

# Zentrale Abschlussarbeit 2024

## **Englisch** Mittlerer Schulabschluss

**Herausgeber**

Ministerium für Allgemeine und Berufliche Bildung, Wissenschaft, Forschung und Kultur des Landes Schleswig-Holstein  
Brunswiker Straße 16-22, 24105 Kiel

**Aufgabenentwicklung**

Ministerium für Allgemeine und Berufliche Bildung, Wissenschaft, Forschung und Kultur des Landes Schleswig-Holstein  
Institut für Qualitätsentwicklung an Schulen Schleswig-Holstein  
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**Umsetzung und Begleitung**

Ministerium für Allgemeine und Berufliche Bildung, Wissenschaft, Forschung und Kultur des Landes Schleswig-Holstein  
zab1@bildungsdienste.landsh.de

## Liebe Schülerin, lieber Schüler!

Vor dir liegt nun das Aufgabenheft des schriftlichen Teils der Abschlussprüfung Englisch Mittlerer Schulabschluss.

Es gibt drei Teile darin, zu denen jeweils mehrere Aufgaben gestellt werden:

Teil LC: Listening Comprehension (Hörverstehen)

Teil RC: Reading Comprehension (Leseverstehen)

Teil W: Writing (Schreiben)

***Du hast ausreichend Zeit! Die Prüfungszeit beträgt für alle Aufgaben zusammen 105 Minuten. Lies dir bitte jede Aufgabe gründlich durch und bearbeite sie so gut du kannst. Wenn du mit einer Aufgabe nicht zurechtkommst, gehe zur nächsten über.***

Wenn du dich einmal bei der Lösung geirrt hast, markiere deine richtige Antwort so:

- A  richtig
- B
- C  Häkchen fälschlich gesetzt
- D

**Besonders in Teil LC *Listening Comprehension*** ist es wichtig, dass du vor dem Anhören der CD-Texte in der schriftlichen Aufgabenstellung zunächst nachliest, was du beim anschließenden Hören herausfinden sollst!

Nutze die jeweiligen Pausen, um die Aufgabe zu lesen und zu vervollständigen.

Benutze einen Bleistift, um deine ersten Vermutungen zu kennzeichnen, bevor du nach dem zweiten Hören den Füller oder Kugelschreiber nimmst.

**Für die Teile RC und W (*Reading Comprehension/Writing*)** denke daran, dass du in deinem Wörterbuch nachschlagen kannst, wenn du Wortschatzprobleme hast.

**In Teil W *Writing*** nimm dir Zeit, die Schreibaufgabe erst zu planen, dann einen Text zu schreiben und diesen vor dem sauberen Abschreiben zu überprüfen. Nutze die Zeit und überprüfe in der Aufgabenstellung, ob du alle Aspekte bedacht hast. Kontrolliere hinterher noch einmal die sprachliche Richtigkeit.

**Bitte erst umblättern, wenn du dazu aufgefordert wirst.**

## LC Listening Comprehension



*Hello, this is the listening part.*

*Here are the instructions:*

*You will hear each recording twice. There is a pause before each task so that you can look at it. Work on the task while listening. At the end, there is another pause to let you think about your answers.*

*LC1 - Now read the instructions and the exercises for task 1. You now have 30 seconds to look at the task.*

### LC1 A CHALLENGE

#### Task 1: Short answers

***Listen to the dialogue between Tom and Lisa talking about Lisa's school project and answer in 1-9 words.***

***There is an example (0) at the beginning.***

<b>0</b>	<b><i>What is the idea of Lisa's teacher?</i></b>	<b><i>a (class) project (called 'my challenge')</i></b>
<b>1</b>	Who has to approve the goal of the project?	
<b>2</b>	What is Lisa's challenge about?	
<b>3</b>	Where does the ex-soldier do his workouts?	
<b>4</b>	Which country is the ex-soldier from?	
<b>5</b>	What does Lisa want to document in her diary? (Name two.)	1. _____ 2. _____
<b>6</b>	Why is Tom jealous?	
<b>7</b>	When will they meet?	



LC2 - Now read the instructions and the exercises for task 2.  
You now have 30 seconds to look at the task.

