

Hinweis für die erste Aufsichtsperson:

Die gesamte Englischmaturprüfung besteht aus drei Teilen: Teil A, Listening Comprehension (blau), Teil B, Reading Comprehension (weiss) und Teil C, dem Aufsatzthemenblatt (gelb).

Die Prüfung beginnt mit dem Teil A, der Listening Comprehension (blau).

Nach dem Austeilen des Teils A wird die Prüfung als eröffnet erklärt. Dann wird die CD gestartet. Achtung: Die ersten 3 Minuten sind tonlos und dienen dem Durchlesen des 1. Teils der Listening Comprehension. Sodann ertönt die Listening Comprehension. Die CD wird nicht mehr gestoppt, bis der ganze Teil A vorbei ist (nach 26:00 Minuten). Sämtliche Zeiträume, um die Aufgaben zu lösen, sind auf der CD eingeplant. Nach 30 Minuten wird Teil A (blau) eingezogen. Teil B, die Reading Comprehension (weiss), wird ausgeteilt.

Hinweis für die anderen Aufsichtspersonen:

Sobald der Teil B, die Reading Comprehension (weiss), gelöst ist, wird dieser abgegeben. Dies kann zeitlich unterschiedlich geschehen. Bei Abgabe des Teils B wird für die verbleibende Zeit jeweils Teil C, das Aufsatzthemenblatt (gelb) zusammen mit einem von der Fachschaft Englisch zur Verfügung gestellten zweisprachigen Wörterbuch an die SchülerInnen ausgehändigt.

Andere Hilfsmittel sind keine erlaubt.

parts A and B: 25 % each
part C: 50 %

A: LISTENING COMPREHENSION

27 pts.

(For technical reasons, we cannot publish the audio file of our listening comprehension here, therefore we also refrain from publishing the tasks and questions.)

B: READING COMPREHENSION

53 pts.

JK Rowling: Isn't it time we left orphanages to fairytales?

Millions of children are locked away in institutions. Forget pretty murals, just close these places down

Wednesday 17 December 2014



It was a black-and-white photograph in a newspaper. It showed a small boy, locked in a caged bed in a residential institution. His hands clutched¹ what appeared to be chicken wire containing him, and his expression was agonised². There would be no Lumos – the charity dedicated to closing child institutions and so-called orphanages – if there hadn't first been this picture. I knew the immediate shameful impulse to turn away, to hide the page, not to look.

I could try to justify that impulse by saying that I was pregnant at the time, feeling vulnerable³ and hormonal. The sad truth remains that my instinctive reaction to that picture could stand as a metaphor for the attitude that has enabled the unjustifiable incarceration⁴ of 8 million children around this world to take place with little outrage⁵ or comment. Ashamed of that reflexive refusal to look, I forced myself to turn back to the picture and read the article.

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It told of a nightmarish institution where children as young as six were caged most of the day and night. I ripped⁶ the article out, and the following day I began writing letters to everybody I could think of with influence in the matter.

These efforts led quickly to the establishment of Lumos, named for the spell⁷ I created in Harry Potter to bring light to some dark and frightening places. Part of our work in Lumos is to shed⁸ light on the lives of those millions of children separated from their families for reasons of poverty, disability and discrimination.

The shocking truth is that the vast majority of these children have parents that could care for them. They are not orphans. Most are placed in institutions by families who are too poor to provide⁹ for them, or because of a lack of local education and health facilities, especially for children with special needs. The minority who do not have parents, or for whom staying at home is not in their best interests, are often placed in institutions because there is no alternative.

The idea of any child being taken from their family and locked away, all too often in atrocious¹⁰ conditions, is particularly poignant¹¹ at this time of year. For children in institutions, life too often resembles the darkest of Grimms' fairytales. Georgette Mulheir, CEO of Lumos, tells how one Christmas she took sweets to the 270 children in a particular institution. What she discovered there was nightmarish. It was minus 25 outside, the heating was broken, children lay shivering¹² in their beds, dressed in all their clothes, wrapped in threadbare blankets.

