

2027

>30 Millionen
bestandene
Prüfungen

50
Jahre
STARK

STARK
Prüfung

**MEHR
ERFAHREN**

Abitur

Sachsen

Englisch LK

- ✓ Original-Prüfungsaufgaben mit Lösungen
- ✓ Lernvideos zu Textaufgaben
- ✓ Interaktives Grundlagentraining



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Abiturprüfung 2026 www.stark-verlag.de/mystark

Sobald die Original-Prüfungsaufgaben 2026 freigegeben und die zugehörigen Musterlösungen ausgearbeitet und redaktionell geprüft sind, können sie als PDF auf der Plattform MySTARK heruntergeladen werden (Zugangscodes vorne im Buch).

Autor

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

Vorwort

Liebe Schülerin, lieber Schüler,

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

Im vorliegenden Band finden Sie verschiedene Möglichkeiten, sich auf Ihre Prüfung vorzubereiten:

- Das Kapitel **Hinweise und Tipps** enthält alle wichtigen Informationen zu Aufbau und Gestaltung der Abiturprüfung. **Hinweise zur Bearbeitung der verschiedenen Aufgabenstellungen**, ergänzt durch **hilfreiche Redewendungen**, ermöglichen es Ihnen, Ihre Herangehensweise an einzelne Aufgaben zu verbessern. Auch die wichtigsten (**Stil-**)**Mittel** für die Analyse von Texten sind ausführlich und unter Berücksichtigung ihrer jeweiligen Funktion dargestellt.
- Im Vergleich zu den **schriftlichen Prüfungen** bis 2023 haben Sie in Ihrem Abitur nun die Auswahl zwischen zwei Textvorlagen (einem literarischen und einem Sachtext). Sie müssen zwei einzelne statt wie zuvor eine kombinierte Aufgabe zum Text beantworten und haben nur noch zwei statt drei *Composition*-Themen zur Auswahl. Auch wenn also nur die Abitur-Jahrgänge 2024 bis 2026 genauso aufgebaut sind wie Ihre eigene Prüfung, eignen sich auch die früheren **Original-Prüfungen** sehr gut dazu, die Prüfungssituation zu simulieren und die verschiedenen Aufgabenstellungen einzuüben.
- Neben der schriftlichen Prüfung finden Sie auch eine Auswahl von Aufgaben des **praktischen Prüfungsteils**.
- Zu jeder Aufgabe wurden vom Autor vollständig auf Englisch ausformulierte **Lösungen** erstellt. Die grau gerauteten **Bearbeitungshinweise** helfen Ihnen bei der Erstellung und Überprüfung von eigenen Lösungen.
- Zusätzlich zu den Aufgaben im Buch enthält dieser Band einen Zugangscode zu **digitalem Lernmaterial**. Weitere Informationen dazu finden Sie auf den folgenden Seiten.

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

Viel Erfolg bei Ihrer Abiturprüfung!

Die wichtigsten (Stil-)Mittel zur Textanalyse

1. Alliteration

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

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

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

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

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

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

2. Allusion

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

Example: “Her color is a cross she will always carry. But it’s not my fault. It’s not my fault. It’s not my fault. It’s not.”

Toni Morrison: *God Help the Child* (2015)

The cross Lula Ann, the protagonist of the story, has to carry is an allusion to the Bible. Jesus had to carry the cross when he died and took on the sins of mankind. In this scene Lula Ann’s mother, a light-skinned Black woman, describes the shock, when her daughter was born. Lula Ann is born with a very dark skin colour. The baby is innocent (Jesus), but her mother feels appalled by her darkness. She reflects that her own feelings are a result of the way Black people have to suffer in society (sins of mankind).

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

3. Anaphora

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

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

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

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

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

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

Example: “It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way [...]”

Charles Dickens: *A Tale of Two Cities* (1859)

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

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

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

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

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

Charles Dickens: *A Christmas Carol* (1843)

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

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

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

6. **Connotation**

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

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

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

Teil A: Text

Celeste Ng: Shaker Heights

Shaker Heights is the name of a suburb of Cleveland where the protagonist grew up and has lived her whole life.

1 She had spent her whole life in Shaker Heights, and it had infused her to the core. Her memories of childhood were a broad expanse of green – wide lawns, tall trees, the plush greenness that comes with affluence – and resembled the marketing brochures the city had published for decades to woo the right sort of residents. This made a certain amount of
5 sense: Mrs. Richardson’s grandparents had been in Shaker Heights almost from the beginning. They had arrived in 1927, back when it was still technically a village – though it was already being called the finest residential district in the world. Her grandfather had grown up in downtown Cleveland on what they called Millionaires’ Row, his family’s crenellated wedding cake of a house tucked beside the Rockefellers and the telegraph magnate and
10 President McKinley’s secretary of state. However, by the time Mrs. Richardson’s grandfather – by then a successful lawyer – was preparing to bring his bride home, downtown had grown noisy and congested. Soot clogged the air and dirtied the ladies’ dresses. A move to the country, he decided, would be just the thing. It was madness to move so far from the city, friends insisted, but he was an outdoorsman and his bride-to-be an avid equestrienne, and Shaker Heights offered three bridle paths, streams for fishing, plenty of
15 fresh air. Besides, a new train line whisked businessmen straight from Shaker to the heart of the city: nothing could be more modern. The couple bought a house on Sedgewick Road, hired a maid, joined the country club; [...].

