

Exemplar für Prüfer/innen

Kompensationsprüfung zur
standardisierten kompetenzorientierten
schriftlichen Reifeprüfung/Reife- und Diplomprüfung

Juni 2015

Englisch

1. Lebende Fremdsprache

Kompensationsprüfung
Angabe für **Prüfer/innen**

Hinweise zur Kompensationsprüfung

Diese Kompensationsprüfung besteht aus drei Aufgaben:

- zwei Aufgaben aus dem Bereich Leseverstehen
- einer monologischen Sprechaufgabe

Bei der Bearbeitung der drei Aufgaben sind keine Hilfsmittel erlaubt.

Die Vorbereitungszeit beträgt mind. 30 Minuten. Die Prüfungszeit beträgt maximal 25 Minuten:

Dauer Leseverstehen:

- Leseaufgabe 1: max. 10 Minuten
- Leseaufgabe 2: max. 10 Minuten

Dauer der Sprechaufgabe:

- erste lebende Fremdsprache B2: max. 7 Minuten
- zweite lebende Fremdsprache B1: max. 5 Minuten

Leseverstehen:

Es sind zwei Leseaufgaben zu lösen, die jeweils aus zwei Teilen bestehen:

Lesetext 1: Teil 1 – Detailfragen zum Text
Teil 2 – Globalfrage zum Text

Lesetext 2: Teil 1 – Detailfragen zum Text
Teil 2 – Globalfrage zum Text

zu Teil 1 – Detailfragen zum Text:

Schreiben Sie Ihre Antworten auf das dafür vorgesehene Antwortblatt.

Jede richtige Antwort wird mit einem Punkt bewertet. Bei jeder Leseaufgabe finden Sie eine Angabe zu den maximal erreichbaren Punkten.

zu Teil 2 – Globalfrage zum Text:

Bereiten Sie Ihre Antwort zur Globalfrage innerhalb der Vorbereitungszeit (ggf. schriftlich) vor und geben Sie den Inhalt des Texts im Prüfungsgespräch mündlich wieder.

Sie können bei der Globalfrage maximal 3 Punkte erreichen.

Sprechen:

Ihr Monolog wird nach den folgenden Kriterien beurteilt:

- Erfüllung der Aufgabenstellung
- Spektrum sprachlicher Mittel
- Sprachrichtigkeit

Sie können für den Sprechauftrag maximal 10 Punkte erreichen.

Die Beurteilung der mündlichen Kompensationsprüfung ergibt sich aus der gemeinsamen Beurteilung der beiden Kompetenzbereiche **Leseverstehen** und **Sprechen**. Für eine positive Beurteilung dieser Kompensationsprüfung müssen insgesamt 16 Punkte von 27 Punkten erreicht werden.

Maximalpunktzahl: 27

Notendefinition:

16–18: Genügend

19–21: Befriedigend

22–24: Gut

25–27: Sehr gut

Über die Gesamtbeurteilung entscheidet die Prüfungskommission; jedenfalls werden sowohl die von der Kandidatin/vom Kandidaten im Rahmen der Kompensationsprüfung erbrachte Leistung als auch das Ergebnis der Klausurarbeit dafür herangezogen.

Viel Erfolg!

NAME:

ANTWORTBLATT

The Code War

| | | | |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 0 F | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | |

Von der Lehrperson auszufüllen

| | | | |
|--|--|--|--|
| richtig falsch | richtig falsch | richtig falsch | richtig falsch |
| | 1 <input type="checkbox"/> <input type="checkbox"/> | 2 <input type="checkbox"/> <input type="checkbox"/> | 3 <input type="checkbox"/> <input type="checkbox"/> |
| 4 <input type="checkbox"/> <input type="checkbox"/> | 5 <input type="checkbox"/> <input type="checkbox"/> | 6 <input type="checkbox"/> <input type="checkbox"/> | |

1

___ / 6 P.

Slumdog Millionaire

| | T | F | First four words |
|---|-------------------------------------|--------------------------|---------------------------|
| 0 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <i>They broke open my</i> |
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5 | <input type="checkbox"/> | <input type="checkbox"/> | |

Von der Lehrperson auszufüllen

| | |
|--------------------------|--------------------------|
| richtig | falsch |
| <input type="checkbox"/> | <input type="checkbox"/> |

2

___ / 5 P.

1. Read the text. Some parts are missing. Choose the correct part (A–I) for each gap (1–6). There are two extra parts that you should not use. Write your answers in the boxes provided on the answer sheet. The first one (0) has been done for you.
2. What is the text about? Present the most important points of the text.



