

2026

STARK
Prüfung

**MEHR
ERFAHREN**

Fachober

Hessen

Englisch

- ✓ Original-Prüfungsaufgaben
mit Lösungen
- ✓ Übungsaufgaben



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Original-Abschlussprüfungen

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Abschlussprüfung 2025 www.stark-verlag.de/mystark

Sobald die Original-Prüfungsaufgaben 2025 freigegeben sind, können Sie sie auf der Plattform MySTARK herunterladen (Zugangscode vorne im Buch).

Autorin (Hinweise und Tipps, Übungsaufgaben, Lösungen zu den Prüfungsaufgaben):
Ramona Schwarze

Sollten nach Erscheinen dieses Bandes noch **wichtige Änderungen** an der Prüfung vom Bildungsministerium bekannt gegeben werden, finden Sie aktuelle Informationen dazu auf der Plattform **MySTARK**.

Vorwort

Liebe Schülerinnen und Schüler,

bald werden Sie Ihre **schriftliche Abschlussprüfung im Fach Englisch** ablegen. Wir möchten Sie gerne auf Ihrem Weg zu einem guten Abschluss begleiten und Sie mit diesem Band bei der **Vorbereitung auf die Prüfung** unterstützen.

Die Aufgaben werden vom hessischen Kultusministerium vorgegeben. **Ausführliche Hinweise** zu den **Anforderungen** sowie allgemeine Hilfestellungen zur Lösung der Abschlussprüfungen finden Sie am Anfang des Buches.

Die **Übungsaufgaben** bieten Ihnen eine zusätzliche Möglichkeit, sich vorzubereiten. Ihr Aufbau entspricht dem der Prüfung. Die **Hinweise und Tipps in den Lösungen** geben Ihnen Hilfestellung, wenn Sie sich in bestimmten Aufgabenbereichen noch unsicher fühlen.

Üben Sie die Prüfungssituation mit den **offiziellen Prüfungsaufgaben**, die in den Jahren 2020 bis 2025 vom hessischen Kultusministerium gestellt wurden. Auch hier finden Sie in den Lösungen **Hinweise zur Bearbeitung**. Die methodischen Schritte können Sie auf die Bearbeitung anderer Texte und Aufgaben übertragen. Zudem stehen Ihnen **vollständige Musterlösungen** zur Verfügung.

Zusätzlich zu den Aufgaben in diesem Buch haben Sie die Möglichkeit, sprachliche **Grundlagen** anhand interaktiver Aufgaben zu üben. Mithilfe der **Web-App** „Mind-Cards“ können Sie hilfreiche **sprachliche Wendungen** wiederholen.

Sie können auf alle digitalen Zusätze online über die Plattform **MySTARK** zugreifen. Vorne im Buch finden Sie Ihren persönlichen Zugangscode.

Wir wünschen Ihnen viel Erfolg bei der Abschlussprüfung!

Die Autorin und der Verlag

Hinweise und Tipps zur zentralen Abschlussprüfung

Wie bereite ich mich auf die Abschlussprüfung vor?

- Nehmen Sie aktiv am Unterricht teil.
- Reichen Sie Hausaufgaben ein und lassen Sie sich regelmäßig Rückmeldung über Ihren Entwicklungsstand geben.
- Fertigen Sie sich von allen Themenbereichen/Oberthemen Mindmaps an. Das gibt Struktur und hilft das entsprechende Fachvokabular zu vertiefen.
- Die folgenden **Themenfelder** werden in der Prüfung abgefragt:
 - Themenfeld 1: *Chances and challenges in a globalized world*
 - Themenfeld 2: *Our environment at stake*
 - Themenfeld 3: *Equal opportunities – equal rights (?)*
- Eine Spezifizierung der Themen steht im Prüfungserlass. Diesen sollten Sie mit Ihrer Lehrkraft besprechen. Außerdem können Sie ihn auch auf der Seite des Kultusministeriums einsehen. Im Prüfungserlass werden alle Themen, die geprüft werden, aufgelistet: Sie sind verbindlich für alle Schüler*innen und Lehrkräfte.
- Lernen Sie aus Ihren Fehlern: Klassenarbeiten sind die beste Vorbereitung. Suchen Sie Ihre 10 häufigsten Fehler heraus und arbeiten Sie daran. Ein geringer Fehlerquotient verbessert Ihre Note deutlich.
- Ansonsten gilt: üben, üben, üben. Alle schriftlichen Ausarbeitungen kann man vorbereiten und die Struktur einüben. Der Ablauf ist immer gleich. Je besser Sie vorbereitet sind, desto mehr können Sie sich auf Rechtschreibung, Grammatik und Stil konzentrieren.

Was erwartet mich in der Abschlussprüfung?

- Die Englischprüfung ist eine **schriftliche Abschlussprüfung**. Es gibt die Möglichkeit, zur Verbesserung der Note eine mündliche Prüfung abzulegen.
- Sie bekommen **zwei Prüfungsvorschläge**. Nach **30 Minuten Einlesezeit** müssen Sie sich für einen Vorschlag entscheiden.
- Die Prüfung dauert **180 Minuten**. Am Ende der Prüfung müssen Sie Ihre Wörter im Bereich Produktion zählen.
- Bitte achten Sie auf eine saubere Schrift und einen Rand für Korrekturen und Anmerkungen.
- Ihnen stehen ein **Deutsch-Englisches-Wörterbuch** sowie ein **einsprachiges Englisch-Wörterbuch** zur Verfügung. Nutzen Sie diese, denn jeder entdeckte Rechtschreib-, Grammatik- oder Wortfehler reduziert Ihren Fehlerquotient und verbessert somit Ihre Note.
- Sollten Sie in eine mündliche Englischprüfung gehen, bereiten Sie sich gründlich vor. Sie haben eine Vorbereitungszeit. Zeigen Sie, dass Sie sich in der englischen Sprache ausdrücken und kommunizieren können. Verwenden Sie klar strukturierte Sätze, die sowohl Strukturvokabular als auch Fachvokabular enthalten. Reden Sie nur in englischer Sprache. Die Verwendung eines deutschen Wortschatzes ist in einer Englischprüfung nicht erwünscht.

