

# **Abiturprüfung 2006**

## **ENGLISCH**

als Leistungskursfach

– Textteil –

**Arbeitszeit: 270 Minuten**

Der Prüfling hat *e i n e* Textaufgabe seiner Wahl  
nach den Arbeitsanweisungen des beiliegenden Aufgabenteils zu bearbeiten.

**Textaufgabe I****Religious right fights science for the heart of America**

Al Frisby has spent the better part of his life in rooms filled with rebellious teenagers, but the last years have been particularly trying for the high school biology teacher. He has met parents who want him to teach that God created Eve out of Adam's rib, and who insist that Noah invited dinosaurs aboard the ark. And it is getting more difficult to keep such talk out of the classroom.

"Somewhere along the line, the students have been told the theory of evolution is not valid," he said. "In the last few years, I've had students question my teaching about cell classification and genetics, and there have been comments from students saying: 'Didn't God do that?'" In Kansas, the geographical centre of America, the heart of the American heartland, the state-approved answer might soon be Yes. In the coming weeks, state educators will decide on proposed curriculum changes for high school science put forward by subscribers to the notion of "intelligent design", a modern version of creationism. If the religious right has its way, and it is a powerful force in Kansas, high school science teachers could be teaching creationist material by next September.

Similar classroom confrontations between God and science are under way in 17 states, according to the National Centre for Science Education. In Missouri, state legislators are drafting a bill laying down that science texts contain a chapter on so-called alternative theories to evolution. Textbooks in Arkansas and Alabama contain disclaimers on evolution, and in a Wisconsin school district, teachers are required to instruct their students in the "scientific strengths and weaknesses of evolutionary theory". Last month, a judge in Georgia ordered a school district to remove stickers on school textbooks that

warned: "This textbook contains material on evolution. Evolution is a theory, not a fact, regarding the origin of living things."

For the conservative forces engaged in the struggle for America's soul, the true battleground is public education, the laboratory of the next generation, and an opportunity for the religious right to effect lasting change on popular culture. Officially, the teaching of creationism has been outlawed since 1987 when the Supreme Court ruled that the inclusion of religious material in science classes in public teaching was unconstitutional. In recent years, however, opponents of evolution have regrouped, challenging science education with the doctrine of "intelligent design", which has been carefully stripped of all references to God and religion. Unlike traditional creationism, which posits that God created the earth in six days, proponents of intelligent design assert that the workings of this planet are too complex to be ascribed to evolution. There must have been a designer working to a plan – that is, a creator.

In their campaign to persuade parents in Kansas to welcome the new version of creationism into the classroom, subscribers to intelligent design have appealed to a sense of fair play, arguing that it would be in their children's interest to be exposed to all schools of thought on the earth's origins. "We are looking for science standards that would be more informative, that would open the discussion about origins, rather than close it," said John Calvert, founder of the Intelligent Design network.

Other supporters of intelligent design go further, saying evolution is as much an article of faith as creationism. "Certainly there are clear religious implications," said William Harris, a research biochemist and co-founder of the design network in Kansas. "There are creation myths on both sides. Which one do you teach?" During the past five years, subscribers to intelligent design have assembled influential supporters in the state, including a smattering of people with PhDs, such as Mr Harris, to lend their cause a veneer of scientific credibility. When conservative Republicans took control of the Kansas state

school board, the creationists seized their chance, installing supporters on the committee reviewing the high school science curriculum.

Jack Krebs, a high school maths teacher on the committee drafting the new standards, argues that the campaign against evolution amounts to a stealth assault on the entire body of scientific thought. "There are two planes where they are attacking. One is evolution, and one is science itself," he said. "They believe that the naturalist bias of science is in fact atheistic. And so this is really an attack on all of science."

It would certainly seem so in Kansas. At the first of a series of public hearings on the new course material, the audience was equally split between the defenders of established science and the anti-evolution rebels. In a crowded high school auditorium, biology teachers, mathematicians, a veterinarian, and a high school student made passionate speeches on the need for cold, scientific detachment, and the damage that would be done to the state's reputation and biotechnology industry if Kansas became known as a haven for creationists. They were countered by John James, who warned that the teaching of evolution led to nihilism, and to the gates of Auschwitz. But the largest applause of the evening was reserved for a silver-haired gentleman. "I have a question: if man comes from monkeys, why are there still monkeys? Why do you waste time teaching something in science class that is not scientific?" he thundered.