Again and again, when I quote the statistics to people who are not familiar with the field – 8 million children separated from their families worldwide – they are aghast¹³ and disbelieving. “How could that happen,” they ask, “without the whole world knowing?” The answer is really quite simple: who is easier to silence than a child? Especially a child with mental or physical disabilities, who is taken away from a family that has been convinced that it is for the best, or whose only alternative is watching that child starve.

There is now a wealth of scientific proof that institutions cause children measurable and sometimes irreparable harm. Institutionalised children are far less likely to be educated and to be physically or mentally well. Malnutrition is all too common. They are many more times likely to be abused or trafficked. The effects on infants are particularly chronic, with many failing to thrive¹⁴, or dying.

The impact of not having the love and attention of a dedicated carer is profound. It can cause stunting, developmental delays and psychological trauma. I have seen babies who have learned not to cry because nobody comes. I have met children so desperate for affection that they will crawl into any stranger's lap.

Damage is done very early, and it is lasting. Cut off from society, institutionalised children return to the world with their chances of a happy, healthy life greatly impaired¹⁵, often unable to find employment, excluded from the community and more likely to enter into a lifetime of poverty and dependency.

A crucial point is that these dire¹⁶ effects apply to children from all kinds of institutions, including those that are well resourced. The solution is not pretty murals, or comfier beds, or teddy bears. The solution is no institutions.

The good news is that this is an entirely solvable problem. Based on the successes already achieved in several countries, Lumos estimates that the institutionalisation of children can be eradicated globally by 2050 – in our lifetime.

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Where there is investment in inclusive education and health, where vulnerable families receive support for poverty, employment and social and medical problems; where there are fostering, adoption or other family-based care alternatives for children who cannot be with their parents; and where the culture of institutionalisation is replaced by one that prioritises keeping families together, children can thrive within their own families and communities.

International donors play a vital¹⁷ role in this regard. The issues they choose to fund, and the principles they promote, greatly influence what support is available to children and families.

Ending the practice of keeping children in institutions isn't just a moral imperative: it makes excellent economic sense. It is far more cost-effective to support a child in a family than in an institution – and this also reduces long-term costs, since these children are far less likely to become dependent in adulthood. We know our model works. Since Lumos began working in Moldova in 2007, there has been a 70% reduction in the number of children in institutions nationally, despite chronic political instability and Moldova's standing¹⁸ as the poorest country in Europe.

In the Czech Republic, while the numbers of children being admitted into institutions has dropped by 16% nationally in the past year, in Lumos's demonstration area they have achieved a 75% fall in admissions. It is eminently possible that by 2020 there will be no more children in institutions in the Czech Republic.

Since Lumos began working in Bulgaria, the number of children in institutions has reduced by 54%. New admissions to institutions in Bulgaria have fallen by 34%, and the number of foster carers has increased by 440%, from 357 to more than 1600, providing the much-needed family environments for children who would otherwise be in institutions.

This is a critical time for getting children out of institutions. The commitments made by the EU, the US and the Global Alliance for Children – a grouping of public and private aid donors, and NGOs, of which Lumos is a key member – have set an important precedent¹⁹ for other donors. There is now a critical mass of expertise and evidence on which we can all build.

Many millions of people around the world want to see an end to the harmful and unnecessary practice of institutionalisation. Everyone has a role to play in that regard, which is precisely the idea behind the social media campaign #letstalklumos launched²⁰ last month. Keeping this issue alive and creating awareness is a vital part of changing the future for these children.

I recently committed to becoming president of Lumos for life. It is my dream that, within my lifetime, the very concept of taking a child away from its family and locking it away will seem to belong to a cruel, fictional world.

