

Zentrale Abschlussarbeit 2020

Englisch

Mittlerer Schulabschluss

Herausgeber

Ministerium für Bildung, Wissenschaft und Kultur des Landes Schleswig-Holstein
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Aufgabenentwicklung

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Umsetzung und Begleitung

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Liebe Schülerin, lieber Schüler!

Vor dir liegt nun das Aufgabenheft des schriftlichen Teils der Abschlussprüfung Englisch Mittlerer Schulabschluss.

Es gibt drei Teile darin, zu denen jeweils mehrere Aufgaben gestellt werden:

Teil LC: Listening Comprehension (Hörverstehen)

Teil RC: Reading Comprehension (Leseverstehen)

Teil W: Writing (Schreiben)

Du hast ausreichend Zeit! Die Prüfungszeit beträgt für alle Aufgaben zusammen 105 Minuten. Lies dir bitte jede Aufgabe gründlich durch und bearbeite sie so gut du kannst. Wenn du mit einer Aufgabe nicht zurechtkommst, gehe zur nächsten über.

Wenn du dich einmal bei der Lösung geirrt hast, markiere deine richtige Antwort so:

- | | | |
|---|-------------------------------------|----------------------------|
| A | <input checked="" type="checkbox"/> | richtig |
| B | <input type="checkbox"/> | |
| C | <input checked="" type="checkbox"/> | Häkchen fälschlich gesetzt |
| D | <input type="checkbox"/> | |

Besonders in Teil LC *Listening Comprehension* ist es wichtig, dass du vor dem Anhören der CD-Texte in der schriftlichen Aufgabenstellung zunächst nachliest, was du beim anschließenden Hören herausfinden sollst!

Nutze die jeweiligen Pausen, um die Aufgabe zu lesen und zu vervollständigen.

Benutze einen Bleistift, um deine ersten Vermutungen zu kennzeichnen, bevor du nach dem zweiten Hören den Füller oder Kugelschreiber nimmst.

Für die Teile RC und W (*Reading Comprehension/Writing*) denke daran, dass du in deinem Wörterbuch nachschlagen kannst, wenn du Wortschatzprobleme hast.

In Teil W *Writing* nimm dir Zeit, die Schreibaufgabe erst zu planen, dann einen Text zu schreiben und diesen vor dem sauberen Abschreiben zu überprüfen. Nutze die Zeit und überprüfe in der Aufgabenstellung, ob du alle Aspekte bedacht hast. Kontrolliere hinterher noch einmal die sprachliche Richtigkeit.

Bitte erst umblättern, wenn du dazu aufgefordert wirst.

LC Listening Comprehension

LC 1 A New Trend: Repair Cafés

Listen to the radio programme about repair cafés.

While listening, answer the questions below in about 1 to 6 words or numbers.

There is an example (0) at the beginning.

You will hear the recording twice.

You now have 30 seconds to read the task.

0	Who is Megan talking to in her programme?	16-year-old Jonathan
1	Who meets in a repair café? (Name two.)	1. _____ 2. _____
2	What do repair cafés promote? (Name one.)	
3	When did the very first repair café open?	
4	Who volunteers at these places? (Name two.)	1. _____ 2. _____
5	What kind of damaged things do people take to a repair café? (Name two.)	1. _____ 2. _____
6	What does Jonathan get from volunteering? (Name one.)	

LC Listening Comprehension

LC 2 My Journey to the Arctic Sea

Listen to Donald talking about his trip to the polar regions.

While listening, complete each sentence in about 1 to 6 words or numbers.

There is an example (0) at the beginning.

You will hear the recording twice.

You now have 45 seconds to read the task.

0	Donald grew up without any electrical devices, so he always ... played outside. _____
1	He wanted to work as a researcher in order to ... _____
2	He went to Antarctica in order to ... _____ <i>(Give one answer.)</i>
3	People are informed about environmental problems, yet most of them ... _____
4	Donald takes pictures of endangered animals to ... _____ <i>(Give one answer.)</i>
5	Researchers expect that polar bears will ... _____
6	On his trip, Donald saw a bear that was obviously ... _____ <i>(Give one answer.)</i>
7	Donald claims that it is everyone's responsibility to ... _____

/7 P.

RC Reading Comprehension

RC 1 Vending Machines¹

Read the article about the latest trends in vending machines. Then complete the sentences below using about 1 to 6 words or numbers. There is an example (0) at the beginning.

Vending Machines

Forget soft drinks, chocolate and chips – vending machines are now in the business of distributing cars.

A 15-storey building in Singapore is offering luxury vehicles, including *Bentleys*, *Ferraris* and *Lamborghinis*, and is the largest “vending machine” in the world.

Once the customer has selected a car to look at, a lift-like platform brings it down to the ground floor. The Asian car seller “Autobahn Motors” has recently opened a futuristic showroom with about 60 vehicles on display which gives you the opportunity to choose a car just like you would find your favourite chocolate bar or fizzy drink. The dispensing concept is similar to that of a modern snack machine. Customers on the ground floor choose from a touchscreen display which car they wish to see. Once selected, the car arrives within a few minutes, travelling down the middle of the building on a moving platform. Vehicles on offer range from modern luxury sports cars to classics, including a 2014 *McLaren 650s*, a 2012 *Lamborghini Aventador* and a 1955 *Morgan Plus 4*, as well as a number of *Ferrari*, *Bentley* and *Porsche* models. Gary Hong, general manager at “Autobahn Motors”, said the vending machine format was aimed at making efficient use of space in the city of Singapore where land is scarce.

These gadgets provide various opportunities to supply almost everything and they are very straightforward. But they can also be used to help those who are in need.