By the time Mrs. Richardson’s mother, Caroline, was born in 1931, things were less rural
20 but no less idyllic. Shaker Heights was officially a city; there were nine elementary schools and a new redbrick senior high had just been completed. New and regal houses were springing up all over town, each following strict style regulations and a color code, and bound by a ninety-nine-year covenant forbidding resale to anyone not approved by the neighborhood. Rules and regulation and order were necessary, the residents assured each
25 other, in order to keep their community both unified and beautiful. [...].

It was, as far as she could imagine, a perfect life in a perfect place. Everyone in Shaker Heights felt this. So when it became obvious that the outside world was less perfect – as *Brown v. Board* caused an uproar and riders in Montgomery boycotted buses and the Little Rock Nine made their way into school through a storm of slurs and spit – Shaker residents,
30 including Caroline, took it upon themselves to be better than that. After all, were they not smarter, wiser, more thoughtful and forethoughtful, the wealthiest, the most enlightened? Was it not their duty to enlighten others? Didn’t the elite have a responsibility to share their well-being with those less fortunate? Caroline’s own mother had always raised her to think of those in need: she had organized Christmastime toy drives, had been a member of
35 the local Children’s Guild, had even overseen the compilation of a Guild cookbook, with all proceeds benefiting charities, and contributed her own personal recipe for molasses cookies. When the troubles of the outside world made their presence felt in Shaker Heights – a bomb at the home of a black lawyer – the community felt obliged to show that this was not the Shaker way. A neighborhood association sprang up to encourage integration in a
40 particularly Shaker Heights manner: loans to encourage white families to move into black

Lösungsvorschlag

A Text production

A1 Working with the text

The key points are:

- **introduction:** what the extract is about: affluent Richardson family confronted with Civil Rights Movement
- **summary** of information on Richardson family:
 - affluent family, living in the idyllic suburb Shaker Heights for generations (cf. ll. 5–20)
 - Caroline: involved in charity work and civil rights, idealistic approach towards the Civil Rights Movement (cf. ll. 33–37, 43–51)
 - Elena: torn between idealism and worry for her own privileges and comfort (cf. ll. 55–69)
- **analysis** of narrator's attitude towards Shaker Heights and its residents: critical, ironic, distanced third-person narration: Richardsons and other inhabitants depicted as hypocritical and out of touch with reality
 - unworldly and elitist idyll of Shaker Heights:
 - ♦ Elena's childhood memories compared to marketing images (cf. ll. 1–4)
 - ♦ Shaker Heights' exclusivity (cf. ll. 4, 22–25)
 - ♦ superficiality of the Richardsons' housing choices ("crenellated wedding cake of a house", ll. 8/9; reason to move to the country is not to "dirt[y] the ladies' dresses", l. 12)
 - Shaker Heights' "perfection" vs. the brutality of the fight for racial equality:
 - ♦ self-righteous hubris of Shaker Heights inhabitants (assumption "to be better than that", l. 30; rhetorical questions, cf. ll. 30–33)
 - ♦ double standards behind "Shaker Heights manner" of integration (cf. ll. 39–43)
 - ♦ comparison "like turning the peg of a violin and bringing the string into tune" (ll. 52/53) → ignorance of the extent of political wrongs
 - ♦ last paragraph: juxtaposition of Elena's comfortable life (cf. ll. 66–68) and the chaos of the fight for racial equality (incomplete sentences, harsh, brutal words and images, cf. ll. 58–66)
- **conclusion:** Richardsons/Shaker Heights residents well-meaning, but aloof from real world

In the excerpt from Celeste Ng's novel *Little Fires Everywhere* from 2017, the reader is introduced to Elena Richardson and her family. It describes how they, who have always lived in affluence and order, react to radical changes in the political environment of the Civil Rights Movement.

Elena Richardson's grandparents moved from Cleveland to Shaker Heights in 1927, with her grandfather, a well-to-do lawyer (cf. l. 11) from a very affluent background (cf. l. 8) being one of the first residents there. The family stayed in the suburb, so Elena, just like her mother Caroline before her, has spent her whole life in Shaker Heights, which developed into a "less rural but no less idyllic" (ll. 19/20) place.

Caroline, born in 1931 (cf. l. 19), learnt from an early age to be generous (cf. ll. 33–37), which is why she immediately felt compelled to support the fight for racial equality. Besides "join[ing] the integration association" (l. 44), she also takes young Elena to the March on

introduction

summary:
affluent Richardsons living in idyllic Shaker Heights

Caroline's idealism

Washington to witness what she refers to as an incredible moment in history (cf. ll. 44–46, 50/51). Thus, she is presented as an idealistic supporter of the Civil Rights Movement.

