

Vorbemerkungen zu den erwarteten Schülerleistungen

Das Ziel des Erwartungshorizonts bei der zentralen Abiturprüfung Englisch ist die weitgehende Sicherstellung, dass landesweit möglichst gleichwertig beurteilt wird.

Es können auch weitere oder andere, ebenso korrekte Aspekte seitens der Schülerinnen/Schüler aufgeführt werden, die nicht im Erwartungshorizont ausgewiesen sind. Aufgabenbezogene, inhaltlich angemessene Schülerleistungen sind positiv zu berücksichtigen.

Schülerleistungen, die falsch, irrelevant, überflüssig oder redundant sind, führen zu einer Abwertung der inhaltlichen Leistung.

Die beiden Spalten der Beurteilungsinstrumente mittels Deskriptoren für das Berufliche Gymnasium sind prinzipiell gleichgewichtig. Das Ausdrucksvermögen fließt zu gleichen Teilen in beide Spalten ein. Die Beurteilung der Qualität der sprachlichen Leistung muss daher immer in Abhängigkeit vom Grad der Aufgabenerfüllung gesehen werden. Dies obliegt dem fachlichen Urteil der Korrektoren.

Ist die erbrachte Leistung in Bezug auf eine der beiden Spalten ungenügend, kann die Endnote nicht besser als „mangelhaft“ (maximal 3 Punkte) sein.

Alle Aufgabenteile werden zuerst getrennt bewertet, indem nach Zuordnung des gewonnenen Eindrucks zu den Beschreibungen die in beiden Spalten ermittelten Punkte addiert und durch zwei geteilt werden. Rundungen bei Lösungen zu **schriftlichen** Aufgaben dürfen zunächst nicht vorgenommen werden. Dies bedeutet, dass unter Umständen mit gebrochenen Notenwerten bis zur Ermittlung der Gesamtnote weiter gerechnet wird. Für diese gelten die mathematischen Rundungsregeln.

Bezug zu den Kompetenzen:

Textaufgabe (bzgl. der Anforderungsbereiche I, II und III), Hörverstehen und Mediation: Kommunikative Kompetenz (linguistische, sozio- und interkulturelle und pragmatische Kompetenz) und Kommunikative Sprachaktivitäten

Bewertung: Die Beurteilungsinstrumente mittels Deskriptoren für das Berufliche Gymnasium sind heranzuziehen (vgl. LP+FA+BI Fremdsprachen, S.91ff).

Nachzuweisende GER Niveaus:

- Nachzuweisendes Niveau in allen Kompetenzbereichen außer **Rezeption** im eA: B2+
- Bei **rezeptiven Kompetenzen**: C1

Hörverstehen – 15 %

Can Artificial Intelligence make the Hiring Process More Fair?

**ARI SHAPIRO, HOST AS // MADDY SAVAGE, BYLINE = MS // AVNI
DERVISHI = AD // MATT KRITEMAN = MK // CHARLOTTE ULVROS = CU
// MALIN LINDELOW = ML**

AS: Can artificial intelligence [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

■ [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

■ [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

■ [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

■ [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

■ [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

■ [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

■ [REDACTED]

[REDACTED].

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

MS: That's

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] Savage in
Stockholm.

Wörter: 744

Quelle: <https://www.npr.org/2019/04/08/711169794/can-artificial-intelligence-make-the-hiring-process-more-fair?t=1616577095608>, Download: 17.03.2021, 12.30 Uhr