Science teachers believe that the genteel questioning of the intelligent design movement masks a larger project to discredit an entire body of rational thought. If the Kansas state school board allows science teachers to question evolution, where will it stop? Will religious teachers bring their beliefs into the classroom?

"They are trying to create a climate where anything an individual teacher wants to include in science class can be considered science," said Harry McDonald, a retired biology teacher and president of Kansas Citizens for Science Education. "They want to redefine science."

From: *The Guardian*, February 7, 2005

## Textaufgabe II

*A scene between William Kemp and his nephew, Matthew Paris:*

They were in the room on the first floor of the house which Kemp regarded as his sanctum and sometimes called his study, though nothing much but ledgers were studied there. Pipe in mouth, he looked through curls of smoke at the young man sitting opposite, hunched forward in the easy-chair as if set on maintaining a notion of sufferance, his large hands loosely clasped between his knees. "You must regard my house as your own for as long as you choose," he said.

The sound of his own words animated Kemp with a renewed sense of the excellence of his motives. His spirits rose. He was behaving generously towards his nephew and at the same time gaining the services of a qualified medical man. A less qualified medical man would have done, he knew that: most of the slavers that sailed out of Liverpool would have some sawbones apprentice or drunken quack aboard, or no one; but that was not good enough for the *Liverpool Merchant*. Moreover, he was killing other pigeons with the same shot: by this kindness to a bankrupt he was dressing his ship in the colours of charity and compassion.

Kemp held a moral view of the universe. God balanced the ledgers. Nothing went unrecognized. A good deed was an entry on the credit side, a bill drawn on destiny which could not fail to be met one day. He saw his ship home in port again, riding at anchor in the Pool, laden with goods high in demand, saw his creditors satisfied, temporarily at least, with the interest on their loans, till the cotton trade took a turn for the better, as it soon must. The vision glowed in his cheeks and eyes as he leaned forward. "Africa," he said, "you will be going to Africa, Matthew. Think of it."

"I have thought much of it." Paris sat up a little, straightening his shoulders in polite response. He did not know what to say to his uncle, whom

PLEASE TURN OVER

he thought looked rather hectic and high-coloured this afternoon, feverish almost; he would have liked to take his pulse.

Not feeling able to suggest this, he looked away towards the window.

30 *By the river. Ruth and I hand in hand, light raining down on leaf and bud, shadows moving on the water. Light of love in her face. We sat together on the bank. By then she was carrying the child. A day to be remembered, because we knew – and told each other – that we need do nothing but wait. We only had to be as we were. Everything was calm and satisfactory. The house not*  
 35 *very grand but with room enough, and the income from shop and practice sufficient. We only had to wait, with our love, for the child to come. Now Ruth is nowhere in the world any more and I am going to Africa.*

"Yes," he said, "well, it is very far away. It is a place I had never thought to visit. But it might as well be there as anywhere." Lest this should sound  
 40 ungrateful, he added quickly, "I thank you once again for your letter, uncle, and for wishing to do me a service."

"Blood is thicker than water." Kemp's tone held an increased alertness. He had sensed some reservation in the other's words. "You did yourself express an interest in what I had to propose," he added after a short pause.  
 45 After all, it is why you are here, he was on the point of adding, but refrained, as it might seem to suggest there could be no other reason. All the same, the question hung in the air for some moments. Paris did not reply immediately. He was a man who, Kemp suspected, might gnaw at his own purposes indefinitely if left alone to do so.

50 "You have taken into account the advantages, of course," he said. "As I outlined them in my letter. You will be calling at places with many marvels to offer."

"Indeed yes." Paris nodded gravely. "It was said by Pliny<sup>1</sup> that out of Africa there comes always something new."

55 "Oh, aye, was it? Well, he was in the right of it. And then, being a man of science you will find a quantity of things to notice."

"I have no doubt of it."

"I don't mention money," the merchant said. "You have incurred expenses and these have been met. We need say no more about that. But  
 60 there is something else which I think will interest you." Kemp leaned forward again, marking a pause. "I had been keeping it till the ship's articles were signed, but there is no harm in telling you now. I am purposing to allow you three negroes privilege<sup>2</sup> to be paid out of the cargo at cost, your choice of the blacks to be marked at the time of purchase. There now, what do you think of  
 65 that?" He was disappointed to discern no change of expression on his nephew's face. "That is in addition to salary," he added in a tone of reproach.

