

Read the text about David Unaipon. Order the milestones of his life chronologically. Write the letters (A–K) into the table below. Two letters (C and J) have already been entered. Use each letter only once. There are three milestones you do not need.

- A *His face became widely known in Australia.*
- B *He followed in his father's footsteps.*
- C *He became an apprentice.***
- D *He believed he was close to unlocking a mystery.*
- E *His technical skills brought him a sizeable income.*
- F *He anticipated an invention.*
- G *His contribution was honoured by the Queen.*
- H *He documented the cultural history of his people.*
- I *He opened a publishing company.*
- J *He influenced government decisions.***
- K *His campaign for a separate Aboriginal state was finally successful.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>C</b>				<b>J</b>			

## A hero for his people

One of the most famous Indigenous Australians is David Unaipon, whose portrait has featured on the Australian \$50 note since 1995. He was born in 1872 on the Point McLeay Mission station in South Australia as the child of a preacher.

5 David, the fourth of nine children, started his education at the mission school where teachers soon picked up on his intelligence. However, he left school at the age of thirteen and was sent as a servant to Adelaide. There he was encouraged by his employer to continue his education privately.

10 Five years later he returned to the mission and started learning the trade of a bootmaker. At the end of the 1890s he



*David Unaipon in the late 1920s*

tried to make a living in Adelaide working in his trade but soon found out that his colour made this impossible. So instead he was forced to work as a storeman. Unhappy, he returned once again to Point McLeay and found employment as a book-keeper. At the age of twenty-nine he  
15 got married and started working as a travelling preacher trying to raise support for the mission station.

Among his many abilities, Unaipon was also an inventor. He developed and patented a device for shearing sheep which formed the basis for modern mechanical shears. His lifelong passion for perpetual-motion machines and his foresighted ideas in 1914 for a helicopter based on the  
20 principle of the boomerang led to his reputation as the Australian Leonardo da Vinci. Yet, despite his remarkable engineering talents, he never managed to make any money out of his technical skills.

His most significant work, however, was as a writer; he was one of the first Aboriginal authors to be published. In the 1920s he wrote several books on Aboriginal legends and stories. A  
25 talented speaker and passionate campaigner for Aboriginal rights, education and welfare, he was able to have an effect on some aspects of government policy in the 1930s. However, his demand in 1926 for a separate Aboriginal state in central and northern Australia was never granted.

In recognition of his work he was awarded a Coronation Medal by Elisabeth II when she was  
30 crowned in 1953. In old age he returned to his birthplace and continued working on his ideas on perpetual motion. In the early 1960s, aged over ninety, he thought he was getting near to discovering its secret. On 7 February 1967 he died in hospital and was buried in the Point McLeay Cemetery.



## Lösung

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>C</b>	B	F	H	<b>J</b>	G	D	A

Die nachfolgenden Jahreszahlen werden nicht erwartet. Sie helfen nur dabei, die Lösungen nachzuvollziehen.

<b>1890</b>	1901	1914	1920s	<b>1930s</b>	1953	early 1960s	1995
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## Hinweise zur Korrektur

Jede richtige Zuordnung wird mit **1 Punkt** bewertet. Mehrfachantworten bei einer Teilaufgabe führen zu Punktverlust. Die Höchstpunktzahl beträgt **6 Punkte**.

## Kurzbeschreibung des neuen Formats

Die vorgegebenen Sätze (A–K) umschreiben jeweils einen Aspekt aus dem Leben des australischen Ureinwohners David Unaipon. Die Sätze werden aber nicht chronologisch angeführt; vielmehr soll ihre richtige zeitliche Abfolge durch die intensive Auseinandersetzung mit dem Text bestimmt werden.

Dazu lesen die Schülerinnen und Schüler den Text sehr genau durch und setzen Aussagen daraus in Verbindung mit einem der vorgegebenen Sätze. Diese ordnen sie chronologisch, indem sie die Buchstaben (A–K) in die Kästchen (1–8) eintragen.

Erschwert wird die Zuordnung durch insgesamt drei Sätze, die nicht gebraucht werden (Distraktoren). Um eventuelle Folgefehler zu minimieren, ist eine Brücke (J) eingebaut.

## Begründung des Leistungsniveaus

Grundlage sind die Kompetenzerwartungen zum Bereich *Leseverstehen* aus dem LehrplanPLUS, die ein mittleres Anforderungsniveau beschreiben.

Das erhöhte Leistungsniveau bei dieser Aufgabe ergibt sich aus

- der inhaltlichen und sprachlichen Komplexität des Textes, u. a.
  - \* wenig vertraute Thematik
  - \* mehrfach unterbrochener Handlungsablauf
  - \* Wortschatz, der nur mithilfe des Wörterbuchs erschließbar ist
  - \* teils komplexe Strukturen und schwieriger Satzbau
- der anspruchsvollen Lösungsfindung, u. a. durch die Notwendigkeit,
  - \* verschiedene Aussagen aus dem Text zu kombinieren, um
  - \* eine chronologische Reihenfolge paraphrasierter Aussagen herzustellen.

Quelle Bild:

[https://upload.wikimedia.org/wikipedia/commons/archive/7/7d/20150309034644%21David\\_Unaipon.jpg](https://upload.wikimedia.org/wikipedia/commons/archive/7/7d/20150309034644%21David_Unaipon.jpg)