



Name: _____

Klasse: _____

Zentrale Prüfungen 2017 – Englisch

*Anforderungen für den Mittleren Schulabschluss (MSA) an Gymnasien
im Schulversuch Abitur an Gymnasien nach 12 oder 13 Jahren*

Erster Prüfungsteil: Hörverstehen – Leseverstehen

1 Hörverstehen – Teil 1

Mama Africa

Penny Dale from BBC radio regularly chats with people about topics and people that should not be forgotten. With the help of today's guest Dorothy Masuku, Penny Dale remembers the famous South African musician Miriam Makeba.



- First read the tasks.
- Then listen to the interview.
- While you are listening, tick the correct box.
- At the end you will hear the interview again.
- Now read the tasks. You have **90 seconds** to do this.

- Now listen to the interview and do the tasks.

1. Miriam gained international celebrity ...

- a) ☐ after a long career.
- b) ☐ thanks to a TV broadcast.
- c) ☐ with a hit in her home country.

2. Miriam Makeba spent her early life ...

- a) ☐ in prison.
- b) ☐ without her mother.
- c) ☐ in a family of alcoholics.



Name: _____

Klasse: _____

3. Miriam's great voice was recognized by ...
 - a) ☐ her musical family.
 - b) ☐ a South African band.
 - c) ☐ two American relatives.

4. Miriam's musical style is ...
 - a) ☐ African-American.
 - b) ☐ typically South African.
 - c) ☐ a mixture of different influences.

5. Miriam got foreign attention through ...
 - a) ☐ a politically critical film.
 - b) ☐ her production of an illegal film.
 - c) ☐ her leading part in a film on Apartheid.

6. Because of her success in the US, Miriam ...
 - a) ☐ wanted to stay in America.
 - b) ☐ was declared a criminal outcast.
 - c) ☐ lost permission to enter her country.

7. Miriam got her nickname "Mama Africa" ...
 - a) ☐ for her life as a singer.
 - b) ☐ for her sacrifice to South Africa.
 - c) ☐ for her work as a pioneer and role model.

8. Later, the US let Makeba down because of her ...
 - a) ☐ relationship with a political rebel.
 - b) ☐ political views concerning South Africa.
 - c) ☐ commitment in American political affairs.

9. Miriam Makeba died ...
 - a) ☐ in US exile.
 - b) ☐ as a free woman.
 - c) ☐ after a long illness.



Name: _____

Klasse: _____

2 Hörverstehen – Teil 2

Mamohato Children's Centre

Prince Harry, who lost his mother at a very young age, opened a children's care centre during his South African tour in 2015. Listen to his opening speech.

- *First read the tasks.*
- *Then listen to the speech.*
- *While you are listening, tick the correct box or write down the information needed.*
- *At the end you will hear the speech again.*
- *Now read the tasks. You have **90 seconds** to do this.*

- *Now listen to the speech and do the tasks.*

1. When Prince Harry first came to Africa he ...
 - a) ☐ realised the needs of the children.
 - b) ☐ saw how independent the children were.
 - c) ☐ was shocked by the high rate of youth crime.

2. Harry points out that he and the children ...
 - a) ☐ suffered the same fate.
 - b) ☐ had people to help them.
 - c) ☐ knew that time would heal.

3. When Prince Harry saw the children in 2004 he ...
 - a) ☐ helped at once.
 - b) ☐ wanted to help fast.
 - c) ☐ wondered when to help.

4. Back then, Prince Harry already ...
 - a) ☐ saw the lack of money.
 - b) ☐ asked volunteers to sign up.
 - c) ☐ wished for more local support.



Name: _____

Klasse: _____

5. Today's scientific reports show that ...

- a) ☐ HIV children suffer from loneliness.
- b) ☐ infected children need better medicine.
- c) ☐ people are more open-minded towards sick people.

6. At the centre children learn how to live with their illness. Give **two** examples.

- a) _____
- b) _____

7. The charity organisation Sentebale has ...

- a) ☐ organised medical exams.
- b) ☐ built new homes for families.
- c) ☐ spent hours talking to politicians.