Hörverstehen

- Die Prüfung beginnt im Anschluss an die Einlesezeit mit dem Hörverständnisteil. Dieser ist für beide Vorschläge gleich.
- Der Hörverständnistext wird **zweimal** vorgespielt. Der Hörtext bzw. die Hörtexte dauern insgesamt ca. drei bis sechs Minuten.
- Vor dem ersten Hördurchgang haben Sie die Möglichkeit, die Aufgaben genau zu lesen. Markieren Sie sich hierbei Schlüsselwörter.
- Folgende **Aufgabentypen** können im Hörverstehen vorkommen:
 - das Ausfüllen einer Tabelle oder einer Übersicht mit kurzen Informationen oder Stichpunkten auf Englisch
 - das Vervollständigen von Teilsätzen

Tipps zum Hörverstehen

- In den vergangenen Jahren stand das Ausfüllen einer Tabelle im Fokus. Hierbei wurde angegeben, wie viele Aspekte jeweils zu den Fragestellungen genannt werden müssen. Ein guter Hinweis sind sonst auch die Punkte, die auf die Teilfragen vergeben werden.
- Füllen Sie die Aufgaben beim ersten Hören so weit aus, wie es geht. Markieren Sie sich anschließend zwischen den Hördurchgängen, wo Sie noch Lücken haben oder sich unsicher sind.
- In der Regel orientiert sich die Reihenfolge der Aufgaben an der Reihenfolge im Hörtext. Dies kann für Sie beim zweiten Hördurchgang interessant sein, wenn Sie gezielt versuchen, Informationen, die Ihnen noch fehlen, herauszuhören.

Leseverstehen

- Bei der Überprüfung des Leseverständnisses bearbeiten Sie einen englischsprachigen Text (ca. 400–600 Wörter).
- Folgende **Aufgabentypen** sind möglich:
 - Multiple-Choice-Aufgaben auf Englisch
 - Ausfüllen einer Tabelle/Übersicht mit kurzen Informationen oder Stichpunkten auf Deutsch
 - Zuordnungsaufgaben
 - Beantwortung von Fragen auf Deutsch
 - das Vervollständigen von Teilsätzen

Tipps zum Leseverstehen

- Auch hier lag in den vergangenen Jahren der Schwerpunkt meist auf dem Ausfüllen einer Tabelle. Dies muss an dieser Stelle in deutscher Sprache erfolgen.
- Wie beim Hörverstehen wird Ihnen auch hier die Reihenfolge der Aufgaben einen Hinweis darauf geben, wo im Text Sie nach der fehlenden Information suchen müssen. Vereinzelt kann es jedoch auch zu Abweichungen kommen, insbesondere, wenn bei einer Aufgabe verschiedene Teilaspekte gefordert sind.

Hessen Englisch ■ Abschlussprüfung Fachoberschule

Übungsaufgabe 1



HÖRVERSTEHEN

- 1 Listen to the audio file and complete the table with the relevant information in English based on the information you hear.

(15)

a	Traditional subjects that can be described as “life sciences” <i>Name one.</i>		(1)
b	When and where did the first cloning of plants happen?		(2)
c	People’s worries when it comes to cloning <i>Name three.</i>		(3)
d	Organs that could possibly be replaced by cloning <i>Name three.</i>		(3)

e	Problems that come along with new AIDS medication <i>Name two.</i>	(2)
f	What does our body need telomerase for?	(1)
g	What will happen to our body when it stops producing telomerase? <i>Name three aspects.</i>	(3)

**Text I****Child labour is exploitation – but the household work I did as a child gave me life skills**

1 Aged eight, Tayambile would walk with her mother every day to fetch water. On her
2 km return journey in 30 °C heat, she would carry 20 litres in an aluminium bucket on
her head. She would then help to pound maize in a mortar and prepare food for the
family – typically fresh fish caught by her father on the lake. After the main and only
5 meal of the day, “Tayamba” – meaning “we have started” in Chichewa, the national
language of Malawi in south-eastern Africa – would take care of her baby sister. That
young girl was me. Through a western lens, some might view my experience as child
labour. To me, I was learning life skills.

Six decades later, most people from this land-locked country still live in rural areas.

10 Many are involved in agriculture for their livelihoods, including tobacco farming – so-
called “green gold” for one of the world’s poorest nations.

Multinational companies make billions of dollars a year, selling cigarettes in the US,
Europe and elsewhere. The tobacco is produced in tough conditions, much of it by
children aged under 14, as revealed in a Guardian investigation just two years ago.

15 These practices are rightly considered exploitative, can be physically and mentally
harmful, and detrimental to children’s futures by keeping them out of school.

However, where do you draw the line between what is internationally deemed a crime
and a natural process of transferring skills? Is international concern on child rights
relevant to Africa?

20 Some argue that child labour perpetuates poverty, unemployment, illiteracy, popula-
tion growth and other social problems. With the exception of large organisations put-
ting children to work, local context is everything. [...]

