

Originalklausur mit Musterlösung

DUDEN

Abitur Englisch

Textaufgabe A: Unreal expectations (Zadie Smith)
Textaufgabe B: Shakespearean Tragedy: William Shakespeare and More Original Sin

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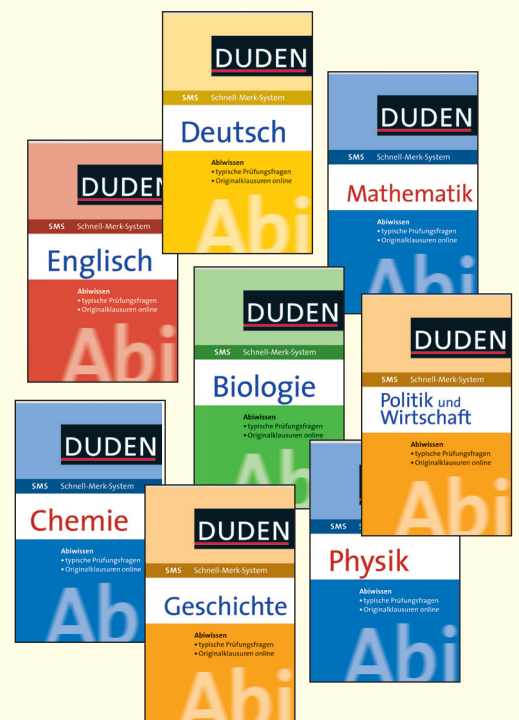
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Hinweise für den Prüfling

Einlese- und Auswahlzeit: 30 Minuten

Bearbeitungszeit: 240 Minuten

Auswahlverfahren

Wählen Sie von den zwei vorliegenden Vorschlägen einen zur Bearbeitung aus. Der nicht ausgewählte Vorschlag muss am Ende der Einlesezeit der Aufsicht führenden Lehrkraft zurückgegeben werden.

Die Vorschläge können auch alternative Arbeitsanweisungen enthalten.

Erlaubte Hilfsmittel

1. Wörterbuch zur deutschen Rechtschreibung
2. ein einsprachiges Wörterbuch

Sonstige Hinweise

keine

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Name: _____	Vorname: _____
Prüferin / Prüfer: _____	Datum: _____

Opportunity and equality

Assignments

1. Outline Monty's and Kiki's main arguments.
(30 BE)

2. Explain their views by referring to texts read in class that deal with the situation of African Americans.
(40 BE)

3. In Western societies there still is a discrepancy between ideals and reality concerning equality. Discuss whether (social) equality is an aim that should be actively pursued by the state and its institutions.
(30 BE)

Material**Unreal expectations**

Monty Kipps, a British professor of Jamaican origin, teaches in the USA at Wellington College where Kiki Belsey's husband is also a professor. Kiki has just seen Chantelle Williams, a young black woman, leave Monty Kipps's house in tears.

Monty sighed. "Unreal expectations," he said, looking at the ceiling and then at Kiki. "Why do we give these young people unreal expectations? What good can come from it?"

"Sorry, I don't...?" said Kiki.

5 "Here is a young African American lady," explained Monty, bringing his signet-ringed right hand down solidly on the arm of the Victorian chair, "who has no college education and no college experience, *who did not graduate from her high school*, who yet believes that somehow the academic world of Wellington owes her a place within its hallowed walls - and why? As restitution for her own - or her family's - misfortunes. Actually, the problem is larger than that. These children are being encouraged to claim reparation *for history itself*.
10 They are being used as political pawns - they are being fed lies. It depresses me terribly."

It was strange being spoken to like this, as if in an audience of one. Kiki wasn't sure how to reply. "I don't think I ... what was it she wanted from you, exactly?"

15 "In the simplest terms: she wants to continue taking a Wellington class¹ for which she does not pay and for which she is entirely unqualified. She wants this because she is black and poor. What a demoralizing philosophy! What message do we give to our children when we tell them that they are not fit for the same meritocracy as their white counterparts?"

In the silence that followed this rhetorical question, Monty sighed again.

20 "And so this girl comes to me - into my house, this morning, without warning - to ask me to recommend to the board that she be kept in a class that she is illegally attending. She thinks because she is in my church, because she has helped with our charity work, that I will bend the rules for her. Because I am, as they say here, her "brother"? I told her I was unwilling to do that. And we see the result. A tantrum!" [...]

They left the house. Together they walked along the thin strip of sidewalk the neighbourhood's snow shovels had collectively unearthed.