8. Talking about challenges, Prince Harry states that ...

- a) ☐ Mamohato has to learn about HIV.
- b) ☐ most African teenagers die of HIV.
- c) ☐ Africa is important in fighting HIV.



Name: _____

Klasse: _____

3 Leseverstehen

New, Multiracial Beginning in Story of “Madam & Eve” John Murphy (Baltimore Sun)



JOHANNESBURG, South Africa — The doorbell rings at the home of Madam Gwen, but Eve, the black maid, refuses to answer it. Madam reluctantly pulls herself up from the sofa and opens the door. “I don’t think I’ve ever seen you answer the door before,” says the startled¹ visitor, a neighbor. “I wouldn’t let Eve have time off to see her Uncle Joe, so now she’s getting back at me,” says Madam. “By making you answer the door?” “Forget about the door. She’s protesting by not doing her work. She’s on a go-slow.” “A go-slow? How slow is she going to go?” Eve enters from the kitchen, walking at an exaggeratedly slow pace as if her feet are stuck in glue. She delivers tea to a displeased Madam and her guest. “Well, at least she made you tea,” says the visitor. “I asked her last night,” Madam says wryly².



So goes the first episode of “Madam & Eve,” a popular South African sitcom to hit television screens. Based on a popular comic strip of the same name, “Madam & Eve” explores the awkward relationship between a wealthy white woman and her black maid as they try to make their way in post-apartheid South Africa.

Signs of political and social change are everywhere in the new South Africa, but there are few places like television to understand how South Africans see themselves – or would like to see themselves. Under Apartheid, a show such as “Madam & Eve” would have had no chance of getting on the air. But since the democratic elections in 1994, television producers are turning to multiracial sitcoms as an entertaining way to deal with the country’s uncomfortable past and perhaps show a path to the future. South Africans want to look at South African life comically. They like to laugh at themselves. But behind the laughter, “Madam & Eve” delivers its share of social commentary.

Sitcoms are allowed to play with cultural stereotypes, such as the rich madam, the poor maid, the old racist Afrikaner and the Zulu grandmother, freeing the show’s writers and viewers to explore the contradictions and complexities of South Africa today.

What sets South African television apart from its American and British counterparts is that by law, all shows must include as many of the country’s 11 official languages as possible.

To an outsider, it makes for strange, often confusing, viewing. In “Madam & Eve,” for instance, Eve speaks Zulu with the family’s black gardener but will talk with the Madam in English. Sometimes viewers are provided subtitles; other times, viewers are expected to understand the conversation within context or with repetition.

¹ **startled** – here: confused, surprised

² **wryly** – showing that you are both amused and disappointed or annoyed



Name: _____

Klasse: _____

Some critics view the visual humor – the funny faces, the objects falling on peoples' heads and toes – as a way of reaching across a multilingual audience.

40 Fearing that it would be a dangerous, perhaps revolutionary technology, television was banned by Apartheid leaders until 1976, when the first government-owned station, the South African Broadcasting Corp., went on the air with tightly controlled news, sports and entertainment programs.

Early on, a black person could not appear in the same frame as a white person. Half of the programs were in English and half were in Afrikaans. Native African languages were rarely heard. But over the years, the restrictions were relaxed somewhat as the government launched two more stations broadcasting
45 in black tribal languages.

In 1994, South African television was liberated from its Apartheid restrictions. Viewers now have their choice of the state-run South African Broadcasting Corp.'s three channels with programming in all 11 languages, independent e-TV³ and several pay channels with home-grown shows. American, British and other foreign imports make up nearly half of all shows on television. Audiences, however,
50 still prefer anything made in South Africa, because the shows reflect their own experiences.

³ e-TV – South Africa's biggest independent TV channel



Name: _____

Klasse: _____

New, Multiracial Beginning in Story of “Madam & Eve”

“Madam & Eve” is based around the theme of a middle-class white woman and her black maid. Theirs is a relationship of friendly quarrelling.

