

# SCHRIFTLICHE MATURAPRÜFUNG 2020 ENGLISCH



Liechtensteinisches  
Gymnasium  
1937

KLASSE: \_\_\_\_\_

NAME/VORNAME: \_\_\_\_\_

DATUM/DAUER: 28. Mai 2020, 3 Stunden

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**Matura mark**

Listen to the "Life Kit For Parenting" podcast in which Co-hosts Anya Kamenetz and Cory Turner are exploring a fundamental concept: kindness in humans.

Before listening to the recording (after the bell), you have 3 minutes to read through everything thoroughly. There will be a 2-minute-gap between each time you hear the interview. The questions in each section are in chronological order. You will hear the text 3 times.

**A) MULTIPLE CHOICE** - Choose the correct option in each group of sentences.

(6p)

- a) When we experience pain and look into a mirror, our neurons react strongly.
  - b) We have mirror neurons that mirror what we experience.
  - c) We have mirror neurons that respond when other people feel pain.
  - d) When we are pricked by a needle, our neurons mirror this.
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- a) Kindness means that you perceive the pain in others, that you want to act, and that you act.
  - b) Kindness is about wanting to help.
  - c) Sensing someone else's pain is more than kindness.
  - d) Helping someone else is what kindness is all about.
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- a) Adults were helped by the toddlers without them being asked to help.
  - b) Adults were helped by the toddlers when the adults asked them to help.
  - c) Toddlers helped adults when being thanked by the adult.
  - d) Toddlers helped adults not nearly as often as one would think.
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- a) Kids may be egoistical but not racist.
  - b) Kids may be egoistical and racist.
  - c) Kids may be racist but not egoistical.
  - d) Kids are never racist and egoistical.
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- a) Scientists discovered that kids never want other kids to be treated in a negative way.
  - b) Scientists discovered that kids want other kids to be treated in a negative way.
  - c) Scientists discovered that kids want kids who look different to be treated in a negative way.
  - d) Scientists discovered that kids want kids who look similar to be treated in a negative way.
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- a) The programme wants to show the effects of bad parenting.
  - b) The programme wants to show how toddlers have a desire to help adults.
  - c) The programme wants to show how adults can influence children in a positive way.
  - d) The programme wants to show how teachers can teach kids to be good.

**B) COMPLETE THE SENTENCES**

(5p)

- 1) Thomas Lickona says we see signs of what's called empathic \_\_\_\_\_, even in babies. He's a \_\_\_\_\_ who wrote the book "How to Raise Kind Kids." (1)
- 2) In one study, researchers found when toddlers saw an adult in need - for example, appearing to \_\_\_\_\_ something ... (1)
- 3) Taking other's perspective is an ability that has to \_\_\_\_\_ and there's also different \_\_\_\_\_. (1)
- 4) But there's another, more \_\_\_\_\_ to kindness. (1)
- 5) It's a skill and a habit that parents, teachers and the rest of us grown-ups have the power and the \_\_\_\_\_. (1)

**C) ANSWER THE QUESTIONS** - You don't have to write full sentences.

(7p)

- 1) What is the most likely sound that causes babies to cry? (1)

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- 2) What is the result of the "puppet show experiment" with the hill and what does this show? (2)

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- 3) How can mothers, according to Lickona, ensure that their kids are more likely to help others? (2)

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- 4) Are children born «kind»? Explain. (2)

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The following article is about the current state of music education in America and the importance (or lack thereof) of teaching students music theory like reading sheet music.

In the first part "**MIXED TENSES**" use the information in the brackets to complete the sentences with the right form of the verb. Pay attention to word order.

In the second part "**WORD FORMATION**" complete the sentences with the most suitable form of the word given.

**The insidious class divide in music teaching**

Ian Pace, The Conversation

**A) MIXED TENSES** - Complete the sentences with the right form of the verb in brackets.

(18p)

A passionate debate **1) +++ (to rage)** regarding musical education which threatens to unbalance the world of classical music.

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In a recent article in The Guardian, writer Charlotte C. Gill argued that musical education **2) +++ (to be, now)** harder to access for many students at state schools. Gill's main criticism was that music **3) +++ (to teach, always)** in a far too academic way.