Subject: Can Artificial Intelligence Make The Hiring Process Fairer?	
Zusatzpunkte dürfen nicht vergeben werden.	
1. Device for the hiring process tested in Sweden: – (an) AI-powered recruitment robot	1
2. Reason why Avni Dervishi is at TNG: – (job-seeker who) takes part in trials of the firm's new robots	1
3. Reason why Avni Dervishi thinks he was not hired for some jobs in the past: discrimination OR unconscious bias	1
4. Background information about Avni Dervishi – two aspects: – in his 40s (0.5) – from Kosovo (0.5)	1
5. Recent situation on Sweden's job market: – unemployment rate amongst people born abroad: around 19 % (1) – unemployment rate of Swedes: 4 % (1)	2
6. A limitation of AI according to Matt Kriteaman: – only as good and as diverse as the people who create the algorithm	2
7. Three aspects that make the TNG robot less artificial – possible aspects: – female voice AND/OR – interacts with candidates by means of a talking head AND/OR – face glows AND/OR – mimics human facial expressions OR mimics blinking and smiling	3
8. Tengai's features according to Charlotte Ulvros – two aspects: – unbiased social robot (1) – makes sure to find the best candidate for the job OR doesn't use anything connected to bias (e.g. looks) (1)	2
9. Way to avoid discriminating algorithms: – use external experts, who continuously check (the) code	2
10. Dr. Malin Lindelow's concerns as to job robot interviews – three aspects – possible answers: – there's more to a job interview than answering a list of questions (1) AND/OR – lack of employees in many areas ⇨ attracting candidates is important (⇨ use of job robot could be discouraging) (1) AND/OR – an impersonal experience (1) AND/OR – not-very-selling experience for (the) candidate (1) AND/OR – they (job candidates) need to meet people they're going to work with in future (1)	3
11. TNG's plans for future job interviews – two aspects – possible aspects: – using the robot in real job interview (for May) (1) AND/OR – using human recruiters for second-round interviews (1) AND/OR – robots could make the final call (1)	2
Total:	20

Erhöhtes Anforderungsniveau Englisch
Erwartungshorizont, Beurteilungsvorgaben

Für die Ermittlung der Notenpunkte darf bei den Verrechnungspunkten nicht nach dem Komma gerundet werden. (vgl. LP+FA+BI Fremdsprachen, S.79)

Bei 20 Verrechnungspunkten ab	Notenpunkte	Prozentmargen ab	Beschreibungen
19	15	95	Leistung übertrifft die Anforderungen.
18	14	90	
17	13	85	
16	12	80	Leistung entspricht den Anforderungen voll.
15	11	75	
14	10	70	
13	9	65	Leistung entspricht den Anforderungen im Allgemeinen.
12	8	60	
11	7	55	
10	6	50	Leistung zeigt Mängel, entspricht aber im Ganzen den Anforderungen.
9	5	45	
8	4	40	
6,6	3	33	Leistung entspricht noch nicht den Anforderungen dieser Stufe.
5,4	2	27	
4	1	20	
3,99 – 0	0	20 – 0	Leistung liegt deutlich unter den Anforderungen dieser Stufe.

Mediation – Text 1 – 25 %

Als Arbeiterkind Unternehmensberaterin: Das können Sie übers Aufsteigen lernen [...]

Aufgabe: Fassen Sie den folgenden Text in **ca. 180 Wörtern** (ohne Titel) in englischer Sprache zusammen. Ihre Textproduktion kann um 10 % nach unten oder oben von der Wortzahlvorgabe abweichen.

Formal sehr gute Leistung:

- references (if mentioned) such as author, title, date, publication medium
- generalizing references as to data such as percentages, experts within the text as far as possible
- examples should be generalized as far as possible

Formal ausreichende Leistung (Passmark = 5P):

- references (if mentioned) such as author and title
- examples are partly generalized

Inhaltlich sehr gute Leistung:

- case presented is about a woman of Ukrainian origin
- has faced discrimination concerning school education and career because of social background as to her Ukrainian and working-class origin, and family living on social welfare
- assertiveness and perseverance helped her receive a master's degree and make a career as senior consultant
- "Diversity Trends" study states that white, male, middle-class people have best chances to make a career according to about 60 % of the interviewees
- employer initiative "Charta der Vielfalt" (Diversity Charter) supported by 31 well-known German companies under patronage of German chancellor plans to fight for ban of discrimination due to social background
- initiative already supports diversity in companies and fights discrimination against employees due to gender, age, descent, religious affiliation, sexual orientation and disabilities
- companies avoiding discrimination due to social background are more successful but need to be sensitized to potential of these people

Inhaltlich ausreichende Leistung - Summary (Passmark = 5P): Die Aufgabe ist teilweise gelöst.