Children, the farmers of tomorrow, play a crucial role in the rural economy. They learn
skills by observation and participating in activities such as building houses, fishing,
25 preparing food – all essential for survival. These skills are transferred from elder family
members to children, from mother to daughter, father to son. But from an outsider’s
perspective these “at-home chores” can be viewed negatively.

The International Labour Organization defines child labour as “work that deprives
children of their childhood, their potential, and their dignity, and that is harmful to
30 physical and mental development”. At the most extreme, it involves child slavery, sep-
aration from families or exposure to life-threatening hazards. Other examples may in-
volve children being kept home from school in order to help the household. [...]

In Africa, where many areas have no social security or social services to support the
vulnerable, families are responsible for educating and training the next generation to
35 become capable adults.

Those with good life skills become self-reliant and resilient because they can support
themselves against all odds. [...]



Transkript

The advances in modern life sciences

1 **Interviewer:** Welcome to another round in our series “Modern Life”. Today, I will be talking to Professor Leonard Pendlebury from Sussex University about the advances in modern life sciences and the consequences for our lives. Professor Pendlebury, “life sciences” is a fairly new term. What does it involve?

5 **Pendlebury:** Well, “life sciences” is a new term for traditional subjects like biology, botany and others dealing with life forms, such as humans, plants and animals. Often, however, the boundaries between the species with regard to what scientists are trying to find out are not as clearly defined as they used to be. Take cloning, for instance. Here, scientists work on plants and animals and – to some extent – humans. It is quite an interdisciplinary approach.

Interviewer: Yes, cloning is one of the controversial issues of our time. Some people think it is a great step forward, while others consider it to be very dangerous. What do you think? What is cloning, and what does it involve?

15 **Pendlebury:** Cloning is, by definition, a process by which one produces an exact copy of a plant or animal by taking a cell from it and developing it artificially. The result is an organism that is identical. Not many people know that the cloning of plants actually has a long tradition in history. In fact, the first cloning of plants happened 2000 years ago in Ancient Greece. With animals, the process is much more complicated, but in 1997, a scientist from Edinburgh University produced the first cloned
20 sheep, called Dolly. Now Dolly made it into the headlines, of course, and became somewhat of a TV star.

Interviewer: Yes, I remember. And quite a few people became worried about what would happen if that technology were used on humans. Could scientists reproduce some terrible dictator, for example, or produce armies of cloned soldiers to take
25 over the world?

Pendlebury: Oh yes, you’re quite right, even today people are worried that someone might reproduce the likes of Adolf Hitler or Genghis Khan by cloning one of their cells. Or that it might soon be possible to make a copy of your grandparents. Or bring the dinosaurs back to life in a 21st-century *Jurassic Park*!

30 Now, all that is rather farfetched and quite impossible. The truth is, a clone of a human being would not be absolutely identical in its behaviour and actions. It might look the same as the original, like a twin, but that would be all. So, even if you could make a copy of Albert Einstein, it would not automatically mean that the clone would be as clever and creative.

35 **Interviewer:** But even so, lots of people are sceptical ...

Pendlebury: I know, but these people should also consider the benefits of cloning. Take the production of human organs and tissue, for example. With cloning we could produce hearts, kidneys, eyes and other organs and help thousands of people to live a better life or even to live at all. Just look at heart patients. At the moment, they
40 have to wait around for a heart donor. Now, the problem is finding the right heart. It has to be the right blood group and, first of all, a heart must be available. All this is very complicated and hearts made of cloned cells would make the process a lot easier – and probably also a lot cheaper.

Interviewer: I see your point. But, to move on if we may, cloning is not the only way
45 forward. How about other developments? Will there be a cure for cancer or for AIDS, for example?

Pendlebury: I don't know. Cancer is a very complex disease and there is no certain cure. However, lots of things have been discovered to prevent it. And today, of course, doctors can detect it much more quickly than in the past, and once cancer is discovered, you can at least slow it down. The same goes for AIDS. So far, scientists have
50 not found a cure for AIDS, but they have developed an impressive list of things that help you to live with the disease. That means that you can lead an almost normal life, even if you are HIV positive. However, this medicine is vastly expensive and poor people can't afford it, especially those in the developing world. Another problem is that quite a few people here in the West think that because of the medicine
55 available to them, they don't need to practise safe sex anymore. That's extremely careless of course and could mean a new increase in infection numbers.

Interviewer: Last question: is it true that scientists in America have found a drug to stop the ageing process? Could we, or our children, become hundreds of years old?

Pendlebury: Well, "hundreds of years" sounds a bit like science fiction to me, but of course, people all over the world are working on that problem. Scientists in the USA have in fact discovered that our body produces a substance called telomerase. This substance enables our body cells to divide and make new cells. Now, at a certain age, the body stops producing telomerase and therefore, no more new cells can be
60 produced. Our body starts to fall apart, which means that we get old and die. So, if we took a drug containing telomerase, this would slow down the ageing process, at least in theory, and we might live until we're a hundred and fifty or more.

Interviewer: Professor Pendlebury, thank you very much for talking to us.

Pendlebury: Thank you.

1

TIPP

Achten Sie in der Prüfung auf die richtige Schreibweise. Wenn die korrigierende Lehrkraft Vermutungen anstellen muss, was die richtige Lösung ist, kann dies zu Punktabzügen führen.

- **Zu a:** Hier sollen traditionelle Bereiche benannt werden, die heute als Biowissenschaft bezeichnet werden.