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Notation, the act of writing music, she wrote, was "a cryptic, tricky language – rather like Latin – that can only be read by a small number of people, most of whom **4) +++ (to benefit)** from private education".

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In response, more than 700 professional musicians, teachers and others – including many who **5) +++ (to educate, either)** or **6) +++ (to teach, now)** in state schools – signed a letter opposing Gill's ideas, calling her proposal "simple anti-intellectualism". The letter added:

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... through her romanticisation of illiteracy, Gill's position could serve to make musical education even more exclusive through **7) +++ (to marginalise)** yet further in state schools.

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## Check your privilege

The news that a core requirement of music theory was to be dropped from the curriculum at Harvard University, **8) +++ (to prompt)** a strong defence by some faculty members.

The response by professional musicians in the US was similarly impassioned, but the debate quickly **9) +++ (to become)** charged. One musicologist compared the defence of music theory to white supremacy, while another **10) +++ (to develop)** a “privilege walk for musicians” based upon a recent US tradition of such things for students. This required that those who, for example, **11) +++ (to teach)** music theory in school, cared about notated music, or could read sheet music, should step forward in order to check their privilege.

Many of the respondents to Gill’s article **12) +++ (to challenge)** her claims, but the Harvard decision **13) +++ (to reflect)** a different outlook.

The general quality of state education in the US compared to many countries in Europe and East Asia **14) +++ (to demonstrate)** by the country’s relatively mediocre scores in the 2012 International Student Assessment survey. This indicates that many students educated in the US **15) +++ (to face, now)** serious educational disadvantages.

The response to such a situation in America might be to invest more heavily in state education, to make musical skills available to as many as possible. But the Harvard decision instead **16) +++ (to constitute)** a race to the bottom.

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The Harvard decision **17) +++ (to make, allegedly)** to meet the needs of students without a traditional musical background. But consider this: if standards in the education of surgeons or air traffic controllers **18) +++ (to relax)** and not compensated for, there would be an outcry. Lives may not be at stake with music education, but surely the situation is little better?

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**B) WORD FORMATION** - Complete the sentences with the most suitable form of the word given.

(12p)

**Knowing the score**

All of this follows various factors which have plagued musical study for some years now. Traditionally a **1) +++ (to distinguish)** between studying to *make* music and studying *about* music grows through the course of musical education, but these boundaries have become **2) +++ (to increase)** blurred. A greater dialogue between performance and the study of music theory is always to be welcomed – but this can also lead to the **3) +++ (to value)** of the latter in favour of the former.

Some writers on musical education conveniently sideline **4) +++ (to require)** of notation and theory. It is certainly true that one can make various types of music without needing either of these things but – as argued by the celebrated Australian music **5) +++ (to educate)** Peter Tregear – other approaches, like the study of different song styles and the social backgrounds from which they emerge, are not **6) +++ (necessary)** any easier to master.

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More broadly, there has been a constant assault on Western classical music from some academic quarters. Back in 2003, expert Estelle R. Jorgensen noted the negative connotations of **7) +++ (elite)** and privilege, despite her **8) +++ (passion)** arguments for such music's multicultural roots. Ideally, Anglophone education would also include equally sophisticated study of non-Western musical traditions – but the far more common outcome is an increasing **9) +++ (to dominate)** of contemporary Anglo-American pop.

A **10) +++ (proportional)** number of places in UK conservatoires are already taken up by the privately educated students. By 2017, the figures were 48.5% and 56.9% – alongside many who have received a traditional musical education in **11) +++ (continent)** Europe and East Asia.

It might be hoped that recent changes to Music exams will lead to further **12) +++ (to improve)** in these figures. But the opposite of this, the removal of core musical skills from state education can only reinforce the privilege that is already fostering elitism in music.

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The following article is about the positive effects of music on the human brain. Complete the gaps with a preposition or an article (a, an, the, or no article). clearly indicate (x) if no article or preposition is necessary. (0.5 points each, 10 points total)

**The Powerful Effect of Music on the Brain**

Music has been scientifically proven to have a powerful effect **1) +++** the brain. Recent research shows that music can help **2) +++** many aspects of the brain, including pain reduction, stress relief, memory, and brain injuries. In **3) +++** book The Power of Music, Elena Mannes says, “Scientists have found that music stimulates more parts of **4) +++** brain than any other human function.” Let’s look **5) +++** some of the ways **6) +++** music can aid in the healing and stimulation of **7) +++** human brain.