25 "You know... I was interested in what you were saying, back there, about it being a "demoralizing philosophy," said Kiki, and at the same time carefully scanned the ground before her for any black ice. "I mean, I certainly wasn't done any favours in my life nor was my mother, nor was her mother . . . and nor were my children . . . I always gave them the opposite idea, you know? Like my mamma said to me: You gotta work five times as hard as
30 the white girl sitting next to you. And that was sure as hell true. But I feel torn... because I've always been a supporter of affirmative action, even if I personally felt uncomfortable about it

¹ here: a poetry seminar

sometimes - I mean, obviously my husband has been heavily involved in it. But I was interested in the way you expressed that. It makes you think about it again.”

35 “Opportunity,” announced Monty, “is a right - but it is not a gift. Rights are earned. And opportunity must come through the proper channels. Otherwise the system is radically devalued.”

A tree in front of them shuddered a shelf of snow from its branches on to the street. Monty held a protective arm out to stop Kiki passing. He pointed to a runnel between two ice banks, and they walked along this into the open road, only rejoining the sidewalk at the fire station.

40 “But,” protested Kiki, “isn’t the whole point that here, in America - I mean I accept the situation is different in Europe - but here, in this country, that our opportunities have been severely retarded, *backed up* or however you want to put it, by a legacy of stolen rights - and to put *that* right, some allowances, concessions and support are what’s needed? It’s a matter of redressing the balance - because we all know it’s been unbalanced a damn long time. In my
45 mamma’s neighbourhood, you could still see a *segregated bus* in 1973. And that’s true. This stuff is close, it’s recent.”

“As long as we encourage a culture of victimhood,” said Monty, with the rhythmic smoothness of self-quotation, “we will continue to raise victims. And so the cycle of underachievement continues.”

50 “Well,” said Kiki, holding on to a fence-post so she could hop heavily over a big puddle, “I don’t know ... I just think it stinks of a kind of, well, a kind of *self-hatred* when we’ve got black folks arguing against opportunities for black folks.”
(785 words)

Zadie Smith: *On Beauty*. London (Hamish Hamilton) 2005, pp. 365 – 368

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The Shakespearean Tragedy

Assignments

1. Give an outline of O'Flinn's theses. **(30 BE)**

2. Analyse to what extent O'Flinn's idea of the conflict between the old order and the new order ("the decay of feudalism and the possibilities that opened up" (l. 24)) is reflected in the Shakespeare tragedy read in class. **(35 BE)**

3. Not only the Elizabethan world was full of potential for the individual and society. Where do you see, today, "in a socially mobile world" (l. 55), possibilities of self-realisation and fulfilment – and their limitations? Discuss. **(35 BE)**

Material**Paul O'Flinn: William Shakespeare and More Original Sin**

If you read one of Shakespeare's tragedies at school, the odds are you were asked to spend a lot of time in class talking about what they call the hero's tragic flaw – that fault in his character which brings about his downfall. The immaturity of Romeo, the procrastination of Hamlet, the jealousy of Othello, the ambition of Macbeth – these are the weaknesses, so the story goes, which in the end draw these people to their deaths. Interpretation of this kind is very common. There are two other things that need saying about it: it's extremely reactionary and it has nothing to do with Shakespeare. [...]

When the religious mind is confronted with a mess – especially the kind of mess we find at the end of Shakespearean tragedy with the stage covered with dead bodies – its natural reaction is not to look for structural causes but rather to beat our breast and cry: "Let us root out the evil in our own hearts!" In literary terms this means blaming the mess at the end of Shakespearean tragedy not on some sort of clash between the hero and his world but rather on the evil in the hero's heart, his tragic flaw. Thus the notion of tragic flaw becomes a kind of literary equivalent of our old favourite, original sin. [...]

What the Marxist tries to do is avoid lumbering the work with dogmatic categories like tragic flaw. Instead he attempts to make sense of it with analysis that is in the first place sociological. By this I mean that he tries to understand the work not in the light of someone's bright – or highly slanted – idea but by placing the work in that actual society where it belongs and where it developed. [...]

About Shakespeare's world we need to say three things, however briefly. First, he lived in an age of sharp transition when feudalism was finally falling apart - the Rising of the Northern Earls in 1569 when Shakespeare was 5 is normally described by historians as feudalism's last bid for power - and in an age when the pre-conditions for capitalist society were being laid. Secondly, out of the decay of feudalism and the possibilities that opened up, there was an explosive growth of confidence in human abilities and in the capacities of the human mind that expressed itself in literature as the Elizabethan Renaissance. That literature is full of delight in men and women, in their qualities and liberated individualities. Hamlet's famous lines "What a piece of work is a man! How noble in reason! how infinite in faculties!, in form and moving, how express and admirable! in action, how like an angel! in apprehension, how like a god! the beauty of the world! the paragon of animals!" could not have been imagined by the medieval mind, obsessed as it was by a sense of man's fallen nature. Shakespeare's three dozen plays with their armies of rich characters are together an impressive celebration of human potential freed, or apparently beginning to be freed, by the struggles of sixteenth and seventeenth century history.