## LC2 ROWING ACROSS THE ATLANTIC

### Task 2: Sentence completion

**Listen to the interview with Kate Salmon who rowed across the Atlantic and complete the sentences in 1-9 words.  
There is an example (0) at the beginning.**

<b>0</b>	<b><i>Kate is a member of the team that ...  won the Atlantic Rowing Race.</i></b> _____
<b>1</b>	She first heard about the race while she ...  _____
<b>2</b>	After she signed up for the team, Kate ...  _____
<b>3</b>	Kate's greatest personal challenge during the race ...  _____
<b>4</b>	The daily routine on the boat was a mix of ...  _____
<b>5</b>	She also mentions that after she got off the boat she ...  _____
<b>6</b>	In order to be fit for the trip, she ...  _____

.....  
/6 P.

## Reading Comprehension

### RC1 CO-HOUSING IN NEW ZEALAND

#### **Task 1: Short answers**

***Read the article about a co-housing project in New Zealand and answer the questions in 1-8 words.***

***There is an example (0) at the beginning.***

#### **Co-housing in New Zealand**

In October 2010, it was clear that High Street School in Dunedin would be closed by the end of the school term.

The school, established in 1887, was the fifth primary school in Dunedin to close within two years. In 2010, the Ministry of Education showed statistics revealing the number of students at High Street School had dropped from 106 pupils in 2006 to 28 in 2010.

In July the same year, an Education Review Office report was released which noted that the school had experienced significant changes in 2009, with a turnover of teaching staff and the resignation of the former principal. The school was officially closed on 28th February 2011.

In 2013, Urban Co-housing bought the 5000m<sup>2</sup> former school site to create a co-housing neighbourhood with 24 units. One housing unit has about the size of a detached house for a family of four.

They wanted to create a more sociable type of neighbourhood. A neighbourhood that broke away from the typical "section with a house in the middle". The idea was to have homes built around a central green space where children could play.

The location of the former school ground is only a couple of minutes walk through a park to reach Mornington Medical Centre and a local shopping centre which includes a supermarket, postshop, cafe and a number of takeaway outlets.

Moreover the site is located on a bus route with a bus stop directly outside the housing complex and it is only a 20 minute walk down High Street into the city centre. Behind the property is Mornington Park which offers panoramic views of the city and facilities including a large playing field, skate park, children's playground and private tennis court.

Besides the location of the object, Urban Co-housing aimed to provide sustainable homes. This means that the inside of the homes will remain at 20 degrees Celsius all year round even without significant heating.

They attempted to create a community where the buildings are designed to be as energy efficient as possible, but where there are also the services, the infrastructure and design features that make it easy, attractive and affordable for people to live an environmentally

friendly life. The main benefit of the model, not only in NZ but all over the world, is to create a sense of community where you really know your neighbours.

Finally, seven years after it was proposed, the Dunedin co-housing development was close to completion in November 2020.

Text by: I.H.

<b>0</b>	<b>When was the former primary school founded?</b>	<b>(in) 1887</b>
<b>1</b>	How many students attended the school right before its closure?	
<b>2</b>	What is the average space of a co-housing unit comparable to?	
<b>3</b>	How was the area designed?	
<b>4</b>	Which scenery do the residents enjoy from a nearby green area?	
<b>5</b>	What is not needed to keep a steady temperature in the houses?	
<b>6</b>	What is the great advantage of co-housing in general?	

## RC2 KATHERINE JOHNSON

### Task 2: Multiple Choice

**Read the text about an extraordinary woman and scientist.  
Then read the sentence beginnings and tick (☑) the correct  
endings (a, b or c). Only one answer is correct.  
There is an example (0) at the beginning.**

### Katherine Johnson

How this math genius helped explorers reach new worlds

BY NICHOLAS ST. FLEUR

The stars were always within reach for Katherine Johnson. Using her mathematics skills, she helped NASA send astronauts to the moon and return them safely home. She also overcame racial and gender barriers, which helped make giant leaps for humankind.

Johnson was born in White Sulphur Springs, West Virginia, on August 26, 1918. Math came easy to her, but she worked hard to master geometry and algebra. She started high school when she was just 10 years old (most kids are in fourth or fifth grade when they're 10!) and college when she was 15. After she graduated with honors at 18, Johnson taught black students math. She later enrolled in graduate school at West Virginia University to study math but left early to raise a family and therefore had to return to teaching.