“Well, ‘life sciences’ is a new term for traditional subjects like biology, botany and others dealing with life forms, such as humans, plants and animals.” (Z. 5/6)

- **Zu b:** Achten Sie im Text darauf, wann zum ersten Mal Pflanzen geklont wurden und wo das gemacht wurde. Die Informationen folgen unmittelbar aufeinander. Wenn Sie beim ersten Hören nicht alles mitbekommen, konzentrieren Sie sich beim zweiten Hören auf die entsprechende Textstelle.
“In fact, the first cloning of plants happened 2000 years ago in Ancient Greece.” (Z. 17/18)
- **Zu c:** Listen Sie die Ängste auf, die im Text im Zusammenhang mit Klonen beschrieben werden. Dabei kann es hier hilfreich sein, eigene Formulierungen zu verwenden.
 - “Could scientists reproduce some terrible dictator, for example, or produce armies of cloned soldiers to take over the world?” (Z. 23–25)
 - “[E]ven today people are worried that someone might reproduce the likes of Adolf Hitler or Genghis Khan by cloning one of their cells. Or that it might soon be possible to make a copy of your grandparents. Or bring the dinosaurs back to life in a 21st-century Jurassic Park!” (Z. 26–29)
- **Zu d:** Hier sollen drei Organe genannt werden, die durch Klonen reproduziert und transplantiert werden könnten.
“With cloning we could produce hearts, kidneys, eyes and other organs ...” (Z. 37/38)
- **Zu e:** Hier sollen Probleme genannt werden, die in Zusammenhang mit dem Fortschritt im Bereich der AIDS-Medikation auftreten.
“However, this medicine is vastly expensive and poor people can’t afford it, especially those in the developing world. Another problem is that quite a few people here in the West think that because of the medicine available to them, they don’t need to practise safe sex anymore.” (Z. 53–56)
- **Zu f:** Hier soll beschrieben werden, wofür der Körper Telomerase braucht.
“This substance enables our body cells to divide and make new cells.” (Z. 62/63)
- **Zu g:** Hier sollen drei Dinge genannt werden, die passieren, wenn der Körper keine Telomerase mehr produziert.
“Now, at a certain age, the body stops producing telomerase and therefore, no more new cells can be produced. Our body starts to fall apart, which means that we get old and die.” (Z. 63–65)

a	Traditional subjects that can be described as “life sciences”. <i>Name one.</i>	• biology • botany • other subject dealing with life forms (humans, plants, animals)
b	When and where did the first cloning of plants happen?	• 2000 years ago • in Ancient Greece

c	People's worries when it comes to cloning. <i>Name three.</i>	• scientist could reproduce some terrible dictator / Adolf Hitler or Genghis Khan / armies of cloned soldiers • people could make a copy of people who are close to us, like our grandparents • someone could clone dinosaurs
d	Organs that could possibly be replaced by cloning. <i>Name three.</i>	• hearts • kidneys • eyes
e	Problems that come along with new AIDS medication. <i>Name two.</i>	• extremely expensive • some people in the West do not practise safe sex anymore • people in third-world countries cannot afford it
f	What does our body need telomerase for?	• (enables) body cells to divide / make new cells
g	What will happen to our body when it stops producing telomerase? <i>Name three aspects.</i>	• no more new cells are produced • body falls apart • we get old • we die



LESEVERSTEHEN

2

TIPP

- **Zu a:** Nennen Sie vier Aufgaben, die das Mädchen im Alltag erfüllen muss:
 - “Tayambile would walk with her mother every day to fetch water.” (Z. 1)
 - “She would then help to pound maize in a mortar and prepare food for the family ...” (Z. 3/4)
 - “‘Tayamba’ [...] would take care of her baby sister.” (Z. 5/6)
- **Zu b:** “Many are involved in agriculture for their livelihoods, including tobacco farming – so-called ‘green gold’ for one of the world’s poorest nations.” (Z. 10/11)
- **Zu c:**
 - “The tobacco is produced in tough conditions ...” (Z. 13)
 - “These practices are rightly considered exploitative, can be physically and mentally harmful, and detrimental to children’s futures by keeping them out of school.” (Z. 15/16)
- **Zu d:** “Some argue that child labour perpetuates poverty, unemployment, illiteracy, population growth and other social problems.” (Z. 20/21)

Hessen Englisch ■ Abschlussprüfung Fachoberschule 2024

Vorschlag A



HÖRVERSTEHEN

- 1** Listen to the audio file and fill in the table/complete the sentences with the relevant information in English based on what you hear. (15)

a	Human trafficking is also known as ...	(1)
b	When A21 was founded	(1)
c	The mission of the A21 campaign is ...	(1)
d	More than 40 million people living in slavery globally generate ...	(1)
e	Faces of human trafficking <i>Name two.</i>	(2)
f	What happens to women in Bulgaria when they can't be sold for sex anymore	(1)
g	Why young women leave their homes in eastern Europe	(1)
h	Two workplaces where modern slaves are also exploited	(2)
i	How children are exploited <i>Name one example.</i>	(1)
j	Goals of the A21 campaign <i>Name two.</i>	(2)
k	Specialty of the A21 campaign videos	(1)
l	Their slogan is ...	(1)

**Text I****Why migrants need friendship**

1 For Mahmud, the first few months in Germany were an unhappy time. He had left his family and friends behind in Syria. He only knew one other person, an asylum seeker like him, and he felt disorientated, depressed, and lonely. Luckily, things didn't stay this way for Mahmud. He started playing sport and got involved in a club. Within two
5 years his German had improved and he had a job, a girlfriend, and a small but good group of friends. As a new arrival in Germany, Mahmud faced a lot of challenges: Making new friends was just one of those challenges, but a very significant one.