**Pain Reduction**

**8) +++** 2014 study found that music was helpful **9) +++** patients with fibromyalgia. **10) +++** study showed that listening to relaxing music of the patient’s choice “reduced pain and increased functional mobility significantly.” Researchers believe that music eases pain because listening **11) +++** it triggers opioids—the body’s natural pain relievers. In **12) +++** 2013 study, people given **13) +++** opioid blocking drug Naltrexone experienced less pleasure while listening to their favorite song, suggesting music activates the release **14) +++** pain-relieving opioids.

**Stress Relief**

Depending **15) +++** the type of music you listen to, relaxing music can alleviate stress **16) +++** lowering cortisol levels, which is the hormone released in response **17) +++** stress.

A 2013 study demonstrates a link **18) +++** music and decreased stress in pediatric emergency room patients. “In the trial with 42 children ages 3 to 11, University of Alberta researchers found that patients who listened to relaxing music while getting **19) +++** infusion inserted reported significantly less pain, and some demonstrated significantly less distress, compared with patients who did not listen to **20) +++** music,” according to the American Psychological Association.

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In the following interview musician Bruce Springsteen and Director Tom Zimny sit down with Edith Bowman and talk about how the new concert movie "Western Stars" was made. **Please change the underlined sentences into reported speech.** Use four different verbs in the past to introduce the reported speech.

**Bruce Springsteen: How I made Western Stars**

By Fraser Lewry, Classic Rock

Springsteen is onstage at a cinema introducing his latest project. Having triumphed with *Springsteen on Broadway* and written one of rock's more honest autobiographies in *Born To Run*, The Boss has made a film: *Western Stars*.

**"I've spent 35 years learning to let go of the destructive parts of my character,"** says Springsteen, in one of the pieces that link the songs together. **"And I still have days when I struggle with it."** (2)

a)

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After the screening, Springsteen and director Zimny took part in a Q&A with Edith Bowman. Bowman: **"What was the reason that you wanted to make this film?"** (2)

b)

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Springsteen: **"Well, if I'm not going to perform it, maybe we can perform it once and film it so people get a chance to see what it's like to play it. I had never seen the orchestra before and I haven't seen them since."** (2)

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Bowman: The film also shows private footage?

Springsteen: **"Yeah, with my home movies included, I can reminisce about all kind of things about me and my family like weddings, and parties, the things that keep our heads above water, and so I dug out all that beautiful archival footage."** (3)

d)

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**PART 3: Reading Comprehension** \_\_\_\_\_ / 30 points

**60 minutes**

Please note that all answers are to be found across the whole text. You'll find the text on the last page of this booklet.

**A) TRUE OR FALSE** - Tick the correct box and correct wrong sentences in your own words. (5p)

		TRUE	FALSE
1	There is a definite improvement to parents' lives when adult children return to the family home.		
2	The returning adult child is often disapproving of the parents' lifestyle.		
3	More young adults than ever before are living with their parents.		
4	In mid-19 <sup>th</sup> century England lower class women stayed at home to look after the children and do the housework.		
5	In older people, there is a tendency to be more optimistic.		

**A) ANSWER THE QUESTIONS** (25p)

Using the information from the article, answer the following questions in your own words and full sentences. (25 points, 17 for content, 8 for language)

**1)** What indicators are there that parents do not expect their grown-up children to return to the family home? (2 content / 1 language)

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**2)** What aspects of 'quality of life' were taken into account in the LSE study und how did the 'boomerang children' affect the results? (3 content / 1 language)

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**3)** According to Yvonne Roberts, what reasons are there for grown-up children returning to the family home? (2 content / 1 language)

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**4)** Describe two of the difficulties in coping with living together again that might be experienced by both the parents and the children. (4 content / 2 language)

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**5)** How is the situation nowadays comparable with the one described by Wally Seccombe?  
(3 content / 2 language)

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**6)** What important factor was not addressed in the study and what possible implications are there for parents and children? (3 content / 1 language)

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## READING TEXT

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### Just when the baby boomer is loving the empty nest, here's the boomerang child...