In 1952, when she was 34 years old, she learned about jobs for black women with mathematics and computing skills at the Langley Laboratory at the National Advisory Committee for Aeronautics, which would later become NASA. She and the other women worked as "human computers", figuring out the difficult calculations needed for spaceflight. During her time there, she broke racial barriers, like using the bathroom that was supposed to be for white women only.

One of her biggest achievements at NASA was helping calculate the path of the country's first human spaceflight in 1961, making sure astronaut Alan B. Shepard, Jr., had a safe trip. A year later she helped figure out John Glenn's path of the planet. In 1969, she calculated the paths of Neil Armstrong's historic mission to the moon on Apollo 11.

Yet, unlike the white male astronauts, she helped launch into space, no one knew of the groundbreaking work Johnson and dozens of other black women did for NASA and space exploration. It wasn't until the 2016 release of the movie *Hidden Figures* that these women received widespread recognition.



Johnson died on February 24, 2020, at the age of 101. In her honor, NASA had dedicated the Katherine G. Johnson Computational Research Facility at the Langley Research Center to commemorate the hard work she did to help take astronauts to the stars.

*Text by: National Geographic*

**0. With her talent for math, Katherine Johnson ...**

- a)  *helped counting stars.*
- b)  *supported space research.*
- c)  *became a genius explorer.*

**1. Even though she was good at math, Johnson ...**

- a)  struggled to go to college.
- b)  completed a master's degree in teaching.
- c)  had to put a lot of effort into certain areas.

**2. When she was 18, Katherine Johnson ...**

- a)  got married and had children.
- b)  left college with outstanding grades.
- c)  worked as a maths teacher for talented students.

**3. Johnson quit university because she wanted to ...**

- a)  work for NASA.
- b)  start teaching.
- c)  take care of her children.

**4. At Langley, Johnson and other black women ...**

- a)  taught computer skills.
- b)  calculated like computers.
- c)  mostly relied on computers.

**5. One of Johnson's major achievements was to ...**

- a)  assist Alan B. Shepherd in preparing for space.
- b)  work out the route of the first US flight into space.
- c)  help NASA develop new space technology.

**6. Through the film *Hidden Figures*, Johnson ...**

- a)  was honored for her work by NASA.
- b)  financed a research facility at Langley.
- c)  finally got world-wide acknowledgement.

**7. The Katherine G. Johnson Computational Research Facility ...**

- a)  was named in her honor by NASA.
- b)  was founded by NASA for hard-working women.
- c)  was built by NASA to help more women get to the stars.





**Stopp!**

Die folgenden Tabellen werden nur von  
den Lehrkräften ausgefüllt.

**W Writing – HIGH SCHOOL GRADUATION SPEECH**

<b>Writing a speech</b>	<b>Possible Points</b>	<b>Student's Points</b>
Inhalt <ul style="list-style-type: none"> <li>• <i>describe what makes your school special</i></li> <li>• <i>sum up the highlights of your five years at your school.</i></li> <li>• <i>discuss hopes and dreams of students leaving school.</i></li> </ul>	<b>8</b>	
Textsorte/Situations-/Adressatenbezug	<b>2</b>	
Entfaltung des Themas/Textaufbau	<b>2</b>	
Satzbau/Satzverknüpfungen/Konnektoren (Kohäsion, Kohärenz)	<b>2</b>	
Verständlichkeit/Lesbarkeit	<b>2</b>	
Wortschatz: Spektrum/Korrektheit	<b>4</b>	
Grammatische Strukturen: Spektrum/Korrektheit	<b>4</b>	
<b>Total Points</b>	<b>24</b>	

<b>Listening Comprehension, Reading Comprehension, Writing</b>		<b>Possible Points</b>	<b>Student's Points</b>
LC1	A Challenge	<b>7</b>	
LC2	Rowing Across the Atlantic	<b>6</b>	
RC1	Co-housing in New Zealand	<b>6</b>	
RC2	Katherine Johnson	<b>7</b>	
W	High School Graduation Speech	<b>24</b>	
<b>Test Points Paper-Pencil</b>		<b>50</b>	