After a long moment Paris smiled slightly and said, "That is an unlooked-for generosity on your part."

70 "And then, just now, a break, a period away from home, new fields of endeavour. To dispel those unfortunate associations which must ... to an extent at least ... I had hoped to have your final answer."

"Oh, I am going," the other replied quickly and, it seemed, almost carelessly, certainly not as though capitulating to argument. In fact he had known from the first, from first receiving his uncle's letter, that he would go.  
 75 This exile of a long voyage, a commerce he had every reason to believe degraded, and suitable therefore for such as himself – it was a combination, in his wretchedness, impossible to resist. He had not doubted since then, was so far from doubting now that he was surprised to see relief show on his uncle's face. "Certainly, I am going," he repeated.

From: Barry Unsworth, *Sacred Hunger*, 1992

### Annotations

- |             |  |
|-------------|--|
| 1 Pliny     | Pliny the Elder (23 to 79 AD): Roman scholar and scientist   |
| 2 privilege | <i>here:</i> a customary payment or gratuity to the master of a ship, usually in return for or in anticipation of some service |

# **Abiturprüfung 2006**

## **ENGLISCH**

als Leistungskursfach

– Aufgabenteil –

**Arbeitszeit: 270 Minuten**

Der Prüfling hat e i n e Textaufgabe seiner Wahl zu bearbeiten.

**WORKSHEET: Religious right fights science  
for the heart of America**

maximum number of  
points attainable

**I. Questions on the text**

Read all the questions first, then answer them in the given order.  
Use your own words as far as is appropriate.

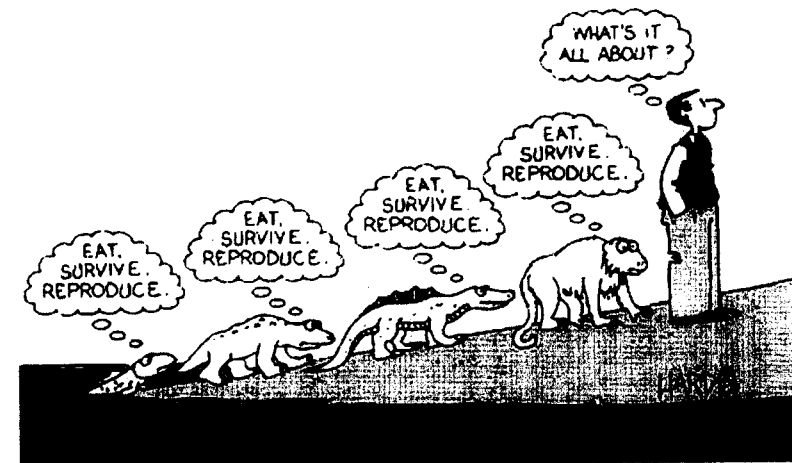
1. Examine how Al Frisby's professional experience has changed over the years. **10**
2. Show to what extent creationists and their ideas have been gaining ground within the school systems in Kansas and other American states. **20**
3. Explain in what ways the religious right's notion of creation has been modified over the past twenty years. What, according to the text, prompted this development? **10**
4. Sum up the arguments advocates of intelligent design put forward for this doctrine. Why do they want it to be taught at school? **20**
5. According to the text, what implications for science as such does the current debate in Kansas have? **10**
6. Analyse how the text reflects the writer's attitude to creationist ideas. Give evidence from the text. **20**
7. Explain the various meanings of the expression "heart" of America as used in the headline and the text (cf. l. 11). **10**

**II. Composition**

**50**

Choose **o n e** of the following topics. Write about 250 to 300 words.

1. There should be no ethical limits to science. Discuss.
2. "The price of freedom of religion, or of speech, or of the press, is that we must put up with a good deal of rubbish."  
(Robert Jackson) Discuss.
3. Why has religious fundamentalism become so appealing?
4. Interpret the cartoon and answer the question.



From: [galleri.magiskamolekyler.org](http://galleri.magiskamolekyler.org)

PLEASE TURN OVER

**III. Translation****50**

Translate the following text into German:

The new exhibition called "Darwin" at the American Museum of Natural History portrays the making of the man and the scientist, and it reminds us how well and how fully evolution explains the life around us. It also captures the way Darwin's theory opened an entirely new window in the human imagination. It is possible to say, in fact, that humans did not begin to understand their place in nature until 1859.