- Tick the correct box **and** give evidence from the text.

1. The introductory scene of *Madam & Eve* is funny because ...

- a) ☐ the maid is on strike.
- b) ☐ a stranger opens the door.
- c) ☐ Madam treats her guest rudely.

Evidence from the text:

2. The storyline of *Madam & Eve* was invented for a TV series.

This statement is ... ☐ true ☐ false

Evidence from the text:

3. TV is seen as a good way to reflect on South African identity.

This statement is ... ☐ true ☐ false

Evidence from the text:

4. Today's South African TV productions ...

- a) ☐ limit satirical programmes.
- b) ☐ treat Apartheid with humor.
- c) ☐ favour sensitive over funny broadcasts.

Evidence from the text:



Name: _____

Klasse: _____

5. Shows like *Madam & Eve* work with clichés to help understand South Africa.

This statement is ... ☐ true ☐ false

Evidence from the text:

6. South African TV must represent several African languages.

This statement is ... ☐ true ☐ false

Evidence from the text:

7. During Apartheid, watching TV was restricted because of ...

- a) ☐ poor financial resources.
- b) ☐ outdated technical equipment.
- c) ☐ concerns about bad influences.

Evidence from the text:

8. Discrimination on TV showed in the underrepresentation of ...

- a) ☐ black people.
- b) ☐ African languages.
- c) ☐ native programmes.

Evidence from the text:

9. Today, South African viewers give priority to international TV imports.

This statement is ... ☐ true ☐ false

Evidence from the text:



Name: _____

Klasse: _____

Zweiter Prüfungsteil: Wortschatz – Schreiben

A Reflection of Self

4 Wortschatz

“Hope and Challenges: Being Young in the New South Africa”

Mark Belinsky and Emily Jacobi write about the “old” and the “new” South Africa for the website What Kids Can Do: Voices from the Next Generation.

- Fill in suitable words or tick the correct box.

1. For South Africans born after 1994, their country is a very different place than the one where their parents _____.
2. That year marked the end of the Apartheid system, a set of rules and policies that for decades _____ South Africans based on the colour of their skin.
3. Under Apartheid, people were unable to move ...
a) ☐ widely b) ☐ freely c) ☐ happily d) ☐ correctly
around the country.
4. Black South Africans were the most _____ treated community.
5. Although they represented a ...
a) ☐ majority b) ☐ capital c) ☐ chief d) ☐ main
of the population, they were stripped of their citizenship, including the right to raise their voice in politic decisions.
6. “Apartheid was the discrimination ...
a) ☐ for b) ☐ against c) ☐ over d) ☐ versus
the black by the white people,” said Lindo, 14.



Name: _____

Klasse: _____

7. “Black people were _____ by law to carry a passbook everywhere they went. If they caught you without a passbook, police would arrest you.”
8. On April 27, 1994, everything changed. For the first time, South Africans of all races _____ in democratic elections, electing former political prisoner President Nelson Mandela of the African National Congress.
9. The laws supporting racism became illegal, and in 1996 a new constitution was signed, ...
a) ☐ making b) ☐ helping c) ☐ guaranteeing d) ☐ assisting
broad political, social and cultural rights.
10. For young South Africans, these changes had enormous consequences. Their country had ...
a) ☐ resisted b) ☐ overcome c) ☐ failed d) ☐ maintained
the terrible era of Apartheid and South Africa’s youth could hope for a far better future.
11. In the new South Africa, everything is different, but that doesn’t mean there aren’t any _____ left.
12. Even as the political system changed for the better, a deadly _____
– HIV/AIDS – spread rapidly through the country, orphaning large numbers of young people.
13. Young people face other problems, too. Although there is no longer ...
a) ☐ segregation b) ☐ break-up c) ☐ division d) ☐ partition
into white-only and black-only schools, some young people have to travel far, or leave their families, in order to find a quality education.