According to the text, both Elena and her own daughter Izzy inherited that idealism (cf. ll. 60/61). However, in the face of riots and chaos, Elena finds it hard to bring together her sense of justice and her love of law and order (cf. ll. 55/56). She is portrayed as a White upper-class citizen with well-meaning, liberal leanings. Yet, she is afraid of the violent consequences that might come with political changes and could threaten her own privileged way of life.

In that ambiguity, Elena and other members of her family are the perfect representatives of Shaker Heights, which is depicted as a dreamy place cut off from reality. Consequently, the narrator's overall attitude towards Shaker Heights and its residents is rather detached and critical. This critical distance is created by a third-person perspective and several ironic hints at the hubris and hypocrisy of the protagonists.

The first sentence of the extract sets the scene. One can assume that Elena, who “ha[s] spent her whole life in Shaker Heights” (l. 1), has never been confronted with the “real world”. The narrator then goes on to describe her childhood as a “broad expanse of green”, “the plush greenness that comes with affluence” (ll. 2/3). The impression of privilege and aloofness is further enhanced by comparing her childhood with an idealised depiction of the village in “the marketing brochures the city had published for decades to woo in the right sort of residents” (ll. 3/4). The latter part of the sentence already indicates that Shaker Heights conceives itself as an exclusive, well-to-do area which is not willing to accept people from other walks of life (cf. ll. 22–25).

While Shaker Heights does sound idyllic (cf. ll. 15/16), the narrator hints at its inhabitants' superficiality when the reason for the Richardsons' move to the country apparently lies in not “dirt[y]ing the ladies' dresses” (l. 12). Furthermore, the family's former home is described as a “crenellated wedding cake of a house” (ll. 8/9), which invokes both the notion of bad taste and the idea of a fortress set up against the outer world.

It is therefore deeply ironic that Caroline and the rest of the inhabitants of Shaker Heights perceive their circumstances as “a perfect life in a perfect place” (l. 26) and seem genuinely surprised by the fact “that the outside world was less perfect” (l. 27). The narrator uses powerful alliteration, such as “a storm of slurs and spit” (l. 29), to highlight the “dirtiness” of the fight for racial equality.

This is contrasted with the self-righteous, haughty aspirations of the Shaker Heights residents. In three rhetorical questions (cf. ll. 30–33), their conviction “to be better than that” (l. 30) is expressed. Their hubris becomes especially pronounced in an enumeration of comparatives and superlatives: they feel “smarter, wiser, more thoughtful and forethoughtful, the wealthiest, the most enlightened” (l. 31).

More scathing irony is shed on the Shaker Heights residents when their integration policies are depicted as being done “in a particularly Shaker Heights manner” (ll. 39/40). Typically, this Shaker Heights manner revolves around real estate and property: loans are given out to make desegregated neighbourhoods possible. Yet, loans need to be

Elena in conflict between privileged way of life and sense of justice

analysis:
narrator's critical view of Shaker Heights and its residents

unworldly idyll of Shaker Heights

superficiality

ironic contrast between Shaker Heights' perceived perfection and the outer world

self-righteous hubris

double standards behind “Shaker Heights manner” of integration

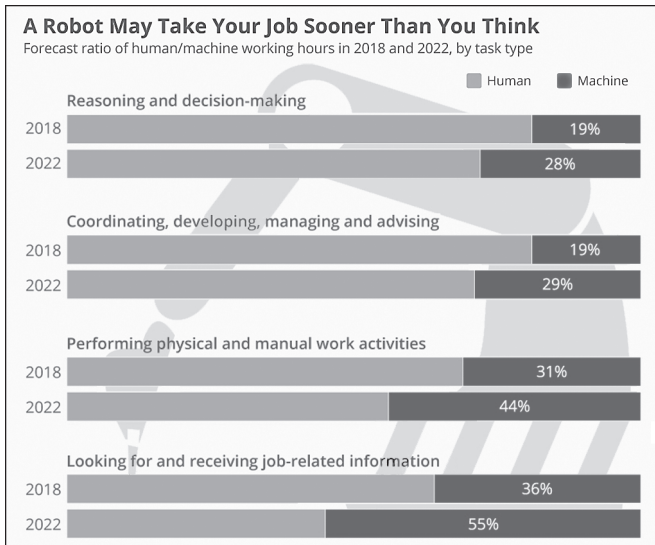
**Abiturprüfung Sachsen – Englisch Leistungskurs
Praktischer Prüfungsteil 2020 – Thema 1**

Prüfungsteilnehmer A

Topic: Robot Revolution

Robots have found their way into everyday life.

Comment on the statistics.



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

Together with your partner discuss the influence of machine technology considering different spheres of life.

Speculate on potential applications of such technology that could benefit individuals and society.

Lösungsvorschläge

Robot Revolution

Hinweis: In den Musterlösungen sind nützliche Ausdrücke fett hervorgehoben, die Sie bei unterschiedlichen Themen einsetzen und die Ihnen bei der Gesprächsführung helfen können.

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

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

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

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

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

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

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



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