The Code War

Aaron Portnoy started his hacking career when he was still in high school, at the Massachusetts Academy of Math & Science in Worcester, which not coincidentally was the institution he hacked. He did it as follows: Portnoy had a friend call one of the dorms, posing as tech support. (0) _____. Hiding behind those borrowed accounts and routing his approach through proxies in various foreign countries, (1) _____ that's technically known as a vulnerability, or even more technically as a zero-day. "I had access to every email, grades, everything," he says. "They had a number of issues with their configurations that allowed me to just kind of spread everywhere."

Showing what in retrospect seems like considerable restraint, Portnoy tweaked the school's website to say something uncomplimentary about another student. Then he got out. Later the school brought in tech experts to trace the intrusion, but they could never quite track it back to him.

(2) _____. The academy encouraged him to find an alternative venue for his education. It didn't really matter. He graduated from a local high school instead and went on to Northeastern University. (3) ____: researching and selling software vulnerabilities, which since his high school days have become one of the world's newer and more controversial commodities.

Portnoy is the co-founder of a company called Exodus Intelligence. Its mission statement reads, "Our goal is to provide clients with actionable information, capabilities, and context for our exclusive zero-day vulnerabilities." Which means – translated from the quasi-paramilitary parlance that's endemic to the software-security industry – that (4) _____ that could potentially give a third party access to a computer, the same way Portnoy got access to his high school's network. They're worth a lot of money. Vulnerabilities in popular applications and operating systems have been known to change hands for hundreds of thousands of dollars each.

(5) _____, the Internet is a war zone. Even as it gets outwardly ever glossier and more social and eager to please, below that surface the Net is becoming a hostile, contested territory where private companies, law enforcement, criminals, the military and various international intelligence agencies are engaged in constant low-level cyberwarfare.

(6) _____ – in May, for example, when the U.S. indicted five members of the Chinese army for stealing data from American companies, including Westinghouse and Alcoa. That wasn't an anomaly; it's the norm,

(Fortsetzung 1)

and it's getting more normal all the time. Retired army general Keith Alexander, who formerly headed both the NSA and U.S. Cyber Command, has called China's ongoing electronic theft of American intellectual property "the greatest transfer of wealth in history."

| | |
|---|--|
| A | They're worth a lot because although you wouldn't know to look at it |
| B | This conflict only occasionally becomes visible to the naked eye |
| C | Portnoy wormed his way into the school's network through a bug in the system |
| D | It was all excellent preparation for what he does for a living now |
| E | Portnoy has always benefited from the advantages of the Internet |
| F | The students were more than happy to give him their passwords |
| G | Exodus Intelligence finds and sells bugs, specifically the kind of bugs |
| H | So naturally Portnoy did it again the next year and got caught |
| I | Portnoy has always been good at identifying criminals |

LÖSUNGEN

Teil 1

The Code War

| | | | |
|---|---|---|---|
| 0 | 1 | 2 | 3 |
| F | C | H | D |
| 4 | 5 | 6 | |
| G | A | B | |

Teil 2

Modelllösung zum globalen Leseverständnis:

The text is about hacking and internet security. Aaron Portnoy started his hacking career at high school and he now makes a living from it. He founded his own company Exodus Intelligence, which researches and sells software vulnerabilities. The internet has become an invisible war zone with the crimes of data theft and hacking being committed all the time.

Abweichungen von der Modelllösung sind möglich. Es sind maximal 3 Punkte zu vergeben. Folgende Inhalte des Textes dienen zur Orientierung:

- Portnoy hacked into his high school system
- Portnoy now sells software vulnerabilities (bug systems)
- Cyberwarfare is common on the internet
- Exodus Intelligence makes a lot of money from software vulnerabilities (bugs)
- China has stolen American data

1. Read the text. First decide whether the statements (1–5) are true (T) or false (F) and put a cross (☒) in the correct box on the answer sheet. Then identify the sentence in the text which supports your decision. Write the first four words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.
2. What is the text about? Present the most important points of the text.



Slumdog Millionaire

I have been arrested. For winning a quiz show.

They came for me late last night, when even the stray dogs had gone off to sleep. They broke open my door, handcuffed me and marched me off to the waiting jeep with a flashing red light.

There was no hue and cry. Not one resident stirred from his hut. Only the old owl on the tamarind tree hooted at my arrest.

Arrests in Dharavi are as common as pickpockets on the local train. Not a day goes by without some hapless resident being taken away to the police station. There are some who have to be physically dragged off by the constables, screaming and kicking all the while. And there are those who go quietly. Who expect, perhaps even wait for, the police. For them, the arrival of the jeep with the flashing red light is actually a relief.