Yvonne Roberts/The Guardian

For parents who have been enjoying the freedom of living child-free, now comes research to spoil it all.

5 The bedrooms have been redecorated in grown-up colours, the 25-year-old soft toys  
chucked out, the washing machine is blissfully underused and, thanks to the apparent  
10 current raging addictions of baby boomers, a holiday or two – cruising in the Med, the  
Antarctic, anywhere that avoids dry land – have been booked. And then they're back.



Tom Kirkum living with his parents, Margaret and Robin at their home near Sidcup, Kent. Photograph: Martin Godwin/The Guardian

15 According to a recent study by the London School of Economics (LSE), adult children who return to the family home after a period away – often at university – cause a significant decline in their parents' quality of life and wellbeing.

20 The first study of its kind to measure the impact of the "boomerang generation" looked at 17 countries including France, Germany and Italy. Dr Marco Tosi and Prof Emily Grundy applied "quality of life" measures that included "feelings of control, autonomy, pleasure and self-realisation in everyday life".

25 When a child returns home, researchers found the score went down by an average of 0.8 points, an effect on quality of life similar to developing an age-related disability such as mobility difficulties. Protestant countries showed a greater decline than Catholic ones, presumably because these nations are more accustomed to living in multigenerational, extended families.

30 "When children leave the parental home, marital relationships improve and parents find a new equilibrium," says Tosi. "They enjoy this stage in life, finding new hobbies and activities. When adult children move back, it is a violation of that equilibrium<sup>1</sup>."

35 When a grown-up child does return, often reverting to tricky adolescence, there is something comfortingly familiar about doors slamming, noise accelerating and wellbeing sliding down the scale – it's called parenting. But this time round, it can be particularly gruelling. It's not easy for a twentysomething whose aspirations are battered by ridiculous housing costs, student debt and low wages to have to witness the daily spectacle of baby boomers bent on rediscovering their 60s mojo with late nights and long lie-ins, all the while being hard of hearing, digitally illiterate and short on memory.

40 Repetition and constant interrogation about the strangeness of modern life are the price the returner must pay. "Did you say you'd be back for supper?"; "Six times." "What's that thing that works the TV?"; "The remote control." And the rules of engagement are far from clear given that

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<sup>1</sup> equilibrium – a calm state of mind and a balance of emotions

nowadays it's more likely to be the baby boomer who is rolling a spliff and starting on a second bottle before the end of *The Archers*<sup>2</sup>.

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Last week, a series of notes from parents admonishing children and teenagers was published. "Every time you don't eat your sandwich, a unicorn dies. Love Dad," read one lunchbox note. In a boomerang household, it's more likely the child will leave an admonishing Post-it stuck to an empty case of wine, such as "drink kills".

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Around one in four young adults now live with their parents in the UK, the highest number since records on the trend began in 1996. (In the 60s, it was the newly marrieds who returned to live with the in-laws.) The UK wasn't part of the LSE study, but Tosi says refilling the empty nest is likely to have the same impact. And we have history.

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In the 18th century, young men would leave home in their teens to serve as apprentices and young women would fly the nest into domestic service, according to the sociologist Wally Seccombe's history of working-class life, *Weathering the Storm*. But by the 1850s, the Industrial Revolution had led to mass "in-migration" to cities. "Home ownership was out of the question for the vast majority," writes Seccombe. Families huddled together, sublet and took in lodgers.

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In 1851, in Preston, housing costs and low wages contributed to eight out of 10 males aged 15 to 19 living at home. It could take a woman, also a wage earner, up to three days to do the weekly wash by hand. Today, a returning adult child may find that the newly liberated woman of the house has resigned from all domestic duties in the name of self-realisation. The nest is no longer what it was.

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That said, one vital element is missing from the LSE study – how long does the return of the boomerang child last? A decade and he or she risks turning into a carer, while a year or two has its pluses – someone to feed the cat while Mum and Dad are paddling up the Amazon or, if finances are depleted by more mouths to feed again, down the Ouse<sup>3</sup>. There are also surprising trade-offs. Research on the brain by two American psychologists, Mara Mather and Susan Turk Charles, involved tests on people up to the age of 80. Results indicated that as we get older our fight or flight-dictating amygdala<sup>4</sup> reacts less to negative information. We tend to see the good rather than the bad, not least because time is precious. "In younger people, the negative response is more at the ready," says Charles.