Mediation – Text 2 – 25 %

Traumjob Beamter

Amt statt Autoindustrie – Warum die meisten Nachwuchstalente für den Staat arbeiten wollen

Aufgabe: Fassen Sie den folgenden Text in **ca. 170 Wörtern** (ohne Titel) in englischer Sprache zusammen. Ihre Textproduktion kann um 10 % nach unten oder oben von der Wortzahlvorgabe abweichen.

Formal sehr gute Leistung:

- references (if mentioned) such as author, title, date, publication medium
- generalizing references as to data such as percentages, experts within the text as far as possible
- examples should be generalized as far as possible

Formal ausreichende Leistung (Passmark = 5P):

- references (if mentioned) such as author and title
- examples are partly generalized

Inhaltlich sehr gute Leistung:

- references (if mentioned) such as author, title, date, publication medium
- generalizing references as to data such as percentages, experts within the text as far as possible
- examples should be generalized as far as possible

Formal ausreichende Leistung (Passmark = 5P):

- references (if mentioned) such as author and title
- examples are partly generalized

Inhaltlich sehr gute Leistung:

- survey with about 2,000 university students shows that one quarter of them wants to work in civil service
- even before pandemic, civil service was most popular employer among students, in particular in study courses such as law, social science and humanities
- according to study for two-thirds of students a secure job is most important factor when choosing an employer
- reasons: so-called Generation Y grew up in times of uncertainty such as terrorist attacks or corona pandemic ⇒ therefore looks for security in profession
- private sector: many managers and employees worry about their jobs
- civil service: no short-time work, no lay-offs, no impending insolvency
- additional benefit in civil service: secure/stable income and social security in old age due to generous pension
- survey shows that choosing an employer is predominantly a rational decision during corona

Inhaltlich ausreichende Leistung - Summary (Passmark = 5P): Die Aufgabe ist teilweise gelöst.

Textaufgabe – 60 %

A 'Glorious Poetic Rage'

- 1. Comprehension:** Summarize the text in **about 160 words.** **15 %**

Formal sehr gute Leistung - Summary:

- references (if mentioned) such as author, title, date, publication medium
- generalizing references as to data such as percentages, experts within the text as far as possible
- examples should be generalized as far as possible

Formal ausreichende Leistung - Summary (Passmark = 5P):

- references such as author and title
- examples are partly generalized

Inhaltlich sehr gute Leistung:

- worldwide protests against arbitrary police violence towards black people organized and canalized by Black Lives Matter movement
- movement supported by overwhelming number of US Americans and worldwide as well as brands and celebrities
- ignition spark: George Floyd's death
- one protest even resulted in arson of police station
- pandemic has
 - caused fear among whole American population and accelerated protests
 - revealed that white Americans have better chances to cope with situation than people of color
 - accelerated volume of information about arbitrary police assaults on social media, so that BLM movement has gained momentum
- numerous video documentations during protests give evidence of uncontrolled police force and assert claims of BML movement

Inhaltlich ausreichende Leistung - Summary (Passmark = 5P):

Die Aufgabe ist teilweise gelöst.

- 2. Analysis:** Analyze the language and its effect on the reader. **25 %**

For a very good rating **eight aspects and their effect on the reader** have to be presented and explained.

Formal sehr gute Leistung: introductory sentence, arguments are logically structured, ideas are linked with the help of connectives, present tense is employed

Formal ausreichende Leistung (Passmark = 5P): introduction, main part, conclusion

Inhaltlich sehr gute Leistung: For a very good rating **eight aspects concerning the language and their effects on the**

reader to be presented and explained appropriately.