According to social scientists, all of the 42 migrants interviewed for a study, including Mahmud, had a strong desire to make friends in Germany. But nearly all of them also
10 said it was extremely difficult. This shows that newly arrived migrants don't choose to stay within their own groups but, given the chance, would like to reach out to the mainstream society, said Stefan Bernhard, who is leading the study.

"It goes against the idea that we have an ethnic subculture developing, with people not wanting to establish connections," he added. The main reason that it is hard for asylum
15 seekers like Mahmud to make friends is their lack of German language skills, said Bernhard.

Older migrants and those who are prevented from studying or getting a job find it much harder to learn the language, significantly increasing their risk of becoming marginalized, he added. Many of those whose asylum claims are successful do not learn German
20 to the standard required for vocational education or university, Bernhard explained. "They are in danger of being trapped in a low-qualification, low-income sector of the labor market."

The practice of housing asylum seekers in isolated centers is also part of the reason that it is so difficult for migrants to bridge the gulf to mainstream society, according to
25 Bernhard. "Most asylum seekers live in segregated housing with other refugees, so it's very hard to just see or meet local people and to get to know them in a normal friendship process. It's pretty clear that the bigger the refugee camp and the further outside towns, the more difficult it is to meet local people," he said. "Refugees normally experience segregated housing. They realize that they are being excluded from society.
30 It certainly doesn't help them to learn the language."

In 2015 there was broad public and government backing for community-based projects aimed at helping asylum seekers to gain access to support networks and to make friends with locals in Germany.

Ayham, Lene and Monther got to know each other last year through "Start with a
35 Friend", a project connecting local people with newcomers in Germany. Ayham says friendship is the most important thing in his life: "I can't live without the two of them anymore, they are my second family. These two have brightened my life."

Support should continue for programs that connect asylum seekers with the host communities, like "Start with a Friend", the study recommends.

**Text II**

- 1 I think really free and fair markets are one of the great inventions of the human race.
But here's the catch. Markets only work when prices reflect real costs and right now
prices don't make sense. We're letting the firms who sell fossil fuels, and indeed any-
one who emits greenhouse gases, cause enormous damage for which they do not have
5 to pay. Coal, for example, is only so cheap because you're not paying for the harm that
it causes. Burning coal sends poisons like mercury and lead into the air increasing
health care costs by billions of dollars and causing the death of hundreds of thousands
of people. Every year it also emits huge quantities of carbon dioxide. So, another part
of the real cost of coal is the climate damage it will cause and is already causing. Thus,
10 anyone who emits greenhouse gases ought to pay for the damage that they cause.

(153 Wörter)

Rebecca Henderson, https://www.ted.com/talks/rebecca_henderson_to_save_the_climate_we_have_to_reimagine_capitalism#t-369049

Text III**Tabak vergiftet nicht nur uns, sondern auch unseren Planeten**

- 1 Rauchen schadet der Gesundheit – das ist hinlänglich bekannt, und trotzdem hängen
viel zu viele Menschen an der Kippe. Die Weltgesundheitsorganisation (WHO) hat
zum Weltnichtrauchertag am 31. Mai eine Studie vorgelegt und auf die Umweltaus-
wirkungen des gesamten Tabakkreislaufs hingewiesen. Demnach sind sowohl der An-
bau, die Produktion, der Vertrieb, der Transport, der Konsum als auch die Entsorgung
5 ein durchweg schädlicher und umweltverschmutzender Prozess. Schon der Tabakan-
bau ist eine sehr wasser- und nährstoffintensive Landwirtschaft, die bis zu achtmal
mehr Wasser benötigt als beispielsweise der Anbau von Tomaten oder Kartoffeln.
Durch die Abholzung von Regenwäldern für den Anbau, aber auch die Trocknung der
Blätter durch das Verbrennen von Holz, gehen Jahr für Jahr 200 000 Hektar Land für
10 die regionale Lebensmittelproduktion verloren. Schon nach zwei Jahren sind dann die
Böden ausgelaugt und neue Flächen werden gerodet. Fünf Prozent der weltweiten Ent-
waldung gehen auf den Tabakanbau zurück – das sind rund 600 Millionen Bäume pro
Jahr. Für die Herstellung von 300 Zigaretten wird rund ein Tropenbaum benötigt. Ein
15 deutscher Durchschnittsraucher vernichtet somit rein rechnerisch alle drei Monate ei-
nen Tropenbaum. Die Produktion und der Verbrauch von Tabak tragen zudem zur glo-
balen Erwärmung bei: Nach Angaben der WHO werden dadurch jährlich 80 Millionen
Tonnen Kohlendioxid freigesetzt. Für die Herstellung, den Transport und die Entsor-
gung gehen weltweit 22 Billionen Tonnen Wasser verloren, das sind allein 3,7 Liter
20 Wasser pro Zigarette. Besonders problematisch sind die überall achtlos weggeworfe-
nen Zigarettenstummel: 4,5 Billionen sind es weltweit. Sie landen auf Bürgersteigen,
dem Boden, an Stränden und in Flüssen. Dabei sind sie hochgiftiger Sondermüll. Bis
zu 7 000 giftige Chemikalien können beim Wegwerfen in die Umwelt gelangen. Schon
ein Zigarettenstummel kann bis zu 100 Liter Wasser verseuchen. Nach wie vor werden

- 25 die Hinterlassenschaften der Raucherinnen und Raucher auf Kosten der Allgemeinheit entsorgt. In Deutschland sollen es allein 186 Millionen Euro sein. (297 Wörter)

Armbrüster, Holger (Hrsg.): Servicemagazin der Stadtwerke Marburg Nr. 03.2022, S. 14/15.