This exhibition is useful, too, in reminding us that the controversy over evolution has been more or less constant since 1859, though it has reached a peak of political absurdity only in our own time. The basic objections to evolution – the ones trumpeted by the proponents of so-called intelligent design<sup>1</sup> – are essentially the ones Darwin described in the sixth chapter of "Origin"<sup>2</sup>. But Darwin did a surprisingly good job of forestalling his critics. He showed that most of the objections to his theory, then as now, were based on a misunderstanding of the nature of his argument, or were owing simply to the fact that so much remains to be discovered about the workings of life on Earth.

From: *The New York Times*, November 19, 2005

**Annotations**

- 1 intelligent design      *dt. Intelligentes Design*  
 2 "Origin"      reference to Darwin's book *The Origin of Species*, 1859; *nicht zu übersetzen*

**200****WORKSHEET: Unsworth, *Sacred Hunger***

maximum number of  
points attainable

**I. Questions on the text**

Read all the questions first, then answer them in the given order.  
Use your own words as far as is appropriate.

1. Outline Kemp's business venture and the current state of his affairs. **10**
2. Summarise the arguments used by Kemp to persuade his nephew to accept his offer of the post of the ship's doctor. **20**
3. Analyse Kemp's real motives for his offer to Matthew; what do they reveal about his character? **20**
4. Outline Matthew's situation in life, past and present, and explain why it accounts for his decision to accept his uncle's offer. **20**
5. Choose two examples that reveal how little real communication takes place between the two men in this scene and explain them in detail. **10**
6. How do narrative techniques contribute to the reader's perception of the characters? **20**

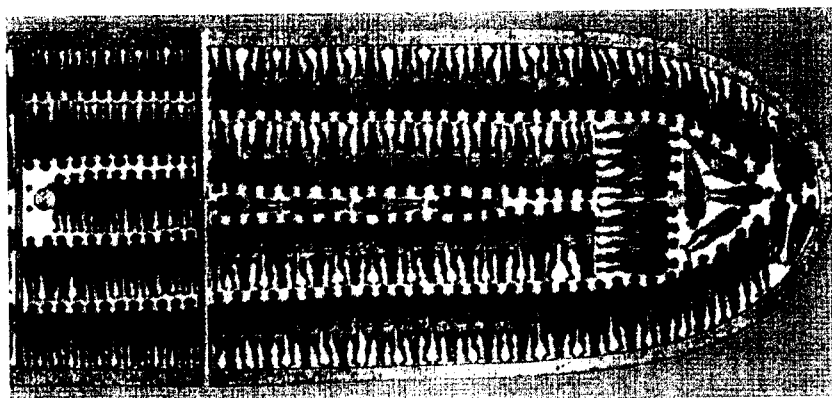
**II. Composition****50**

Choose one of the following topics. Write about 250 to 300 words.

1. Modern forms of slavery.
2. Slavery and colonialism are not ancient or foreign history; the world they made is around us. Discuss, using your knowledge of British and/or American history.
3. Are moral integrity and economic profit compatible?

PLEASE TURN OVER

4. Write Matthew's letter to a Member of Parliament, protesting against the conditions on board the slave ship, which were similar to the ones in the picture.



The interior of an English slave ship

From: [www.blues.is/saga.htm](http://www.blues.is/saga.htm)

### III. Translation

50

Translate the following text into German.

It is almost obligatory these days to be cynical about those who want to be good. We seem incapable of attributing noble motives to anyone: politicians must be looking to posterity, the rich and successful must be alleviating their guilt or feeding their egos.

I have no problem with doing good things for less than pure reasons. So what if a charity record helps promote a singer or band, or if donating money helps ease someone's conscience? Who cares if a political leader is looking to the history books when trying to improve the plight of the world's poor? Every day the rest of us make decisions based on ego and self-interest. Christmas may be the season for giving but the underlying promise of Christianity is that by doing good Christians ensure themselves a place in heaven -- a more naked plea to self-interest would be hard to imagine. Rather than falling for the fantasy that selfishness is somehow sinful, we could all do with being more selfish. After all, charity is most effective when it makes a connection with our own lives and our own concerns. The most compelling reason for helping others is that we are also helping ourselves.

From: *The Guardian*, December 15, 2004