In retrospect, perhaps I should have kicked and screamed. Protested my innocence, raised a stink, galvanized the neighbours. Not that it would have helped. Even if I had succeeded in waking some of the residents, they would not have raised a finger to defend me. With bleary eyes they would have watched the spectacle, made some trite remark like 'There goes another one,' yawned, and promptly gone back to sleep. My departure from Asia's biggest slum would make no difference to their lives. There would be the same queue for water in the morning, the same daily struggle to make it to the seven-thirty local in time.

They wouldn't even bother to find out the reason for my arrest. Come to think of it, when the two constables barged into my hut, even I didn't. When your whole existence is 'illegal', when you live on the brink of penury in an urban wasteland where you jostle for every inch of space and have to queue even for a shit, arrest has a certain inevitability about it. You are conditioned to

(Fortsetzung 2)

believe that one day there will be a warrant with your name on it, that eventually a jeep with a flashing red light will come for you.

There are those who will say that I brought this upon myself. By dabbling in that quiz show. They will wag a finger at me and remind me of what the elders in Dharavi say about never crossing the dividing line that separates the rich from the poor. After all, what business did a penniless waiter have to be participating in a brain quiz? The brain is not an organ we are authorized to use. We are supposed to use only our hands and legs.

If only they could see me answer those questions. After my performance they would have looked upon me with new respect. It's a pity the show has yet to be telecast. But word seeped out that I had won something. Like a lottery. When the other waiters heard the news, they decided to have a big party for me in the restaurant.

| | |
|---|--|
| 0 | The police picked me up in an abrupt way. |
| 1 | In my district, the police seldom come for locals. |
| 2 | When people get arrested, they can rely on neighbours for help. |
| 3 | I never thought that I would be arrested one day. |
| 4 | Some in my district believe that the poor should stay where they belong. |
| 5 | Nobody has watched the quiz on TV. |

LÖSUNGEN

Teil 1

Slumdog Millionaire

| | T | F | First four words |
|---|-------------------------------------|-------------------------------------|---|
| 0 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <i>They broke open my</i> |
| 1 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Arrests in Dharavi are Not a day goes |
| 2 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Even if I had With bleary eyes they |
| 3 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | When your whole existence You are conditioned to |
| 4 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | They will wag a |
| 5 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | It's a pity the |

Teil 2

Modelllösung zum globalen Leseverständnis:

The text tells the story of an Indian waiter who won a quiz show and got arrested for it. As arrests are common in his area and poor people are not expected to use their brains, his arrest did not come as a surprise.

Abweichungen von der Modelllösung sind möglich. Es sind maximal 3 Punkte zu vergeben. Folgende Inhalte des Textes dienen zur Orientierung:

- arrests by the police are common in the area
- neighbours do not react to arrests
- arrests are almost expected by residents
- poor people are not expected to use their brains

Food waste

An international chain of supermarkets wants to start a campaign to reduce food waste. It has invited schools to make suggestions. You are part of your school's project team and have been asked to present the results at a meeting with company representatives.



In your **talk** you should:

- give reasons why people throw away food
- suggest how food waste can be reduced
- argue which picture should be used for the campaign posters

You should talk for **5 to 7 minutes**.

Holistischer Beurteilungsraster Sprechen B2

| Band | Overall Oral Production | |
|-----------|-------------------------|---|
| 10 | 1 | All aspects of the task addressed and convincingly expanded. |
| | 2 | Expresses her/himself clearly with no sign of having to restrict what she/he wants to say. |
| | 3 | Lexical and grammatical accuracy is very high, only few 'slips'. |
| | | |
| 8 | 1 | All aspects of the task addressed and expanded. |
| | 2 | Expresses her/himself clearly and without much sign of having to restrict what she/he wants to say. (GLR, B2.2) |
| | 3 | Lexical and grammatical accuracy is high, 'slips' or non-systematic errors do not hinder communication. |
| | | |
| 6 | 1 | Most aspects of the task addressed and sufficiently expanded. |
| | 2 | Uses a sufficient range of language to express her/himself without much conspicuous searching for words, using some complex sentence forms to do so. (GLR B2.1 adapted) |
| | 3 | Lexical and grammatical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (collapsed from GA/VC) |
| | | |
| 4 | 1 | Aspects of the task addressed but not sufficiently expanded. |
| | 2 | Uses an insufficient range of language to deal with parts of the task set often having to restrict what she/he wants to say. (GLR B1.2 adapted) |
| | 3 | Insufficient degree of lexical and grammatical control. |
| | | |
| 2 | 1 | Only some aspects of the task addressed, none expanded. |
| | 2 | Lexical and structural limitations cause repetition, hesitation and difficulty with formulation. (GLR, B1.1 adapted) |
| | 3 | Lack of lexical and grammatical control frequently leads to breakdown of communication. |
| | | |
| 0 | 1 | Task ignored. |
| | 2 | Fails to produce enough language for assessment. |
| | | |