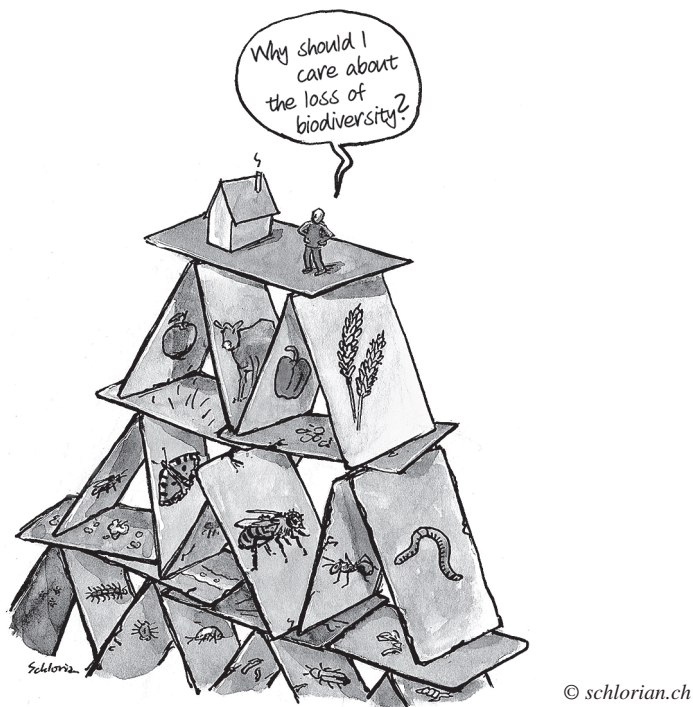
- 3.1** Translate the text excerpt (Text II) into German. Remember to translate as closely as possible and as freely as necessary.
Count your words in groups of 10. (15)
- 3.2** Summarize the text (Text III) in English in no more than 140 words.
One point (BE) will be deducted for every 10 words that you are over the word limit. Count your words in groups of 10. (11)

Hinweis:

Eine Überschreitung von weniger als zehn Wörtern führt zu keinem Abzug.
(Beispiel: 149 Wörter führen zu keinem Abzug, ab 150 Wörtern wird eine BE abgezogen, ab 160 Wörtern werden zwei BE abgezogen.)



Cartoon



Annotation:

Kartenhaus – house of cards

4 Describe and interpret the cartoon.

Write 270–330 words. Count your words in groups of 50.

(22)

Hinweis:

Wird die vorgegebene Wortanzahl unterschritten, werden je 15 Wörter Unterschreitung zwei BE von der Gesamtsumme abgezogen.

Wird die vorgegebene Wortanzahl überschritten, wird je 15 Wörter Überschreitung eine BE von der Gesamtsumme abgezogen.

(Beispiel: 270–330 Wörter führen zu keinem Abzug, bei weniger als 270 Wörtern werden zwei BE abgezogen, bei weniger als 255 werden vier BE abgezogen, bei mehr als 330 Wörtern wird eine BE abgezogen, bei mehr als 345 Wörtern werden zwei BE abgezogen.)



HÖRVERSTEHEN

Transkript

- 1 **Phil Hyldgaard:** Welcome to “On The Front Lines”, the podcast where we take the conversation to the front lines of the fight against human trafficking and enable you to make a difference. My name is Phil Hyldgaard, COO at A21, and I am your host. We are so excited to release our very first episode. I can’t tell you just how much
- 5 I’ve been looking forward to getting this podcast off the ground and into your ears. I’m really happy that you have decided to tune in. In this podcast, we will explore the complex problem of human trafficking, also known as modern-day slavery. This morning we welcome Christine Caine. Christine and her husband, Nick, founded the organization called “The A21 Campaign.”
- 10 **Christine Caine:** Thank you firstly for having me on the program.
- Phil Hyldgaard:** You’re welcome, thanks for being here. Christine, let’s start right away. Why don’t you begin with some facts about the A21 campaign?
- Phil Hyldgaard:** Well, some nine years ago we founded the campaign and today, A21 is operating across 18 locations in 13 countries and today it’s a movement that does
- 15 so much more. The mission of A21 has always been to abolish slavery and exploitation everywhere, forever and to see an actual end to this injustice.
- Phil Hyldgaard:** From what I have learned from you, we still have slavery in our world today, but it is hard to believe that there are more victims of it now than there have been at any other point in history. How is this possible?
- 20 **Christine Caine:** Well, there are lots of reasons for that. But a major factor is that we simply do not realize that slavery exists. Of course, learning about human trafficking for the first time is quite a lot to take in. I mean, there are more than 40 million people living in slavery right now. This crime is generating 150 billion U.S. dollars globally a year. That’s money earned from selling and exploiting human beings.
- 25 **Phil Hyldgaard:** Honestly, I thought slavery did not exist anymore ... What does it look like these days?
- Christine Caine:** Trafficking has many different faces. There are so many examples ... of course there is a lot of sexual exploitation, but also exploitation of labor and of course organ trafficking. It is horrific.
- 30 **Phil Hyldgaard:** That almost leaves me speechless ... why is that possible in the first place?
- Christine Caine:** Well, on the one hand there is always the money that we are talking about here. In Bulgaria for example, young women are sold like on a market. There are hundreds of men there and traffickers are putting one woman up after the other
- 35 and selling them for € 300, € 400. But, you know, for a young woman who is sexually exploited, she’s worth about € 250,000 to a trafficker per year. And in many

cases, they will sell off their organs once they can't sell them for sex anymore. They're like cattle.