Thirdly, the theatre Shakespeare wrote for was a new, capitalist theatre. In other words it worked by charging people for admission and making a profit. Capitalism at first means an immense expansion of the possible. Before the 1570s dramatic performances were infrequent, usually put on for a small elite in one of the great houses. The dramatist was dependent for his livelihood on pleasing aristocratic patrons – which often meant producing what Orwell calls "revolting flatteries". With the building of commercial theatres a dozen or so years before Shakespeare started his career, plays could now be aimed at a much wider public - at the

penny-a-timers in the pit as well as at the seated gentry. This meant new prospects, much wider horizons, and was another liberating force.

45 What does all this mean for Shakespeare's tragedies? First, it means massive, highly individualised characters, the first of their kind in literature. Into these characters Shakespeare projects contemporary dreams of total self-realisation. His characters exploit the possibilities that the newly glimpsed freedoms seem to offer. But tragedy in Shakespeare springs again and again from the clash between men and women awakened, men and women battling to fulfil themselves, and Shakespeare's sense, shaped by his times, of the very tiny room for
50 genuine self-realisation that the world actually offers. [...]

Tragedy in Shakespeare therefore springs not from the hero's flaw or sin but from his dislocation, his attempt to live in ways that his society suggests but does not yet accept. So, for example, Macbeth and his wife are desperate to climb a rung higher on the social ladder, a desire which capitalist society has since come to insist on as the motor of all human progress.
55 But they do not live in a socially mobile world; theirs is a feudal one where you are born into a certain station and stay there. Out of that contradiction grows their tragedy. [...]

Schools aren't in business to teach subversive literature so they stand Shakespeare on his head. You can begin by putting him the right way up.
(853 words)

<http://www.marxists.de/culture/them-n-us/09-shake1.htm>

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Dreams and Realities

Assignments

1. Summarize the text. **(30 BE)**

2. Compare Anna's father and his difficult situation with other examples of confrontation with adverse circumstances. Refer to a text or texts read in class 12. **(35 BE)**

3. Explain the following quotation and comment on it.

The Prime Minister yesterday announced an extra \$350 million to help farmers cover the costs of the drought. [...] "It is part of the psyche of this country, it is part of the essence of Australia to have a rural community," Mr Howard said. "We would lose something of our identification as Australians if we ever allowed the number of farms in our nation to fall below a critical mass."

<http://www.smh.com.au/news/national/ill-never-shut-failing-farms/2006/10/16/1160850872586.html#>

(35 BE)

Material**Shadow of death lingers over land**

by Anna Lisle
The Sydney Morning Herald

October 29, 2006

I remember the way dad was before the drought. The image of him riding his motorbike at sunset after a hard day's work defined my childhood. His posture was always perfect, an absolute contrast to his rugged and dirty clothing. The wind would flicker through his thick brown hair, disintegrating any trace of his routine morning side parting.

- 5 But my most vivid image is his facial expression. A photograph couldn't capture it. He had no wrinkles, only a contentment shown by his subtle smile and piercing blue eyes. My dad was a man of few words but I could read him like a book: he was happy.

- Drought came and he went. He shared intimately all his deepest, darkest thoughts with his Tooheys New¹. But one day I remember as clear as day. It was when he tried to explain himself to me. In his always honest tone he said: "You know what, Anna? After the first drought, it's really difficult. And then the second hits you and, by the third, you just want to destroy yourself."

- 10 Every day, five Australian men commit suicide; in rural Australia alone, 20 people commit suicide each week. That's more than 1000 deaths a year. Inland rural towns with populations of fewer than 4000 have experienced the most significant increase in male youth suicide. My family is one of thousands across Australia who are reminded daily of the reality of these statistics.

- 15 The road death toll is lower than the rate of suicide. The Government has spent countless millions of dollars implementing programs designed to reduce motor vehicle accidents. Would suicide statistics be the same if similar resources were directed to suicide prevention?

Earlier this year, in his 10th budget, Peter Costello² announced \$170 million for health and medical research and a paltry \$1.9 billion over five years for the mental health system. This money will never be enough. The reality of life on the land is in bleak contrast to the version so often romanticised by Australia's great writers. [...]