Name: _____

Klasse: _____

A Reflection of Self Lawrence Bransby

Victor awoke with a faint but discernible¹ sense of well-being beneath his tiredness. He savoured² it, as if tasting a sweet: it wasn't as strong as euphoria, but there was very definitely a something, a satisfaction which he could feel within his breast.

He allowed his mind to search for the cause: a compliment, perhaps? a present unopened? a girl?

- 5 His thoughts were interrupted by a brief knock at the door and his father, pyjamaed, bespectacled and unshaven, entered bearing a cup of tea in both hands as he attempted a grotesque toyi-toyi.³ 'Welcome, son of mine, to the New South Africa!' he cried, spilling tea on his arm.

The New South Africa – *that* was it!

Victor grinned and rubbed his eyes. 'Thanks, Dad!'

- 10 He found it interesting that it had affected him so deeply, this new era in the history of his country, that it had been absorbed into his sub-conscious so that he could wake feeling as he did.

They – his father, mother and Victor – had sat up in front of the television the night before, watching the ceremony as the old South African flag was lowered at midnight and the new flag with its brightly coloured 'Y' was raised, the strains of 'Nkosi sikelel' iAfrica'⁴ drowned by the cheering of ecstatic

- 15 crowds. His mother and father had reminisced⁵ into the early hours, looking back over the Apartheid years. Now, the next morning, his father grinned as he sat on the side of Victor's bed.

Victor too had often thought about Apartheid. He found it difficult to believe that benches had actually had WHITES ONLY signs attached to them; that blacks had had to sit at the backs of buses. How could his parents have *lived* through it all, accepted it, done so little?

- 20 After a late breakfast, followed almost immediately by the traditional 10 o'clock cup of coffee, Victor's mother asked him to be a good boy and go to the café⁶ to buy rolls for lunch. He went eagerly, glad to clear his head of sleep and coffee.

At the café, Victor jostled⁷ through to the baskets of fresh rolls and counted a dozen into two plastic bags, tying the ends carefully so that they wouldn't split.

- 25 At the till, the queue was fairly long. It wasn't a queue, exactly, more a bustle of bodies; except for him, all were black. He stood, easing himself between spaces as they opened.

¹ **discernible** – something you can see or feel

² **to savour** – to enjoy

³ **toyi-toyi** – a traditional black South African war dance

⁴ 'Nkosi sikelel' iAfrica' is the South African national anthem

⁵ **to reminisce** – to think back, to remember

⁶ **café** – in South Africa, a corner shop or grocery store

⁷ **to jostle** – to push one's way forward



Name: _____

Klasse: _____

The man at the till glanced up and, recognising Victor across the space which separated them, he smiled. Victor smiled back, happy and at peace with the world.

As soon as the store owner had handed the woman with the *doek*⁸ her change, he half stood and reached
30 his hand over the press of bodies, favouring Victor as had often happened in the past when a white
stood in line behind blacks.

Without thinking, Victor lifted the bags over the shoulder of the man in front of him while he felt in his pocket for his money.

And it was then, as the shop owner took the money from his hand, as the man with the frayed collar
35 turned to look him in the face, sharing the wordless reproach of the old woman now waiting at the
till, that Victor realised what he had done.

⁸ **doek** – traditional head cloth worn by women in Africa



Name: _____

Klasse: _____

5 Schreiben

- *Read the tasks carefully.*
- *Make sure to write about **all** the aspects presented in each task.*

1. **Describe** Victor's feelings in the story and his behaviour at the café.

(8 Punkte)

2. **Analyse** how Victor's reflection of himself is presented. Focus on narrative techniques and characters.

(12 Punkte)

3. You have a choice here. Choose **one** of the following tasks.

- a) **Comment** on the last sentence of the extract ("Victor realised what he had done."). Refer to the idea of a "New South Africa", Victor's behaviour and the reaction and emotions of the other customers.

(10 Punkte)

or

- b) On her way home, the old woman thinks about the events at the café, the white boy and her own behaviour. **Write** the old woman's **interior monologue**.

(10 Punkte)