Hinweis: (A✓) steht dafür, dass auch Autisten diese Aspekte lösen können.

possible aspects:

(A✓) allusions to fires/explosions:

- “Protests have erupted [...]” (l.2) ⇒ protests started suddenly without being organized in detail beforehand
 - “stoking the fires of white supremacy [...]” (l.9)
 - “[...] a police station house was lit on fire, [...]” (ll.32-33) ⇒ protesters don’t even flinch from destroying state property
 - “accelerant” (l.34)
 - “[...] the tinderbox was ready to explode.” (ll.56-57) ⇒ reader understands impact of George Floyd’s death
- ⇒ underlines/explains mounting pressure and explosive atmosphere

metaphors:

- “[...] stoking the fires of white supremacy [...]” (l.9) ⇒ climax, emphasizes seriousness of the threat of arbitrary police power
- “Protests have erupted [...]” (l.2) ⇒ shows power of protests that explode like a volcano
- “[...] sprayed her with bullets [...]” (l.53) ⇒ spray usually used in connection with liquids (dispersing a liquid in a mass or jet of droplets, particles or small pieces) ⇒ stresses uncontrolled police force and underlines fact that victim didn’t have slightest chance to survive
- “[...] the tinderbox was ready to explode.” (ll.56-57) ⇒ stresses impact of George Floyd’s death, his death is the last straw that breaks the camel’s back

(A✓) simile:

- “[...] it felt like a glorious poetic rage [...]” (l.33) ⇒ when a police station house was lit, finally the ones that usually threaten and intimidate black people might experience the same feelings for the first time ⇒ might evoke feelings of justice and satisfaction

(A✓) contrasts:

- title: “Glorious Poetic Rage” and l.33 ⇒ shows uniqueness of protests, justifies people’s rage, even if people’s unrest results in deliberately starting a fire (arson), so that injustices come to light and might help that justice is brought about at last
- “[...] in small towns and major cities alike, and in Europe, New Zealand.” (ll.3-4) ⇒ highlights that protests are nearly everywhere
- “[...] a clearer — and bleaker — picture of the country [...].” (l.40); “The privilege [...]. While [...] formed lines at food banks.” (ll.41-43) ⇒ highlights contrasts of social/financial/living conditions between whites and people of color
- “[...] created newfound trust and intimacy [...] when the gruesome parade of deaths began a procession [...]” (ll.49-50) ⇒ contrast between trust and intimacy vs. parade of death and

contrast between parade and death; parade = organized public procession on a festive or ceremonial occasion ⇒ underlines grisliness and monstrosity of police force
⇒ outlines blatantly desolate and hopeless situation of people of color in the US ⇒ reader realizes difference between privileged and underprivileged Americans

(A✓) figures:

- “dozens of brands” (l.4) ⇒ stresses global interest
 - “four times as likely” (l.21) ⇒ gives factual evidence
 - “millions” (l.42) ⇒ reader understands the amount
 - in 2020: “eight million tweets” (l.62) versus in 2014: “peaked at 146,000” (l.65) ⇒ underlines how important movement has become
- ⇒ underlines profound research work, adds to credibility

(A✓) italics:

“[...] because it has *been* happening, [...]” (l.30) ⇒ incident is emphasized and has an effect on the present ⇒ underlines geographical proximity of many cases of arbitrary police forces resulting in people’s death ⇒ reader might understand why setting a police station house on fire, might feel like a glorious rage, like justified revenge

(A✓) superlatives/comparatives:

- “the biggest” (l.12); “the first time in America’s history” (ll.13-14) ⇒ reader understands importance and uniqueness movement gathered in America
- “By comparison [...]” (l.63) ⇒ emphasizes that movement incredibly gained momentum
- “[...] in stark contrast to the lack of it among others.” (l.41) ⇒ emphasizes difference between white and people of color
- “[...] in small towns and major cities alike, [...]” (l.3) ⇒ shows omnipresence of protests/movement

(A✓) names of brands, people, places (in connection with dates) – often presented as rule of three:

- **brands and names of celebrities:** Ben & Jerry’s, “Sesame Street” and Nickelodeon (l.6) – rule of three; Taylor Swift (l.7), President Trump (ll.7-8), John Boyega (l.10) – rule of three ⇒ shows how prominent the topic is and how many support cause of justice
- **experts/organized people:** Rashad Robinson (l.16), Junauda Petrus-Nasah (ll.30-33) ⇒ underlines accuracy and credibility of the article
- **ordinary people/victims of arbitrary police violence leading to people’s deaths:** George Floyd (ll.17, 28, 56); Philando Castile (ll.24-25), Jamar Clark (l.26) – rule of three; Ahmaud Arbery (l.51), Breonna Taylor (l.52), Nina Pop (l.53), Tony McDade (l.54); Eric Garner (l.64) ⇒ naming these people makes reader aware of

how many victims there are, reader is taken
aback/shocked/enraged how that can happen in a civilized
society/democracy like the US

