**Hinweise zur Bearbeitung:**

* **Bitte lasse rechts einen Rand von 5cm.**
* **Erlaubte Hilfsmittel: Zweisprachiges Wörterbuch**

**I. Reception - Reading Comprehension (30%)**

# Rise of the open-source coder generation

Irish 21-year-old who founded CoderDojos after-school clubs tells of huge impact on young worldwide

1. […] The 220 [CoderDojo] clubs that have sprung up worldwide over the last two and a half years started when James Whelton, now 21, saw demand for his after-school meetings teaching HTML and CSS expand beyond the corridors of Presentation Brothers College in Cork.
2. By that stage, the young Irishman had been earning money building websites for local businesses for six years and was the first person in the world to hack a new iPod, in turn building up his reputation among online peers. It was a distant cry from his more solitary early years. "I say to people that some kids have friends when they were growing up, I had keyboards," he said.

"I saw that computing was a very real thing just through the feeling and pure ecstasy of solving a problem, or getting people to visit a website and seeing that it was a sustainable thing.

1. "People heard that I could hack because I had my track record as an academic underachiever and people thought that if that idiot Whelton can programme, then anyone can. I think my friends were interested and we organized a get-together. It was now cool in a lot of people's eyes."

Whelton's online reputation resulted in an invitation to speak at the Dublin Web Summit in 2011, on the same day that he was due to sit his mock final math exam, where he met Bill Liao, an Australian entrepreneur who wanted to take the classes further.

1. In the summer of 2011, the CoderDojos – named after martial arts training areas or "dojos" – began to spread, around [Ireland](https://www.theguardian.com/world/ireland) and then abroad. In the UK there are 37, with 10 in Japan, four in India and one each in Panama, Bolivia, South Africa and Brazil.
2. IT professionals give up their time to help children learn to code, at the same time encouraging the children to eventually become tutors themselves.

The classes are held in universities and company offices empty at weekends – among other venues – in what is called "an open-source, volunteer-led, global movement" where children under the age of 12 have to be accompanied by an adult. Rules are thin on the ground, apart from: "Be Cool – bullying, lying, wasting people's time and so on is uncool."

1. "The idea of a computer club is not new, you are just essentially throwing people in a room and trying to teach them. But what you are teaching them – helping others, being open and transparent – was what defined us," Whelton said.

"There were a lot of philosophies we liked around the dojo – when you go to one you get help, work in teams, practice what you have done, show off what you have done. The more senior you get, the more you mentor young people.

1. "We applied a lot of these logics and principles to a coding club. We thought that if we influenced how we taught kids programming we could get to make more apps that were open source. We could get them to make apps for social causes and for good."

The appetite for the computing dojos grew quickly. The Dublin class was frequently booked up in less than a minute, while word soon spread to Japan and the US, where dojos were also set up.

1. Their success comes from working with a generation of children who have had access to computing since they were a young age, while at the same time not having to adhere to traditional classroom teaching structures, said Whelton. Some of the measurements of the clubs' successes are how previously insular or isolated children come out of their shells in the classes, he said. […]

Source: Shane Hickey, <https://www.theguardian.com/education/2014/mar/23/rise-open-source-coder-generation-coderdojo>.

**Annotations**

l.6 distant cry – weit entfernt von; solitary – einsam

l. 10 academic underachiever – Beschreibung: schulische Leistungen bleiben unter dem Niveau der intelektuellen Möglichkeiten

l. 14 due – *hier*: verpflichtet

l. 16 martial arts – Kampfsportart

l. 21 venues – Räumlichkeiten

l.37 adhere – beachten

l. 39 insular – *hier*: ausgegrenzt

**Task 1: Decide whether the following statements are true of false. If one statement is false correct**

 **it.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Statement** | **true** | **false** |
| 1 | James Whelton started Code Dojo clubs four years ago.*Correction*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 2 | By 2011 Whelton had been building websites for six years.*Correction*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 3 | He was motivated because he felt very happy about solving problems.*Correction*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 4 | CoderDojos are run by IT experts who assist children in learning to code.*Correction*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 5 | The people going to these dojos work strictly on their own; only professional teachers are allowed to teach there.*Correction*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 6 | The aim of the dojos is to prepare students for a job in the computer industry.*Correction*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 7 | They are successful because the young people there have had access to computing for a long time and because they do not use traditional classroom teaching.*Correction*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 8 | One feature of the dojos’ success is that children who used to be isolated have now opened up.*Correction*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |

**Task 2: Match the headings 1 - 11 to the paragraphs (A) – (H). There are three more headings than needed.**

|  |  |
| --- | --- |
| 1. Anyone can do it
 | 7. pupils turn tutors |
| 1. Apps for a good cause
 | 8. the roots of success |
| 1. Beginnings
 | 9. the venue is the message |
| 1. Early expansion
 | 10. women into computers |
| 1. From drugs to computers
 | 11. worldwide presence |
| 1. New approach
 |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) |
|  |  |  |  |  |  |  |  |

**II. Production – Cartoon Analysis (40%)**

**Task: Describe, analyze and evaluate the cartoon.**



Source: Mike Keefe, <https://www.intoon.com/cartoons.cfm/id/3658>, 22. April 2001.

**III. Essay (30%)**

**Discuss the influence of social media (like facebook, Instagram, TikTok, WhatsApp) on friendship and communication.**

**I Reading**

 **Task 1**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Statement** | **true** | **false** |
| 1 | James Whelton started Code Dojo clubs four years ago.*Correction*: two and a half years ago |  | x |
| 2 | By 2011 Whelton had been building websites for six years.*Correction*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | x |  |
| 3 | He was motivated because he felt very happy about solving problems.*Correction*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | x |  |
| 4 | CoderDojos are run by IT experts who assist children in learning to code.*Correction*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | x |  |
| 5 | The people going to these dojos work strictly on their own; only professional teachers are allowed to teach there.*Correction*: working in teams, seniors mentor young people |  | x |
| 6 | The aim of the dojos is to prepare students for a job in the computer industry.*Correction*: in dojos kids learn programming apps for social causes and for good |  | x |
| 7 | They are successful because the young people there have had access to computing for a long time and because they do not use traditional classroom teaching.*Correction*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | x |  |
| 8 | One feature of the dojos’ success is that children who used to be isolated have now opened up.*Correction*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | x |  |

**Task 2**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) |
| 11 | 3 | 1 | 4 | 7 | 6 | 2 | 8 |

**II Cartoon**

Introduction:

* Source + topic
	+ Source: cartoonist Mike Keefe, website [www.intoon.com](http://www.intoon.com), 22. April 2001
	+ Topic: Use of energy/environmental destruction

Description

* On the left: several (10) oil drilling towers/oil rags in the mountains/woods, two of them spilling oil into the air
* Several lorries driving towards these rags
* On the right: mountains, a bear and a moose watching at the oil drilling farm
* Moose’s speech bubble: When will they go after alternative sources?
* Bear’s speech bubble: when there’s no alternative

Analysis

* Oil drilling rags destroy the look of landscape/scenery and endanger environment because of oil spilling
* Bear and moose represent people criticizing conventional energy production and exploitation of natural resources
* Mankind will fist stop using natural resources/conventional energy production, when they have to/there’s no alternative anymore, because natural resources are totally exploited and cannot be used for energy production anymore

Evaluation

* The cartoon is effective/well-made/easy to understand, because…

**III Essay:**

**Introduction**

* Implementation of topic
* Own thesis concerning the topic

**Main part**

* two pro and two con arguments are expected 🡪 4 paragraphs
* in each discussed point (paragraph) some examples and/or evidence have to be presented

**Conclusion**

* briefly summarizing the 4 points discussed
* stating own opinion (has to match the thesis of the introduction)