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So, in what appears to be an age of perpetual anxiety for adult offspring who are perhaps temporarily suspending the quest for independence, to go back home is not just about cheap living (and potential continued warfare if more than one sibling also rejoins the nest). Mum and Dad may find their equilibrium, newfound hobbies and partnership wrecked, but there are compensations in making room for a broke son or daughter. Like all good-enough parents, in tough times they can make things seem not quite as bad as they might otherwise be. Even while queueing for the shower.

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2 *The Archers* - a long-running British radio soap opera

3 The Ouse - a river in North Yorkshire

4 Part of the brain involved with the experiencing of emotions.

Choose the general topic or the one specifically set for your class and clearly indicate which topic you have chosen. Plan and pay attention to the structure of your essay.

Your essay will be marked according to its content, structure, language and style. The essay must be between 350 and 400 words. Write the total number of words in brackets at the end of your essay.

**General Topic**

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*"A work of art has no importance whatever to society. It is only important to the individual." - Vladimir Nabokov, Russian-American writer*

Compare the contributions of artists with the contributions of scientists. Which do you consider more valuable to society as a whole? Give specific reasons to support your answer.

**7LSb (Gregor Vogt)**

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- a) Offred in "The Handmaid's Tale" and Eliza Doolittle in "Pygmalion" are two women living in a society dominated by men. Pick **either** Offred **or** Eliza and show how she is (mis)treated and how she's able to stand up for herself.
- b) Harper Lee's "To Kill a Mockingbird" is very much about the (moral) education of the Finch children. Who is their "teacher" and what do Scout and Jem learn about themselves and about the town of Maycomb?

**7Ma (Anke Novak)**

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- a) Discuss how far the saying "It takes a village to raise a child." holds true regarding Jack's upbringing in "Room" by Emma Donoghue.
- b) Why would an apparently well-educated man such as Captain Beatty in Ray Bradbury's novel "Fahrenheit 451" support a society that burns books? Comment on Captain Beatty's behaviour as well as the society he lives in while answering the question.

**7Na (Monica Derungs)**

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- a) Who is the antagonist and how does he/she/it drive the plot in the novel you have read in the Book Club (The Circle, The Stepford Wives, Tsotsi)?
- b) How does the use of motifs in "Boy A" exemplify the main theme(s) of the book?

**7Nb (May Macpherson-Ospelt)**

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- a) Explain the role of the supernatural in "Macbeth". To what extent does it motivate Macbeth's actions?
- b) The short story "The Call of Cthulhu" by H.P. Lovecraft displays aspects of various literary genres. What genre do you think best describes it? Outline and explain the conventions and characteristics which show it belongs to this category.

### **7Sa & 7Ws (Martin Zerlauth)**

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- a) *"[S]ocial norms, traditions, and customs protect the weaker group. (...) [A]bsence of laws creates chaos and disorder that leads to killing the innocent and the weak."*

In how far do the two books "The Beach" and "Lord of the Flies" prove this statement to be true or untrue? Use both books to prove your point.

- b) *"Sooner or later in political life one has to compromise. Everyone does."* (Sir Robert Chiltern in An Ideal Husband)

Which role does compromise play in An Ideal Husband, not just concerning politics but also concerning love and marriage? Can it be wrong to compromise or is compromise a necessary part of life?

### **7Wa (Grace Schatz)**

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- a) In Mitch Albom's novel "The Five People You Meet in Heaven", Ruby teaches Eddie the following lesson:

*"Holding anger is a poison. It eats you from inside. We think that hating is a weapon that attacks the person who harmed us. But hatred is a curved blade. And the harm we do, we do to ourselves."* (p. 89, l. 9-12)

Using the aforementioned quotation, analyse Eddie's life. Which relationships must Eddie rectify before peace can come and anger can go? Be sure to cite specific examples and connect them back to the quotation.

- b) Compare and contrast Hoke and Daisy in the play "Driving Miss Daisy" by Alfred Uhry, identifying their points of similarity and difference, and analysing their developing friendship in detail. Use specific examples from the play to support your argumentation and position.