Phil Hyldgaard: This is hard to believe and I cannot understand how this can happen. Are the people kidnapped?

Christine Caine: A lot of the young women we work with in eastern Europe are from rural villages and are promised jobs in, say, Greece. These women leave their families to send money back home not only so their families can live, but more importantly elders, too.

Phil Hyldgaard: That sounds like something a lot of people all over the world would do to care for their families, especially when there are no jobs available or wages are very low.

Christine Caine: But in this case, for example, the traffickers have set up a company in Greece and so the girls will get a permit to come into Greece to get a job, except the organization doesn't really exist. So when they come across the border, the traffickers often take them, rape them and sell them as prostitutes. It is really organized crime.

Phil Hyldgaard: Can you give some other examples?

Christine Caine: These modern slaves might also work in a car wash or a nail salon etc. I can't remember the exact number, but I think it was like 108 nail salons which were checked. It was by and large trafficking gangs that were bringing these girls in to work, cheap labor, sometimes they had to live where they worked and were not being treated very nicely, obviously. A lot of salons were shut down as a result of this. Another very sad story are the children. They are used here to beg. They're used by gangs to beg for money. Not only do they have to beg and give traffickers the money they've earned in that day, but they get sexually exploited as well.

Phil Hyldgaard: I am really shocked and had no idea ... but it always seems so far away from our own lives ...

Christine Caine: But in fact it isn't. Human trafficking is now well-documented in every country around the world, including yours. And in fact, you are probably a very short distance from someone being exploited right now. Trafficking goes on right in front of us and we don't see it and unless we are aware of it, it will continue to flourish in our own communities and cities. You see, change starts with awareness, whether that is change in your own life or around you. If we do not know, we cannot do anything about it.

Phil Hyldgaard: So, being aware of the existence of human trafficking and modern-day slavery is the first step. But what else can be done?

Christine Caine: We created a campaign to show scenarios of human trafficking, different types of human trafficking, what it looks like, what the recruitment looks like, why it happens and what the exploitation looks like. It was created for the sole purpose of helping people to see the signs, spot the indicators, and then specifically make a call to the human trafficking hotline. It is essentially that. It's showing modern-day slavery in all of its forms, not only with billboards and posters and flyers and digital information, but also with videos that were shot like real movies that are

80 based on real events. They show some of the things that we as an organization have seen and real cases that we've had. We bring these stories to life so that the public can recognize trafficking in their community and not only have awareness, but then actually take action. The action is to call the human trafficking hotline. Our slogan is "If you suspect it, report it".

85 **Phil Hyldgaard:** Dear Christine, I would like to thank you for your time today. This is only our first episode about this really complex topic, and we will talk about it in greater detail in the upcoming weeks.

Christine Caine: I am really looking forward to talking to you again. Thanks for the opportunity.

geändert nach: <https://on-the-frontlines.simplecast.com/episodes/the-power-of-awareness-HwdRNyfg/transcript>, <https://justicematters.tv/episodes/episode-07-phil-hyldgaard-the-new-abolitionists-witha21-chief-operations-officer>, <https://voice.dts.edu/tablepodcast/human-trafficking/>

1

TIPP

- **Zu a:** "we will explore the complex problem of human trafficking, also known as modern-day slavery." (Z. 6/7). Abzüge bekommen Sie für die Formulierungen „modern slaves“, „modernist/moderal slavery“ sowie „multiplace slavery“, weil sie alle entweder sprachlich oder inhaltlich das Problem nicht treffen.
- **Zu b:** "Well, some nine years ago we founded the campaign" (Z. 13) Das Wort „some“ oder „about“ ist an dieser Stelle wichtig und sollte genannt werden.
- **Zu c:** "The mission of A21 has always been to abolish slavery and exploitation everywhere, forever and to see an actual end to this injustice." (Z. 15/16). Es sollten beide Aspekte genannt werden: „slavery“ und „exploitation“. Falsch sind die Begriffe „exportation“, „exploration“ und „exponation“ sowie das Verb „to avoid“ („vermeiden“).
- **Zu d:** "This crime is generating 150 billion U.S. dollars globally a year." (Z. 23/24). Das Fehlen von „billion“ oder „dollars“ führt zu Punktabzug.
- **Zu e:** "Trafficking has many different faces. [...] there is a lot of sexual exploitation, but also exploitation of labor and of course organ trafficking." (Z. 27–29). Zwei der drei Aspekte müssen genannt werden.
- **Zu f:** "And in many cases, they will sell off their organs once they can't sell them for sex anymore." (Z. 36/37).
- **Zu g:** "A lot of the young women we work with in eastern Europe are from rural villages and are promised jobs in, say, Greece. These women leave their families to send money back home not only so their families can live, but more importantly elders, too." (Z. 41–44). Einer der angegebenen Aspekte reicht aus.
- **Zu h:** "These modern slaves might also work in a car wash or a nail salon etc." (Z. 54). Auch wenn in der Aufgabenstellung nicht „Name two“ steht, müssen Sie wegen der Angabe „two workplaces“ zwei Orte nennen.