In England the world’s first vending machine to help homeless people has recently been installed. At a shopping centre in Nottingham, homeless people can take up to three items per day using a special key card. Food, water, clothing, blankets and toiletries are available 24 hours a day. To keep the card activated, users must attend support services once a week. The scheme was launched by the charity “Action Hunger” to ensure homeless people have access to services outside the hours of available charities and shelters.

The machines are inexpensive and economical to run and “Action Hunger” works with other support services and charities in the area to provide the free goods they contain. Volunteers keep the machines stocked, and donors include various major UK supermarkets.

Due to high demand “Action Hunger” plans to set up about 200 vending machines across the UK for the roughly 4,000 homeless people in need.

¹ a machine from which you can buy small things such as drinks or sweets

0	<i>Modern Asian vending machines not only provide food and drinks but also ... luxury vehicles.</i>
1	If a customer wants to take a look at a vehicle, it is then moved by ... _____
2	The idea behind this unusual form of display was similar to ... _____
3	In a crowded city such as Singapore, the machine ensures ... _____
4	A British shopping mall provides vending machines to support ... _____
5	To use this device, rough sleepers need to show up at ... _____
6	“Action Hunger” gets help with new products from ... _____

RC Reading Comprehension

RC 2 Empowering young People through Snow Sports

Read the article about how skiing lessons can change lives. Then answer the questions below in about 1 to 7 words or numbers.

There is an example (0) at the beginning.

(...) UK charity *Snow-Camp* works in deprived inner-city areas to use young people's interest in snow sports to engage them and provide life skills, qualifications and vocational training.

"I was a perfect candidate for it," says Jonjoe, who comes from Hackney Wick² in London. "I'd never seen snow before, crazily! And never ever thought I'd put skis on." Jonjoe progressed through the charity's programmes and last year was offered a year's paid apprenticeship in the snow sports industry. "Through the apprenticeship I'm now an internationally-qualified ski coach and working my way up. Just through that one day of saying 'You know what mum, maybe I am going to go on a *Snow-Camp* skiing course', it's completely changed my life." (...)

Like many boys of his age, 13-year-old Hamza didn't enjoy school; he was often getting into trouble and had no aspirations for his future. His family were worried he may get involved with gangs and would struggle to gain any GCSEs³, so Hamza's youth worker got in touch with *Snow-Camp*. Hamza connected to snow sports immediately and was willing to work hard in classroom activities just to be able to strap on a snowboard. Hamza said: "Before *Snow-Camp* I didn't enjoy school... I did not think that I would enjoy snow sports or want to work hard in a classroom, but with *Snow-Camp* I do both of these things."

Like Jonjoe, Hamza completed the programme of training which led to him being awarded one of the charity's apprenticeships. "I'm inspired to become a full-time snowboard and ski instructor, showing others the skills that can be learnt through these amazing sports," he said. "I want to show young people like me that they too can become snowboard and ski instructors." (...)

Snow-Camp works directly with youth projects and youth service providers to find participants who are most in need of support. The charity runs a full range of programmes for young people aged 13-21, taking them from their first experience of snowboarding or skiing, through to instructor training for the over-16s and, for five students a year, a paid full-time apprenticeship. For every hour the trainees spend learning how to ski or snowboard, the same amount of time is spent in the classroom. "When you look inside *Snow-Camp's* programmes, they train an individual to be able to control certain aspects of behaviour, to channel negative energy into positive energy and create the overall outcome of someone who could work in the same industry as me," said Warren Smith, international free skier and ambassador for the charity. (...)

² Hackney Wick – a disadvantaged area of east London

³ GCSEs – a set of exams taken by British students aged 15-16.

0	<i>How does Snow-Camp appeal to underprivileged youngsters?</i>	<i>by using their interest in snow sports</i>
1	What are the main aims of the charity? <i>(Name two.)</i>	1. _____ 2. _____
2	Which decision helped Jonjoe to become a different person?	
3	What did Hamza's parents fear? <i>(Name one.)</i>	
4	Why was Hamza motivated to make a greater effort at school?	
5	How does Hamza want to share his abilities with others?	
6	How does the charity choose new candidates?	
7	How does <i>Snow-Camp</i> ensure that school is not ignored?	

W Writing Task

School Sports Day

Every year there is a *Sports Day* at your school.

Write a blog post for your school's homepage to inform students, parents and teachers about last week's event.

In your article, ...

- describe what activities you and your classmates took part in.
- explain what you liked / disliked and why.
- suggest how the event can be improved.

Write about **180 words**.

Stopp!

Die folgenden Tabellen werden nur von den Lehrkräften ausgefüllt.

W Writing – School Sports Day

Writing a blog post	possible points	student's points
Inhalt <ul style="list-style-type: none"> • describe, what activities you and your classmates took part in • explain, what you liked / disliked and why • suggest ideas of how to improve this event 	8	
Textsorte/Situations-/Adressatenbezug	2	
Entfaltung des Themas/Textaufbau	2	
Satzbau/Satzverknüpfungen/Konnektoren (Kohäsion, Kohärenz)	2	
Verständlichkeit/Lesbarkeit	2	
Wortschatz: Spektrum/Korrektheit	4	
Grammatische Strukturen: Spektrum/Korrektheit	4	
Total Points	24	

Listening Comprehension, Reading Comprehension, Writing		possible points	student's points
LC 1	A New Trend: Repair Cafés	6	
LC 2	My Journey to the Arctic Sea	7	
RC 1	Vending Machines	6	
RC 2	Empowering young People through Snow Sports	7	
W	blog post: School Sports Day	24	
Test Points Paper-Pencil		50	
SP/M	Test Points Speaking/Mediation (see assessment sheet)	50	
Total Points		100	