© JK Rowling, founder and president of Lumos

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I. Tick (✓) the best definition of the words or phrases as used in the given context. The words are underlined and numbered in the article. **20 pts.**

1. clutch	a) grab b) tear c) rub
2. agonised	a) scared b) hopeful c) miserable
3. vulnerable	a) depressed b) expectant c) unprotected
4. incarceration	a) suppression b) imprisonment c) incarnation
5. outrage	a) compassion b) indignation c) violence
6. rip	a) tear b) erase c) copy
7. spell	a) bewitchment b) sorcery c) spasm
8. shed	a) give up b) give forth c) give away
9. provide	a) feed b) supply c) raise
10. atrocious	a) awful b) difficult c) pleasing
11. poignant	a) painful b) harmless c) obvious
12. shiver	a) shake b) weep c) cry
13. aghast	a) angry b) annoyed c) horrified
14. thrive	a) get well b) stay well c) do well
15. impaired	a) deprived b) called into question c) doubted

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16. dire	a) crucial b) dreadful c) dear
17. vital	a) active b) animat c) essential
18. standing	a) rank b) achievement c) level
19. precedent	a) stereotype b) example c) illustration
20. launch	a) start b) continue c) renew

II. Indicate whether each of the following statements is right (R), wrong (W) or if it doesn't say (D). There might be 0, 1, 2, 3 or 4 right statements. (1p. each; total 33 pts.)

21. Looking at the photograph for the first time

	a) Rowling felt immune when being confronted with the harsh facts as displayed.
	b) Rowling's feelings towards the issue were so intense because of her second pregnancy.
	c) simultaneously she realized that ignoring such a picture might eventually be the cause for such outrageous treatments of children in so many institutions around the globe.
	d) it made more of an impression on her than the article that went with it.

22. According to Rowling, Lumos

	a) wouldn't have been founded if not for her reactions to the article.
	b) traces its name back to the famous Harry Potter series.
	c) should enlighten and bring happiness to many children's lives in the orphanages.
	d) should draw public attention to those minors that have to live in such inhuman conditions.

23. According to Rowling

	a) for the majority of children, life within families would be available.
	b) for a small number of orphans the institutions are currently the only option .
	c) life in these barbaric children's homes mirror the Grimms' fairytales.
	d) such institutions can only continue to exist because children are the weakest link in our society.

24. So far

	a) science has not confirmed that children from institutions have slimmer chances than other children to survive such experiences unaffectedly.
	b) former children from institutions have in the meantime become volunteers of Lumos.
	c) science has confirmed that lack of affection and care are the main cause of

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	traumatic setbacks in the growth and well-being of former institutionalized children.
	d) one has seen that children from institutions can also have an equal chance of finding happiness and fulfillment in life.

25. Children can prosper and grow successfully

	a) in any institution depending on its resources and personnel.
	b. if one tries to support families in need at all times.
	c. in institutions if only they get enough love.
	d. if their education is integrated with their daily lives.

26. Putting an end to the institutionalization of children

	a) automatically means fewer addicts when they're grown up.
	b) means reduced costs for a child's support.
	c) has already lead to economic progress.
	d) is only a moral obligation.

27. In certain areas in the Czech Republic where Lumos is active

	a) only a quarter of the children originally intended to be registered end up in an institution.
	b) numbers of admission have risen dramatically.
	c) it is planned to have no more institutionalized children in 5 years from now.

28. In Bulgaria

	a) the number of foster parents has quadrupled.
	b) foster parents are still hard to find.
	c) fostering is becoming more and more common.

29. In order to be able to change the future of these children

	a) volunteers have to get active to make people aware of the fact that they are equally important in the struggle for those children's better lives.
	b) a campaign needs to be started.
	c) politicians have to tackle the problem and support the campaign.
	d) the media have to make the issue public.

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FACH: E

KLASSE: 4x

Examinatorin: NN

C: Essay

Choose a topic (one only!!) relating to the following works you have read in class or the article you have read in the reading comprehension.

Write an essay of 500 - 700 words (recommended). Count your words!

1. Essay topic based on the Reading Comprehension

The United Nations Organisation (UNO) has released a charter for children's rights, which has also been accepted and signed by the Swiss government. In this charter, children are given certain rights, among others, a right to a home, family, a right to play and to education, to food and to be secure and loved.

Discuss why despite the existence of this charter the situation of children is still critical and disillusioning. Give your essay a title.

- 2.
- 3.
- 4.