- 25 Attempting to explain the honest effects of drought on rural society to those who have not experienced it is almost impossible. Nothing does it justice. My dad tried to explain: "Every time you feel like you're going in the right direction, you get slapped in the face. You get marginally ahead one year with good lambing percentages and, the next, you'll have to slaughter your entire mob because you simply can't feed them."

- 30 NSW³ Farmers Association president Jock Laurie says the 2002-03 drought was seen as the worst in 100 years; 2006 is shaping up to be more devastating.

¹ Australian beer

² Treasurer of the Commonwealth of Australia

³ New South Wales

The attitude of the rural men is not geared to ask for assistance. A 1997 Australian Bureau of Statistics report into mental health showed that only one in four people believed to be suffering from depression was receiving adequate treatment.

35 Dr Michael Dudley, chairman of Suicide Prevention Australia, says: "Farmers tend to have the attitude of just toughing it out. People fail to realise the extreme conditions that farmers have to endure. It's a typical ethos for rural blokes to be action orientated, and being emotional is seen as a sign of weakness. And, more so, mental health is seen as a moral problem."

40 Economic difficulty is often seen as one of the dominant factors in depression and suicide. National farm debt has doubled in five years to \$40.3 billion as farmers are forced to continue borrowing money in an often futile attempt to make an income. With 60 per cent of rural centres in decline, communities are suffering. Farmers become isolated and find it difficult to become involved in the limited social events. During a drought, they often have no respite
45 from their desperate situation. Many essential community services have been wound back when these towns are in most need of help. It has become widely accepted that small communities, with populations of less than 10,000 are no longer economically viable because of the disintegration of basic infrastructure.

50 There seems to be no lack of organisations willing to address suicide and depression rates in rural areas. The problem appears to lie in the absence of knowledge regarding the most effective way to implement change. "There is very little information on specifically men and depression and this is a huge factor in the problem of increasing rates," Sellick says. [...]

55 "When rural males do feel either depressed or even suicidal they tend to partake in risk-taking behaviour such as drinking and drugs. These men end up in a jail cell instead of a doctor's surgery, or in a courtroom instead of a clinic."
(786 words)

<http://www.smh.com.au/news/scorchedearth/shadow-of-death-lingers-over-land/2006/10/29/1162056857953.html>

Musterlösungen für die Prüfungsaufgaben Abitur

Prüfungsfach: Englisch (Hessen 2008)
Autor: Ulrich Bauer

Vorschlag A

Assignments

1.

Monty and Kiki discuss the case of a young African American woman who did not graduate from high school. She has just asked Monty whether she would be allowed to take classes at Wellington College.

Monty's arguments:

- He does not believe in the system of affirmative action, in which members of ethnic minorities are given preference over others because members of ethnic minorities have historically been at a disadvantage.
- He thinks that admittance to college should rest on merit and individual ability, not on race or class.
- He also believes that people who claim reparation for history are used as pawns in a political scheme.

Kiki's arguments:

- She holds the opinion that affirmative action is justified. When rights have been denied and stolen for such a long time, it is justified to allow for extra support for ethnic minorities in order to redress the balance.
- She also thinks that black people like Monty and herself should not argue against opportunities for black people, because this looks like self-hatred.

2. Da nicht bekannt ist, welche Texte als Lektüre dienten, kann bei dieser Aufgabe keine Lösung angeboten werden.

3.

The discrepancy between ideals and reality concerning social equality is still very obvious in most societies. If we have a closer look at the situation in the United States, for example, it is undeniable that there is still a wide gap between rich and poor or between ethnic groups. In fact, this gap has been widening over the past decade. African Americans still have a lower income than their white counterparts, their life-expectancy is shorter, educational standards are lower and crime rates are higher. It looks like there is still a long road to travel before more social equality can be achieved.

One could, of course, hope for economic developments alone to improve that situation, but that doesn't seem to be very realistic. The history of the United States in the second part of the past century shows that it was the state and its institutions that actively pursued and

improved social and political equality. The civil rights movement of the 1960s put enormous pressure on the federal government to stop the discrimination of Blacks. Important state institutions, namely the Supreme Court and the federal government, reacted by abolishing segregation, by making sure that Blacks could exercise their right to vote and by introducing affirmative action to give minorities better opportunities.

This shows that equality can hardly be advanced without the active participation of the state and its institutions. While this is particularly true for political equality, it is also true for social equality. It is only within a framework of political equality that more social equality can be achieved.