- **places and dates:** "Falcon Heights, a suburb of St. Paul, Minn." (l.24), "Glynn County, Ga., on Feb. 23." (ll.51-52), "Louisville, Ky., on March 13" (l.53), "Sikeston, Mo., on May 3" (l.54), "Tallahassee, Fla., on May 27" (l.55) ⇒ underlines accuracy and credibility of article ⇒ emphasizes that police brutality is not a local, but a national problem

descriptive language: "[...] Mr. Floyd gasped for his final breaths beneath a white police officer's knee." (ll.28-29) ⇒ even if readers have not seen video, they can fully imagine how Mr. Floyd died

(A✓) enumeration:

- "[...] uncertainty, fear, vulnerability — [...]" (l.36) ⇒ shows emotions of the population

(A✓) parentheses:

- "[...] — things many black Americans experience on a regular basis." (ll.36-37)
- "[...] a clearer — and bleaker — picture of the country [...]" (l.40) ⇒ underlines statement that a great many people of color are underprivileged in the US
- "[...] daily life — school, work, meetings, parties, weddings, birthday celebrations — [...]" (ll.47-48) ⇒ giving examples of daily life emphasizes that usual everyday and fun activities affected by pandemic

(A✓) choice of words:

- "stark cruelty" (l.17), "stark contrast" (l.41), "palpable" (l.18), "nonchalance" (l.18), "chilling" (l.19), "rocked the nation" (l.23), "distressingly" (l.38), "confusing" (l.38), "accelerant" (l.34), grim (l.22), "swelled tremendously" (ll.44-45), "gruesome" (l.50) ⇒ arouses readers' emotions of shock, dismay, outrage

(A✓) quotations:

- "[...] stoking the fires of white supremacy and racism." (l.9) and "The reason this [...]" (ll.30-33) ⇒ support message of arbitrary police force
- "The police officer is looking into the camera as he's pushing the life out of him," Mr. Robinson said. (ll.19-20) ⇒ highlights officer's cold-bloodedness and mercilessness, underlines that officer might even think his behaviour is adequate

Inhaltlich ausreichende Leistung (Passmark = 5P): Die Aufgabe ist teilweise gelöst.

3. Comment: Comment on **one** of the following quotations. You may refer to the text. **20 %**

3.1 "It is certain, in any case, that ignorance, allied with power, is the most ferocious enemy justice can have." — James Baldwin

For a very good rating **four aspects** have to be taken into consideration and explained in detail.

Formal sehr gute Leistung:

- structure of a comment: introduction, well-organized main part, conclusion
- register of a comment

Formal ausreichende Leistung (Passmark = 5P):

- structure of a comment: introduction, main part, conclusion
- register of a comment
- Formalien sind teilweise erfüllt.

Inhaltlich sehr gute Leistung: Bei dieser Aufgabe sind unterschiedlichste Argumentationen möglich. Hier nicht aufgeführte aufgabenbezogene, inhaltlich angemessene Schülerleistungen sind positiv zu bewerten.

