be-
lieved that contact would only help if it occurred under various conditions – for example, the groups
had to pursue common rather than opposing goals. Nowadays, however, psychologists believe that
almost all contact improves relations between groups, provided that it does not take place in an envi-
ronment of intense anxiety or fear.

40 The psychologist Miles Hewstone³ had always recognised the centrality of group membership to
identity. These days, his findings are widely accepted: for group prejudice to be eroded, group identity
has to be maintained. In other words, contact itself is not enough.

Positive contact between members of antagonistic groups will improve how members of these
groups generally see each other only if the people involved are seen as representative of their group.
45 For contact to work, one does not want to put individuals through some kind of identity blender, to
produce a homogeneous group. The aim is that people can see other people precisely as “other” and
then realise that other isn't bad.

In the 19th century, the town Oldham was the world's biggest producer of cotton textiles, but the
industry began to decline after World War One – and from the 1950s, its collapse became inevitable.
50 Today, Oldham is one of the most deprived towns in Britain, and one of the most segregated. These
are conditions in which the contact hypothesis predicts trouble.

Oldham's two largest minority communities are Pakistani and Bangladeshi – together they make up
around 20% of the population. Immigrants from Pakistan arrived first, in the 1950s and 60s, and those
from Bangladesh began to arrive in the 1970s. Many came from rural areas; some were illiterate, and
55 many others spoke little to no English. They mostly worked night shifts. As the number of immigrants
increased, and the night shift became the almost exclusive preserve of the minority community, contact
between white people and Asians in the factories diminished. The Asians played cricket in their own
areas, went to their local mosques and socialised with fellow immigrants. The schools reinforced the
segregation: if anything, schools were more segregated than neighbourhoods. This resulted in an erup-
60 tion of violence on 26 May 2001, which lasted for three nights. Radio and television bulletins all led
on Oldham: Glodwick and other neighbourhoods were invaded by journalists. The town became
known as “the race-hate capital” of Britain.

² American psychologist, 1897 - 1967

³ British social psychologist, born 1956

The riots in Oldham sparked similar scenes in the nearby towns of Bradford and Burnley. The government and local authorities immediately commissioned reports on what lay behind this unrest. The reports, which were delivered before the end of the year, highlighted the role that segregation had played in fostering animosity between white and Asian citizens. Amongst the reports' recommendations was that "wherever possible, the rebuild of schools should create the opportunity for further integration of pupils". The policy makers took action – and that is how Radiyah and Olivia came to meet around ten years later.

Waterhead academy was born from two turbulent parents: Breeze Hill was an almost entirely Asian school, Counthill almost entirely white. They both drew from working-class communities. They both had what educationists call "challenges". Attainment levels⁴ were low. Aspirations were low. Both schools had serious disciplinary and drug issues. The idea was that Breeze Hill and Counthill would shut and their students be relocated to the brand new Waterhead academy.

Before Breeze Hill and Counthill were closed in 2010, there was a consultation period. The proposal to create one large school of 1,400 pupils had caused consternation. Some of that was understandable resistance to change, but some Asian parents and teachers from Breeze Hill were nervous that their kids would be subject to racist abuse. Local whites in the lower-middle-class neighbourhood of Waterhead demonstrated against the merger. They said they were worried about the disruption that a big school would cause in the area. Many white parents in the area would rather send their kids to a failing monocultural school than a thriving⁵ mixed one.

The merger between Breeze Hill and Counthill was handled with caution. Between 2010 and 2012, the schools continued to operate on separate sites, and the children were brought together for particular classes or activities. The new building was opened for business in September 2012. Like many of her colleagues, one former Breeze Hill science teacher, Faizal Ahmed, who now teaches at Waterhead, was afraid that "there were going to be clashes every single day, there was going to be uproar; we were going to be in the papers."

The newly merged school had to carefully navigate various multicultural sensitivities: boys and girls play sport separately, there is a modest uniform code, and assemblies draw from a number of religious traditions. Halal⁶ meat is available, but so are bacon sandwiches. All these issues seemed trickier in anticipation than in practice. According to Hewstone's version of the contact hypothesis, contact works best when British white children see British Asian pupils as being in some sense typical of their culture, and vice versa.

Radiyah was one of the students who were apprehensive about Waterhead. The school had not been her parents' first choice. There were lots of menacing rumours, Radiyah said. "I thought, because I'm a different skin colour, people might say things to me – racist things. But, first day, second day, everything was perfect. The rumours weren't true."

