

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

Google struggles with 'Right to Forget'

0	1	2	3
<input checked="" type="checkbox"/> E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	5	6	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Von der Lehrperson auszufüllen

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

___ / 6 P.

1

Emotional intelligence

0	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input checked="" type="checkbox"/>
1	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
2	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
3	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
4	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
5	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>

Von der Lehrperson auszufüllen

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

___ / 5 P.

2

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.

Google

Google struggles with 'Right to Forget'

Since the Court of Justice of the European Union affirmed in May that Europeans enjoy a "right to be forgotten," Google has received 70,000 search result removal requests related to 250,000 webpages.

In an op-ed piece published in British, French, German, and Spanish newspapers, as well as on the Google website, Google SVP and chief legal officer David Drummond describes the difficulty Google faces trying to (0) ____.

"[The] challenge is figuring out what information we must deliberately omit from our results, following a new ruling from the European Court of Justice," he wrote.

Evaluating whether the information the company has been asked to hide from the public should really (1) _____. To make that determination, Google now has a team of people who individually review content removal requests and has formed an advisory council that includes experts from academia, the media, data protection authorities, civil society, and the tech sector.

Previously, Google removed search results that included information deemed to (2) _____. Unlawful content varies around the world but includes defamatory, copyrighted, and obscene material.

But in Europe, Google now must also judge whether information is "inadequate, irrelevant or no longer relevant, or excessive," while balancing public interest. As Drummond points out, this is a vague and subjective test.

Those asking Google to remove information (3) ____ criticizing their policies while in office; criminals seeking the elimination of articles about their crimes; architects and teachers seeking to hide bad reviews; and individuals who published comments online that they now regret.

The right to be forgotten also functions as a gag order: Drummond says that Google is trying to be transparent about removals by informing websites when their pages have been removed from Google's index. "But we cannot (4) ____ because that could violate the individual's privacy rights under the court's decision," he says.

Drummond suggests that there are instances when removing information seems like the right thing, such as a man seeking to have Google omit a news article stating that he had been questioned in connection to a crime for which he was never charged. But he stresses that there is no easy way to (5) _____.

Although the EU's mandate to forget has been criticized by news and advocacy organizations, it doesn't (6) ____: Information removed from search results in Europe remains accessible in Google's non-European search sites. As Google explains on its support site, those in Europe can access the US version of Google by visiting google.com/ncr. "Ncr" stands for "no country redirect."

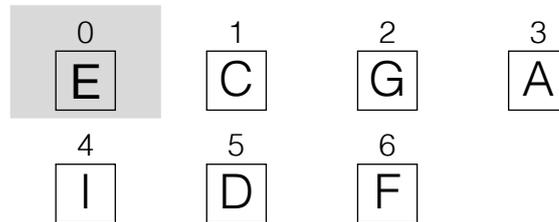
(Fortsetzung 1)

A	include former politicians seeking the removal of posts
B	do so by filling out an online form
C	be made inaccessible has proven to be a difficult task
D	balance one person's right to privacy with another's freedom of expression and right to truthful information
E	implement the court's decision
F	appear to be particularly effective
G	be illegal, as well as malware and sensitive personal information such as bank details
H	search for a solution to requests from our IT team
I	be specific about why we have removed the information

LÖSUNGEN

Teil 1

Google struggles with 'Right to Forget'



Teil 2

Modelllösung zum globalen Leseverständnis:

Google says it is having problems following the European censorship decision that lets users seek removal of search results. Implementing this law has, however, proved difficult for Google, as a team of experts has to evaluate the individual's right to privacy while balancing public interest. In addition, the information removed from Google's European search sites can still be accessed via its non-European sites.

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

- European decision/censorship
- Google to remove (embarrassing) information
- right to privacy
- removed items can be accessed via non-European sites

1. Read the text, then choose the correct answer (A, B, C or D) for questions 1–5. Put a cross (☒) in the correct box 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.