Vorschlag B

Assignments

1.

O'Flinn refutes the „traditional“ understanding of Shakespeare's tragedies. Usually, interpretations of Shakespearean tragedies concentrate on the hero's tragic flaw and explain his downfall on the basis of this weakness, i.e. Macbeth's ambition or Othello's jealousy. O'Flinn compares this notion of tragic flaw with original sin. He believes this notion is wrong. He analyses Shakespeare's tragedies using a Marxist approach instead, putting them into the context of the actual society of Shakespeare's time. To him, three things are typical for what he calls Shakespeare's world:

- It was an age of “sharp transition”, which saw the end of feudalism and the very early advent of capitalism.
- The Elizabethan age was an age of Renaissance, opening up new ideas and possibilities that “could not have been imagined by the medieval mind”.
- Shakespeare's plays were aimed at a very broad public because the theatre had been commercialized by the time Shakespeare started to write his play.

Shakespeare created new, highly individualised characters who “who attempt to live in ways that his society suggests but does not yet accept”. His characters are torn between the old world of feudalism and the new world of capitalism, according to O'Flinn.

2.

O'Flinn himself gives *Macbeth* as an example. He sees Macbeth's and Lady Macbeth's ambition as a desperate attempt “to climb a rung higher on the social ladder”, which O'Flinn considers to be “the motor of all human progress”. Leaving aside whether social mobility really is the motor of all human progress, O'Flinn certainly has a point here. Macbeth, a relatively minor nobleman and kinsman of the king, can indeed be seen as somebody who wants to improve his social status. When he is rewarded with a new title and new land by the king, he sees his chance to climb up even higher on the social ladder – right to the top. This puts him into a conflict, however. According to the rules of feudalism, he is a loyal kinsman to the king, something he still believes in. On the other hand there is the prospect of improving his social status. This can be seen as a conflict between the norms and values of the “old world” and the new norms and values of an age “when the pre-conditions for capitalist society were being laid”.

3.

In our “socially mobile world”, there are almost unlimited possibilities for self-realisation and fulfillment, but there are limitations as well.

Students may point out the following possibilities:

- Which social class you come from is no longer the only or main determining factor of your social standing in society.

- ❑ This has – to a large degree - been replaced by individual merit, mostly based on education and talent.
- ❑ In a rapidly changing economy, there are many new routes to individual success and social standing; the careers of people like the founder of Microsoft or the founders of Google or Yahoo show this.
- ❑ Money is no longer the only proof of social success. Self-realisation and fulfillment can also be found in the way you choose to live in a post-material society.

Students may point out the following limitations:

- ❑ Although the class or ethnic group somebody has been born into has stopped being the main determining factor, it is still an important factor.
- ❑ Studies show that people who are born into the underclass or are part of an ethnic minority have less opportunities in society.
- ❑ Afro-Americans, for example, still have a lower income than their white counterparts, their life-expectancy is shorter, educational standards are lower and crime rates are higher.

Vorschlag C

Assignments

1.

The article centres on economic and health problems caused by droughts in rural Australia. Every time there is a drought, suicide rates go up, especially in inland rural towns. The rate of suicide is now higher than the road death toll. This is explained both by the devastating effects of droughts and the missing health facilities which could help lower the number of suicides. Another factor is the attitude of the rural men, which is not geared to ask for assistance. Instead of trying to get help, rural men in Australia tend to “tough” it out or turn to alcohol or drugs for help.

The government tries to improve the situation by spending more money on the health system, but this money is far from enough.

Economic conditions are not helpful, either. The national farm debt is going up with farmers borrowing more and more money to survive. Farmers are also becoming more socially isolated because of a lack of community services and social events. Many people fear that small rural communities are no longer economically viable because of the lack of a basic infrastructure.

2. Da nicht bekannt ist, welche Texte als Lektüre dienen, kann bei dieser Aufgabe keine Lösung angeboten werden.

3.

The Prime Minister’s announcement shows the importance of farming and farmers in Australia. The government wants to spend an extra \$350 million to help farmers over the costs of the drought of 2006. It does so because it believes that “it is part of the essence of Australia to have a rural community”. Australia would no longer be Australia if the number of farmers was reduced too much.

Farming is an important economic factor in Australia. Over 400 000 people are employed in farming, which contributes about 3 percent to the Australian GNP. More than three quarters of agricultural products are exported.

But farming is not just an economic factor in Australia. Perhaps even more important is the fact that Australia’s self-understanding has a lot to do with independent farmers colonizing the country. After all, Australia used to be a settler colony.

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