Radiyah's friend Olivia also loves the school. Their friendship offers anecdotal evidence that, in terms of social cohesion, Waterhead has been a resounding success. But Hewstone does not believe in drawing conclusions from anecdotes.

Hewstone's survey asked the children, for example: "When you meet white British/Asian British boys do you feel nervous?" And the children rated their answer on a scale of one (not at all) to five (very). Another question, on the same scale, was: "How much do you trust white British/Asian British pupils?"

Hewstone says that he is completely "blown away" by the results. The findings show that each and

⁴ a rating of the ability of a school pupil

⁵ flourishing, doing well

⁶ meat prepared according to Muslim rules

every year the positive variables – trust and liking – improve. And each and every year, even more dramatically, the negative variables – anxiety and nervousness about the other group – decrease.

How long the beneficial impact of contact lasts is open to debate. Once their education is over, many pupils will return to segregated neighbourhoods and their separate lives. But Hewstone likes to quote Thomas Paine⁷: “The mind once enlightened cannot again become dark.” He argues that a dose of integration acts as a kind of vaccination for life – a permanent booster of tolerance and understanding.

At school Radiyah and Olivia’s cultural differences – of which they are aware – seem small compared to what they have in common. Their friendship has an infectious quality. Even so, it is more complex than appears at first sight. They have never visited each other’s homes – they do not even know where the other lives, though they regularly talk on Skype after school. That is not unusual for cross-racial friendships at Waterhead – the friendship checks in and then checks out again at the school gate. As they stream out of school at 3pm, the Asian and white kids go home to separate neighbourhoods. Radiyah and Olivia live less than two miles apart – though the psychological distance between their two neighbourhoods is substantially greater.

This, then, is a slow evolution, not an overnight revolution – and one susceptible to setbacks. As for the two girls, will they be best friends for ever? Olivia thinks so, but Radiyah is less convinced. “Maybe not forever, because sometimes she’s really annoying.” Olivia looks momentarily pained. “But I like it that she’s a bit annoying, because I don’t want boring friends.” And with that, they are off down the corridor, nudging each other and giggling.

adapted from:

<http://www.theguardian.com/news/2015/nov/05/integrated-school-waterford-academy-oldham> (29 April 2016)

⁷ English-American activist and philosopher; one of the Founding Fathers of the United States; 1737 - 1809

Notes Reading Comprehension:

B. Language

1. Give a contextual synonym or explain in your own words the meaning of the following words as they appear in the text: *(1 point each)*

a. excels (l. 9)

b. maintained (l. 42)

c. inevitable (l. 49)

d. deprived (l. 50)

e. capital (l. 62)

/ 5

2. Give a contextual antonym for the following: *(1 point each)*

a. ignorance (l. 31)

b. rural (l. 54)

c. disruption (l. 79)

/ 3

3. Give the verb from which the following words are derived: (1 point each)

a. perceptions (l. 33) _____

b. exclusive (l. 56) _____

/	2
---	---

4. Give the noun derived from the following words: (1 point each)

a. confesses (l. 12) _____

b. survived (l. 15) _____

c. illiterate (l. 54) _____

d. modest (l. 89) _____

/	4
---	---

Total Reading Comprehension / Language:

/	14
---	----

C. Comprehension Questions

Answer the following questions in full sentences and in your own words as far as possible. Keep the whole text in mind when answering the questions.

No points will be awarded for repeated answers. Therefore, read all the questions before you start answering them.

Up to six points will be awarded for the quality of your language.

1. Characterise the friendship between Radiyah and Olivia (1 pt.) and name two aspects they have in common (½ pt. each) and two differences (½ pt. each). 3 pts.

3

2. Contact Hypothesis

- a. Explain the concept of “contact hypothesis”. 2 pts.

2

5. Explain the meaning of Thomas Paine’s quotation “The mind once enlightened cannot again become dark” (l. 110) in the context of the article.

2 pts.

	/	2
--	---	---

Comprehension Questions:

	/	17
--	---	----

Quality of language:

	/	6
--	---	---

Total Reading Comprehension / Questions:

	//	23
--	----	----

Total Reading Comprehension:

	//	37
--	----	----

II. Grammar

A. Read through the following newspaper article. Put the verbs in brackets into the correct form and write them into the gap. Do not add any other words.

