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Seite 1 von 5

Die Aufgaben umfassen 5 Seiten.

Teilaufgabe I: Leseverstehen eines nicht-literarischen Textes

Teilaufgabe II: Literary Composition

Erlaubte Hilfsmittel:

Den Schülerinnen und Schülern ist die Benutzung eines an der Schule eingeführten einsprachigen Wörterbuches und der jeweiligen Textausgabe zu Mary Shelleys *Frankenstein* und zu Willy Russells *Educating Rita* gestattet.

In den Textausgaben sind allenfalls Unterstreichungen und farbliche Markierungen erlaubt. Es dürfen keine Notizen angebracht sein.

Teilaufgabe I: **Leseverstehen eines nicht-literarischen Textes**

Text

Breeding evil?

There's no solid evidence that video games are bad for people, and they may be positively good.

5 "It is an evil influence on the youth of our country". A politician condemning video gaming? Actually, a clergyman denouncing rock and roll 50 years ago. But the sentiment could just as easily have been voiced by Hillary Clinton in the past few weeks, as she blamed video games for "a silent epidemic of media desensitisation"¹ and "stealing the innocence of our children".

10 The gaming furore centres on "Grand Theft Auto: San Andreas", a popular and notoriously violent cops and robbers game that turned out to contain hidden sex scenes that could be unlocked using a patch downloaded from the internet. [...]. As a result the game has been banned in Australia; and, this autumn, America's Federal Trade Commission will investigate the complaints. That will give gaming's opponents an opportunity to vent their wrath on the industry.

Scepticism of new media is a tradition with deep roots, going back at least as far as Socrates² objections to written texts [...].

15 Novels were once considered too low-brow for university literature courses, but eventually the disapproving professors retired. Waltz music and dancing were condemned in the 19th century; all that twirling was thought to be "intoxicating" and "depraved", and the music was outlawed in some places. Today it is hard to imagine what the fuss was about. And rock and roll was thought to encourage violence, promiscuity and satanism; but today even grannies buy Coldplay albums.

20 **Joystick junkies**

The opposition to gaming springs largely from the neophobia³ that has pitted the old against the entertainments of the young for centuries. Most gamers are under 40, and most critics are non-games-playing over-40s. But what of the specific complaints - that games foster addiction and encourage violence?

25 There's no good evidence for either. On addiction, if the worry is about a generally excessive use of screen-based entertainment, critics should surely concern themselves about television rather than games: American teenage boys play video games for around 13 hours a week (girls for only five hours), yet watch television for around 25 hours a week. As to the minority who seriously overdo it, research suggests that they display

¹ *desensitisation* (4): compound made of *de-* and *sensitisation* (also: -ization)

² *Socrates* (13): important Greek philosopher, 470 - 399 B.C.

³ *neophobia* (21): compound made of *neo-* and *phobia*

30 addictive behaviour in other ways too. The problem, in other words, is with them, not with the games.

Most of the research on whether video games encourage violence is unsatisfactory, focusing primarily on short-term effects. In the best study so far, frequent playing of a violent game sustained over a month had no effect on participants' level of aggression. And, during the period in which gaming has become widespread in America, violent crime has fallen by half. If games really did make people violent, this tendency might be expected to show up in the figures, given that half of Americans play computer and video games. Perhaps, as some observers have suggested, gaming actually makes people less violent, by acting as a safety valve.

40 **Neophobes unite**

So are games good, rather than bad, for people? Good ones probably are. Games are widely used as educational tools, not just for pilots, soldiers and surgeons, but also in schools and businesses. Every game has its own interface and controls, so that anyone who has learned to play a handful of games can generally figure out how to operate almost any high-tech device. Games require players to construct hypotheses, solve problems, develop strategies, learn the rules of the in-game world through trial and error. Gamers must also be able to juggle several different tasks, evaluate risks and make quick decisions. One game, set in 1930s Europe, requires the player to prevent the outbreak of the second world war; other games teach everything from algebra to derivatives trading. Playing games is, thus, an ideal form of preparation for the workplace of the 21st century, as some forward-thinking firms are already starting to realise.

Pointing all this out makes little difference, though, because the controversy over gaming, as with rock and roll, is more than anything else the consequence of a generational divide. Can the disagreements between old and young over new forms of media ever be resolved? Sometimes attitudes can change relatively quickly, as happened with the internet. Once condemned as a cesspool⁴ of depravity, it is now recognised as a valuable new medium, albeit one where (as with films, TV and, yes, video games) children's access should be limited and supervised. The benefits of a broad-band connection are now acknowledged, and politicians worry about extending access to the have-nots. Attitudes changed because critics of the internet had to start using it for work, and then realised that, like any medium, it could be used for good purposes as well as bad. They have no such incentive to take up gaming, however.

Eventually, objections to new media resolve themselves, as the young grow up and the old die out. As today's gamers grow older - the average age of gamers is already 30 - video games will ultimately become just another medium, alongside books, music and films. And soon the greying gamers will start tut-tutting about some new evil threatening to destroy the younger generation's moral fibre.

Slightly abridged from *THE ECONOMIST*, August 6, 2005

⁴ *cesspool* (56): also *cesspit*

Worksheet

A. Comprehension

Content

Use all the relevant information in the text to answer the following questions without, however, taking information from the parts you are to translate.
Use your own words as far as possible.

1. What are video games blamed for and what are the underlying general reasons for this criticism?
(about 6 - 7 sentences)
2. Summarise what the text says about the specific complaints that games encourage addiction and violence.
(about 80 words)
3. What are the positive effects of video games?
(about 6 sentences)

Form

4. Explain how the tone of the last sentence reflects the author's general attitude.

Name two other stylistic devices of different types and analyse how they work in the text.

B. Translation

Translate into idiomatic German from line 56 ("Once condemned ...") until line 66 (" ... music and films.").

Teilaufgabe II: **Literary Composition**

Choose **one** of the following topics.
Write about 400 words. Use your own words as far as possible.

Topic 1:

Illustrate how the quest for knowledge affects not only Victor and Robert Walton but also the creature in Mary Shelley's *Frankenstein*.

Topic 2:

Outline the stages in the relationship between Frank and Rita in Willy Russell's *Educating Rita* by showing how they influence each other in their personal development.

Briefly explain the reasons for Frank's allusion to Mary Shelley's *Frankenstein* (II,5) with regard to the relationship between himself and Rita.