- **Zu i:** "They are used here to beg. They're used by gangs to beg for money. Not only do they have to beg and give traffickers the money they've earned in that day, but they get sexually exploited as well." (Z. 59–61). Hier soll auf die Art der Ausbeutung eingegangen werden. Zu allgemeine Aussagen wie „to beg for money“, „used for money“ oder „sexually“ können zu Abzug führen, ebenso die falsche Schreibweise „used to bag for money“.
- **Zu j:** Hier müssen Sie zwei der genannten Ziele („goals“ oder „purposes“) wiedergeben: "It was created for the sole purpose of helping people to see the signs, spot the indicators, and then specifically make a call to the human trafficking hotline." (Z. 75–77), "so that the public can recognize trafficking [and] then actually take action. The action is to call the human trafficking hotline." (Z. 81–83).
- **Zu k:** "videos that were shot like real movies that are based on real events. They show some of the things that we as an organization have seen and real cases that we've had." (Z. 79–81).
- **Zu l:** "Our slogan is 'If you suspect it, report it.'" (Z. 83/84). Der Slogan muss vollständig aufgeschrieben werden. Die Schreibweisen „respect/spectate“ statt „suspect“ oder „record“ statt „report“ sind nicht korrekt.

a	Human trafficking is also known as ...	modern-day slavery.
b	When A21 was founded	some years ago/about 9 years ago
c	The mission of the A21 campaign is ...	to abolish/end/ban/stop slavery and exploitation.
d	More than 40 million people living in slavery globally generate ...	\$ 150 billion a year.
e	Faces of human trafficking <i>Name two.</i>	• sexual exploitation • exploitation of labor • organ trafficking
f	What happens to women in Bulgaria when they can't be sold for sex anymore	(in many cases) their organs are sold
g	Why young women leave their homes in eastern Europe	they are promised jobs (e. g. in Greece)/to help their families and elders/to send money home/to gain money for their families and elders
h	Two workplaces where modern slaves are also exploited	• car wash • nail salon
i	How children are exploited <i>Name one example.</i>	they are used by gangs to beg for money/they give traffickers the money they have earned/they get/are sexually exploited

Hauptteil:

- cultivation of tobacco needs a lot of water and nutrients
- loss of land for producing food
- emission of carbon dioxide → global warming
- highly toxic chemicals in cigarette ends

Schluss: kurze Zusammenfassung

The text “Tabak vergiftet nicht nur uns, sondern auch unseren Planeten” written by Holger Armbrüster and published by *Servicemagazin der Stadtwerke Marburg* in 2022 is about the consequences of smoking and tobacco for the environment.

introduction

It emphasises that the process of cultivating, producing, selling, transporting, consuming and disposing of cigarettes is not only damaging our health but also polluting the environment.

main part

Massive amounts of water are needed, and rainforests are cut down for cultivating tobacco. When the soil is used up, new areas must be deforested. Also, this land is wasted and cannot be used for food production.

Furthermore, trillions of tons of water are needed for the production, transportation and disposal of tobacco, and millions of tons of carbon dioxide are released, which contribute to global warming.

Finally, thrown-away cigarette ends contaminate the environment with toxic chemicals and it is very expensive to dispose of them.

conclusion*(147 words)***PRODUKTION****4****TIPP**

Beschreiben („describe“) bedeutet, dass man Aussagen oder Sachverhalte in eigenen Worten strukturiert verdeutlicht. Interpretieren („interpret“) bedeutet, dass man die Botschaft der Karikatur aufzeigt. Achten Sie auf eine klare Struktur und decken Sie folgende Inhalte ab:

- Einleitung mit anschließender Beschreibung, was man sieht
- Analyse/Erklärung der dargestellten Symbole
- Interpretation mit einem schlüssigen Aufbau der Argumente inkl. Beispiele
- Schluss mit Zusammenfassung und eigener Meinung

Bewertet werden der Inhalt, der Stil und die Rechtschreibung.

Einleitung und Beschreibung:

- house of cards, four floors of cards stacked on top of each other
- each card has a picture of a different species on it including insects, worms, butterflies, ants, bees, grains, cattle and fruit
- in the top row: a small human next to a small house, speech bubble "Why should I care about the loss of biodiversity?"

Hauptteil mit Interpretation:

- importance of biodiversity: humans can only exist thanks to all the other species
- but humans do not see that and do not care for other species → ignorance of the weakness of the eco system and of their own dependence on it: humans believe that they are on top of the system, but they really destroy it (if they make one wrong move, everything else collapses)
- cards are much bigger than the human and his house → the other species are more important than humans
- symbols: cards/house of cards = ecosystem and its frailty; species on cards = importance of biodiversity; man and speech bubble = ignorance and arrogance

Schlussfolgerung mit eigener Meinung (mögliche Beispiele):

- cartoonist successfully criticises the problem of the loss of biodiversity, which leads to a loss of quality of life and in the end destroys our ecosystem and will be a threat to our existence and to that of the whole planet
- humankind has to become aware of the loss of biodiversity and to seek for solutions → growing insect-friendly plants, preserving natural spaces, saving water, reducing animal farming, ...

The cartoon published on schlorian.ch is about the importance of biodiversity. The cartoon shows four floors of cards stacked in a house of cards. Each card shows a picture of a different species including insects, grains, cattle and fruit. On the top row there is a small house next to an even smaller human including a speech bubble: The man says "Why should I care about the loss of biodiversity?"

The cartoonist emphasises the importance of biodiversity and the human ignorance of the frailty of the ecosystem. We believe we are on top of the system and crown it, but we are actually destroying it.

First of all, the man and his speech bubble symbolise this human ignorance and their unawareness that everything they have is based on biodiversity. Human existence is based on all other species on the planet, but the man on top does not see that.

Also, the frailty of the ecosystem is shown by the symbol of the house of cards. Removing one card or changing one condition can lead to the collapse of all the cards, the extinction of species, and the end of humankind.

introduction:
topic sentence
and description

main part:
interpretation

man + speech bubble = human arrogance

house of cards = frailty of the ecosystem



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www.stark-verlag.de
info@stark-verlag.de

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