(½ point each)

From The Guardian, 16 January 2016

Adapted from <http://www.theguardian.com/environment/2016/jan/16/world-health-organisation-figures-deadly-pollution-levels-world-biggest-cities> (29 April 2016)

Shock figures to reveal deadly toll of global air pollution

World Health Organisation describes new data as 'health emergency', with rising concern likely to influence decision over Heathrow expansion

The World Health Organisation (1. spread) _____ a new warning about deadly levels of pollution in many of the world's biggest cities, claiming poor air quality (2. kill) _____ millions and (3. threaten) _____ to overwhelm health services across the globe.

New figures to be released next month (4. show) _____ air pollution (5. worsen) _____ since 2014 in urban areas. The WHO says there is now a global "public health emergency" that (6. have) _____ financial implications for governments. The latest data will show further deterioration in many places as populations have grown, leaving large areas under clouds of smog created by a mix of transport fumes, construction dust, toxic gases from power generation and wood burning in homes. The toxic haze covering cities could clearly (7. see) _____ last week from the space. Last week it (8. reveal) _____ that several streets in London (9. burst) _____ their annual limits for nitrogen dioxide emissions just a few days into 2016. "We have a public health emergency in many countries from pollution. We must be worried about (10. face) _____ one of the biggest problems globally, with horrible future costs to society," said Maria Neira, head of public health at the WHO. "Air pollution leads to chronic diseases which require hospital space. Before, we (11. know) _____ that pollution (12. be) _____ responsible for diseases like pneumonia and asthma. Now we know that it leads to bloodstream, heart and cardiovascular diseases, too – even dementia. We are storing up problems. These are chronic diseases that require hospital beds. The cost will be enormous," said Neira.

Last week David Cameron, whose government has been accused of dragging its feet over air pollution, (13. concede) _____ in the House of Commons that the growing problem of air pollution has implications for major policy decisions such as whether to expand Heathrow airport.

In 2014 the prime minister (14. widely, criticise) _____ for describing it as "a naturally occurring weather phenomenon". Government sources say Cameron and other ministers are now taking the air pollution issue far more seriously.

(15. ask) _____ by Member of Parliament (MP) Tania Mathias to promise that he would never allow Heathrow to expand while nitrogen dioxide levels are risking the health of millions, Cameron said she was right to raise the matter, which (16. now, take on) _____ directly by the government. Last December Cameron (17. put off) _____ a decision on Heathrow expansion for at least another six months.

According to the UN, there are now 3.3 million premature deaths every year from air pollution, about three-quarters of which are from strokes and heart attacks. With nearly 1.4 million deaths a year, China has the most air pollution fatalities, followed by India with 645,000 and Pakistan with 110,000.

In Britain, the latest figures suggest that around 29,000 people a year die prematurely from particulate pollution and thousands more from long-term exposure to nitrogen dioxide gas, emitted largely by diesel engines. At present the government (18. take) _____ to court over its intention to delay addressing pollution.

The NGO ClientEarth, which last year forced ministers (19. come) _____ up with fresh plans to tackle illegal nitrogen dioxide levels in British cities, said that it (20. seek) _____ urgent court action because the proposed solutions would take so long to implement and produce cleaner environments. Under the latest government plan, the Department for Environment, Food and Rural Affairs (Defra) promised clean air zones for five cities by 2020 in addition to one already planned for London. But this will mean that it (21. take) _____ years before cities such as Manchester, Cardiff and Edinburgh (22. feel) _____ the benefits.

Frank Kelly, director of the environmental health research group at King's College London, told the *Observer* that air pollution (23. become) _____ a "global plague". "It affects everyone, above all people in cities. As the world becomes more urbanised, it is becoming worse."

Sotiris Vardoulakis, head of England's environmental change department, said: "It's the leading environmental health risk factor in the UK, responsible for 5% of all adult mortality. If we (24. take) _____ action to reduce it, it (25. have) _____ multiple health co-benefits like lower greenhouse gas emissions and healthier cities."

A new report from the EU's European Environment Agency (EEA) says pollution is now responsible for more than 430,000 premature deaths. "It shortens people's lifespan and contributes to serious illnesses such as heart disease, respiratory problems and cancer. It also has considerable economic impacts, (26. increase) _____ medical costs. At the same time, productivity is reduced," said the EEA director Hans Bruyninckx.