Für eine sehr gute Leistung werden insgesamt **vier** ausführlich **begründete Aspekte bzgl. der Aufgabenstellung** erläutert. Der persönliche Standpunkt muss klar erkennbar sein.

introduction: possible individual approach – definitions of

ignorance: lack of knowledge, understanding, or education

power: possession of control, authority, or influence over others, political control or influence

justice: quality of being just, impartial, or fair // principle or ideal of just dealing or right action // conformity to truth, fact, or reason

possible aspects:

statement is right:

according to definitions mentioned above a combination of ignorance and power is a dangerous mixture since this can lead to

- unreflected onesided understanding of oneself versus other people's values and rights
 - solidification of such attitudes and prejudices such as racism, etc.
 - spreading of biased understanding, targeted placements of fake news ⇒ biased propaganda not based on scientific facts and figures ⇒ influencing others, especially children and young people
 - unjustified and arbitrary violence from police force against African Americans in the US where often police officers have neither been accused nor convicted, but gone off scot-free
- ⇒ combination of ignorance and power can lead to extreme views and believes, intolerance, radicalization, conspiracy theories, and such

- to injustice in everyday life as well as even at courts ⇒ this combination indeed is/can be a ferocious enemy to justice
⇒ can even question the ideals of the "American Dream" and America as "the land of opportunity" ⇒ might question whether these ideals are only valid for white people/privileged people

statement is not right:

even if in some groups within American society there exists ignorance, allied with power, such groups have never succeeded in overcoming justice; Americans have proven that

- "American Dream" is still a chance for everybody and America is still a "land of opportunity"
- the US is a strong and important democracy with a diverse and pluralistic society
- the US has strong values of the Constitution and always defended these values
- unjust values and attitudes can be/have been overcome as history has proven, e.g.
 - American Civil War (abolition of slavery), Civil Rights movement in the US (right to vote), women's liberation movement, BLM movement, LGBTQIA* movement, #metoo, etc.
 - this is valid as well for other countries such as South Africa (full rights and participation) etc.

Inhaltlich ausreichende Leistung (Passmark = 5P): Die Aufgabe ist teilweise gelöst.

OR

Comment: You may refer to the text.

3.2 "No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite."
— Nelson Mandela

For a very good rating **four aspects** have to be taken into consideration and explained in detail.

Formal sehr gute Leistung:

- structure of a comment: introduction, well-organized main part, conclusion
- register of a comment

Formal ausreichende Leistung (Passmark = 5P):

- structure of a comment: introduction, main part, conclusion
- register of a comment
- Formalien sind teilweise erfüllt.

Inhaltlich sehr gute Leistung: Bei dieser Aufgabe sind unterschiedlichste Argumentationen möglich. Hier nicht aufgeführte aufgabenbezogene, inhaltlich angemessene Schülerleistungen sind

positiv zu bewerten.

Für eine sehr gute Leistung werden insgesamt **vier** ausführlich **begründete Aspekte bzgl. der Aufgabenstellung** erläutert. Der persönliche Standpunkt muss klar erkennbar sein.

introduction: individual approach

possible aspects:

supporting statement:

- since there is overwhelming evidence of repeatedly unjustified and arbitrary police force against African Americans in the US, there should/must be taken action against this
- children can and have to be taught at home and schools that all men are equal, no matter of their color of skin, their background, or religion in order to
 - become even more aware of ideals and values of American Constitution, so that they are able to recognize and abide by rules/laws
 - become aware of injustices; they must be trained and encouraged to detect and denounce injustice
- American government, schools and society as a whole have to dismantle the legacy of white supremacy by tackling institutionalized racism and fostering racial reconciliation
- especially candidates applying for police force have to be carefully selected, trained and taught to abide by American laws according to American Constitution
- etc.

doubting statement:

- since there is strong undercurrent of idea of white supremacy in US society, it is doubtful whether followers of that ideology are willing to teach their children differing attitudes and values
- it is doubtful whether teaching love in general will/can have the same effects as teaching hate ⇒ at least effects of teaching hate most often more visible than of teaching love; living role models like Gandhi, MLK, Nelson Mandela, Desmond Tutu are badly missing; nonetheless open democratic movements like BLM might prove as powerful as these role models
- it is doubtful whether education at schools can overcome racists attitudes and values taught at those children's homes or that schools really do enough in general to overcome such attitudes
- this is not only valid for US but also for other democratic countries worldwide in which – despite constitutional laws – people still do judge others by color of their skin, religion, cultural values, age, family circumstances, social status, sexual orientation or disabilities
- etc.

Inhaltlich ausreichende Leistung (Passmark = 5P): Die Aufgabe ist teilweise gelöst.