Emotional intelligence

As workers try to advance through the corporate world, they often hear the old adage, "It's not what you know, it's who you know." As a result, these workers are encouraged to attend happy hour functions with the office, avoid eating lunch alone at their desks and chat up the boss if they're alone with him or her in the elevator. Even the most technically proficient employees will likely be passed over for that promotion if they can't work well in small groups or lead a meeting of fellow staff. Those who do manage to get ahead likely possess emotional intelligence, a measure of how well a person can regulate his or her own emotions, as well as the emotions of other people. Emotional intelligence includes attributes such as empathy and emotional control.

The term "emotional intelligence" became famous when it served as the title of Daniel Goleman's 1995 book; the book featured a scintillating subtitle that promised to explain "why emotional intelligence can matter more than IQ." An IQ score, a number comprised of verbal, mathematical, mechanical and memory ability, can seem like the holy grail for intelligence, and

it can remain an excellent predictor of how well a person will do in school. Yet Goleman's book served up examples of how poorly an IQ score can predict a person's earning power or eventual success and happiness in life. For that, Goleman argued, you had to turn to emotional intelligence and a person's ability to use his or her emotions to navigate the world. While IQ scores rely on a person's ability to identify one correct answer, life sometimes involves more than one right answer, as well as the ability to get along with more than one type of person.

Emotional intelligence has remained a sticky subject in the years since Goleman's book was published. For one, researchers still differ somewhat on a precise definition for emotional intelligence and how it can be measured (if it can be measured at all, some researchers would be quick to add). But at the same time that researchers grapple with what emotional intelligence means, they try to determine what it means for our brain. Could emotional intelligence be more than an indicator of future success? Might it also tell us how healthy our brain is overall?

(Fortsetzung 2)

- 0 **When it comes to social events at work, staff members are**
- A persuaded to have a few drinks.
 - B rarely keen to go along.
 - C encouraged to wear casual clothes.
 - D advised to join in.
- 1 **To move up the career ladder, employees will probably have to**
- A function successfully in teams.
 - B have the best possible qualifications.
 - C apply for promotion regularly.
 - D pass several additional exams.
- 2 **The term “emotional intelligence” refers to the**
- A way people deal with the problems of others.
 - B extent to which people make sensible decisions.
 - C ability of people to talk about emotions.
 - D degree to which people can handle feelings.
- 3 **According to Goleman, emotional intelligence is an indicator of**
- A how well people manage their lives in general.
 - B how long people will stay in a job.
 - C a high standard of education.
 - D a comparatively high IQ.
- 4 **IQ results**
- A help people respond in the right way.
 - B hardly reflect the complexity of our lives.
 - C are frequently incorrect.
 - D are becoming increasingly important.
- 5 **“Emotional intelligence”**
- A has hardly caused scientific debate.
 - B can be scientifically proven.
 - C means different things to different people.
 - D has been clearly defined.

LÖSUNGEN

Teil 1

Emotional intelligence

0	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input checked="" type="checkbox"/>
1	A	<input checked="" type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
2	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input checked="" type="checkbox"/>
3	A	<input checked="" type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
4	A	<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
5	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input checked="" type="checkbox"/>	D	<input type="checkbox"/>

Teil 2

Modelllösung zum globalen Leseverständnis:

The text states that people who possess “emotional intelligence”, a measure of how well people can regulate their and other people’s emotions, are more likely to succeed in life. In his book “Emotional intelligence” Daniel Goleman argues that IQ can predict academic success but not how well people will get on in life. Researchers have not agreed on a precise definition and on whether “emotional intelligence” can be measured but they are making inquiries about how it affects our brains.

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

- emotional intelligence more important than IQ to succeed in life
- emotional intelligence – a measure of how well a person can control feelings
- still no precise definition
- questionable whether it can be measured
- inquiries about what it does to our brains

English Reading Club

Your school's *English Reading Club* is looking for new members and has asked you to give a talk on good reading material to students at your school.



In your **talk** you should:

- persuade students to join the *English Reading Club*
- discuss the kinds of readings in English that interest young people
- recommend your favourite piece of writing in English

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.