Leading economist Lord Stern said air pollution was an important factor in climate change. "Air pollution is of fundamental importance. We (27. only, just, learn) _____ about the scale of the toxicity of coal and diesel. We know that in China, 4,000 people a day die of air pollution. In India it is far worse. This is a deep, deep problem," he said.

The latest scientific research, (28. publish) _____ in the journal *Nature*, suggests that air pollution now kills more people a year than malaria and HIV combined, and in many countries accounts for roughly 10 times more deaths than road accidents. According to the WHO, air quality is deteriorating around the world to the point where only one in eight people live in cities (29. meet) _____ recommended air pollution levels.

On Monday, John McDonnell will give evidence in a trial of 13 climate change activists who occupied a Heathrow runway in July, delaying or cancelling flights. The MP has been a prominent opponent of the airport's expansion and has strongly backed local residents who are resisting a third runway. At a rally in October he said: "In my district at the moment, people are literally dying. They're dying because the air (30. already, poison) _____ by the aviation industry."

B. Complete the second sentence using the word given so that it has a similar meaning to the first sentence(s). Do not change the word given. (1 point each)

1. John started working for this company 28 years ago.

BEEN

John _____ 28 years.

2. The student asked, "Will the teacher further explain these new grammar rules?"

IF

The student _____ new grammar rules.

3. James wanted to buy the car last month, but he didn't have the money.

WOULD

If James _____ the car.

4. The headmaster said it was necessary for us to wear our school uniforms.

ON

The headmaster insisted _____ our school uniforms.

5. You talked to my mother yesterday. She wants to go to Amsterdam.

WHO(M)

My mother _____ wants to go to Amsterdam.

6. John didn't take French in high school. That's why he unfortunately doesn't have more job opportunities.

WOULD

If John _____ more job opportunities.

7. I was watching TV. The phone rang.

I

Watching TV _____.

8. Yes, Ralph did mention your party last night.

REMEMBER

Yes, I _____ last night.

9. The station is closer to my home than the airport.

CLOSE

The airport _____ the station.

10. "I think you should go and see the headmaster, Joe," said his friend.

ADVISED

Joe's friend _____ the headmaster.

C. Correct the mistake in each of the following sentences.

(1 point each)

1. The 1920s were a particular rich decade for slang in the United States.
2. For instance, a *wet blanket* is the person who is no fun or who ruins the good times of others.
3. You might be surprised to learn that *hussy*, that simply meant housewife, now is a negative expression.
4. The question is how does slang spread between countries and cities.
5. Social media networks like Twitter allow linguists a more accurate and easily searchable record from our exchanges.
6. J. Eisenstein and his colleagues at the Georgia Institute of Technology in Atlanta conducted a study examining 30 million tweets send from different locations in the U.S. from December 2009 to May 2011.
7. The resulting map shows how these slang terms migrated over the country during those years.
8. The secret of a new word's success is his longevity, says Fiona McPherson, Senior Editor in the New Words Group at the Oxford English Dictionary.
9. If we all enjoy being creative, we would continually remake our language and keep it robust.
10. So, no matter whether you think internet slang vitalizes or destroys language, we simply cannot resist to adapt our language to new technologies and concepts.

	/	10
--	---	----

Total Grammar:

	/	35
--	---	----

 **Now put all your sheets of part A into your A3 envelope and hand it in order to get part B (essay topics). For the essay you can use your dictionary.**

B. Essay

- Choose one of the following topics to write an essay of 400 - 500 words.
 - Hand in a fair copy.
 - Count your words accurately and state the number in the box at the bottom of this sheet.
1. “It cannot be right that people can grow up and go to school and hardly ever come into meaningful contact with people from other backgrounds and faiths.”
(David Cameron, British Prime Minister, 2010 - 2016)
Discuss.
 2. Building a better world through sport.
Discuss.
 3. Fit, macho, sexy: the reinvention of vegans.
Veganism is losing its hippy image and is being embraced by everyone from Beyoncé to UFC (Ultimate Fighting Championship) fighters. Could the movement go mainstream?
Discuss.
 4. “Progress is impossible without change, and those who cannot change their minds cannot change anything.”
(George Bernard Shaw, 1856 - 1950, Irish playwright)
Discuss.

Words:



Attach all the sheets you have written on to the task sheet with the paperclip and hand them in (please not into your A3 envelope). All the sheets you have not used go onto another pile.