

Name:

Klasse/Jahrgang:

Standardisierte kompetenzorientierte schriftliche
Reifeprüfung / Reife- und Diplomprüfung / Berufsreifeprüfung

18. September 2020

Englisch

Lesen B2

Hinweise zum Bearbeiten der Aufgaben

Sehr geehrte Kandidatin, sehr geehrter Kandidat!

Dieses Aufgabenheft enthält vier Aufgaben.

Verwenden Sie für Ihre Arbeit einen schwarzen oder blauen Stift.

Bevor Sie mit den Aufgaben beginnen, nehmen Sie das Antwortblatt heraus.

Schreiben Sie Ihre Antworten ausschließlich auf das dafür vorgesehene Antwortblatt. Beachten Sie dazu die Anweisungen der jeweiligen Aufgabenstellung. Sie können im Aufgabenheft Notizen machen. Diese werden bei der Beurteilung nicht berücksichtigt.

Schreiben Sie bitte Ihren Namen in das vorgesehene Feld auf dem Antwortblatt.

Bei der Bearbeitung der Aufgaben sind keine Hilfsmittel erlaubt.

Kreuzen Sie bei Aufgaben, die Kästchen vorgeben, jeweils nur ein Kästchen an. Haben Sie versehentlich ein falsches Kästchen angekreuzt, malen Sie dieses vollständig aus und kreuzen Sie das richtige Kästchen an.

A	<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>	D	<input type="checkbox"/>
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Möchten Sie ein bereits von Ihnen ausgemaltes Kästchen als Antwort wählen, kreisen Sie dieses Kästchen ein.

A	<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>	D	<input type="checkbox"/>
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Schreiben Sie Ihre Antworten bei Aufgaben, die das Eintragen von einzelnen Buchstaben verlangen, leserlich und in Blockbuchstaben. Falls Sie eine Antwort korrigieren möchten, malen Sie das Kästchen aus und schreiben Sie den richtigen Buchstaben rechts neben das Kästchen.

<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	G	<input type="checkbox"/>	F
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Falls Sie bei den Aufgaben, die Sie mit einem bzw. bis zu maximal vier Wörtern beantworten können, eine Antwort korrigieren möchten, streichen Sie bitte die falsche Antwort durch und schreiben Sie die richtige daneben oder darunter. Alles, was nicht durchgestrichen ist, zählt zur Antwort.

falsche Antwort	richtige Antwort
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Beachten Sie, dass bei der Testmethode *Richtig/Falsch/Begründung* beide Teile (*Richtig/Falsch* und *Die ersten vier Wörter*) korrekt sein müssen, um mit einem Punkt bewertet werden zu können.

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

Viel Erfolg!

NAME:

ANTWORTBLATT

The burglary

0	A	<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	C	<input type="checkbox"/>	D	<input 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"/>
6	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"/>
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<input type="checkbox"/>	<input type="checkbox"/>
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___ / 6 P.

1

Hired by a robot?

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C			
4	5	6	7
<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	4		5		6		7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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2

NAME:

ANTWORTBLATT

3

Psychology and the Good Life

	T	F	First four words
0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>After three more days</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"/>	
6	<input type="checkbox"/>	<input type="checkbox"/>	
7	<input type="checkbox"/>	<input type="checkbox"/>	

Von der
Lehrperson
auszufüllen

richtig falsch

<input type="checkbox"/>	<input type="checkbox"/>
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4

Europe's digital economy

0	1	2	3
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	5	6	7
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Von der Lehrperson auszufüllen

richtig falsch richtig falsch richtig falsch richtig falsch

	1	2	3
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4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8			
<input type="checkbox"/>			

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___ von 28 P.

Read the text about a young woman discovering she has been robbed. Then choose the correct answer (A, B, C or D) for each question (1-6). Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.

The burglary

She had seen it coming. She had heard so many tales of jewellery, things of sentimental and monetary value, sifted through and snatched. Neighbours fallen victim to trust in human nature and faith in that age-old mantra, "It won't happen to me", had been burgled one after the other. Afterwards, motion sensors and alarms had been installed and advice duly issued: get time switches for the lights, get an alarm, you're all on your own now, after all – take precautions!

So it hardly came as a surprise when Jane got in late one night to find her jewellery box disgorging its contents onto the bedroom floor. She stood transfixed, heart thumping, straining to detect a sound, but apart from the humming of the fridge in the kitchen, there was none. "So this is it," she thought. Slowly she took stock of the loss: her beloved silver bracelets and handcrafted beads cascaded from the box in a bright tangle; apparently only a few items of gold were missing.

After a moment she turned from the bedroom, curious to know how they had got in. A draught of cold air guided her towards the bathroom; the window was slightly ajar. It was only after peering out into the dark silence of the garden and then carefully securing the window that Jane realised she probably shouldn't have touched anything before the police arrived. Instinctively, she wiped her hands on her jeans and then smiled at her own irrationality.

A mark on the bathroom floor caught her eye. She knelt down to inspect it. It was possibly the tread of a running shoe, not a large size for a man. Jane placed her foot next to the pattern on the tile. Why did she presume it was a male that had invaded her private sphere and helped himself to her belongings? Would she have been a match for this person, whatever their gender, if she had caught them in the act?

It occurred to her that the last person to enter her home unbidden had been David. One evening, not long after she had plucked up the courage to show him the door, expressing in no uncertain terms her need to be unburdened of his company for good, she had come home to find him in front of the television, feet on the coffee table, swigging her beer. He had grinned, claimed she didn't know her own mind: it was a phase, they would patch things up. How to make a man return your key? When it comes to brute force, he will always prevail. Consequently, she had had the locks changed and eventually, finally, the phone calls had ceased.

Jane pulled out her mobile as she wandered back to the bedroom. She leaned against the wall and contemplated calling the police. Suddenly she felt immensely weary; it had been a long day and she was ready for bed. How long would it take them to arrive, do whatever it was they did, and leave again? What had actually been taken? The ring David got her last Christmas (a cheaper version of the one she had asked for), a couple of necklaces ("But all that glitters is not 18ct," she mused wryly), and a ghastly chunk of vulgarity that David had inherited from his grandmother and insisted she wore when his boss had them over for dinner.

The intruder hadn't ransacked her drawers or trashed her house; he had been discreet and discerning. Was it absurd that she felt almost grateful to him? Now, at long last, she would have that burglar alarm put in. Better still, he had magicked away the last reminders of the year when David had ruled her life.

Her mobile back in her pocket, Jane went to fetch a sponge. First she would clean the tiles and then she would tidy up her jewellery, the bits and pieces she had bought herself, the things she loved.

- 0 **The people in the neighbourhood had**
- A reassured Jane.
 - B given Jane tips.
 - C all had jewellery stolen more than once.
 - D been burgled in spite of having security systems.
- 1 **Jane's immediate reaction to the break-in was to feel**
- A curious as to how the burglar had entered the house.
 - B surprised that her jewellery was falling out of its box.
 - C pleased that her favourite things were still there.
 - D anxious that the burglar might still be around.
- 2 **Jane's reason for going into the bathroom was to**
- A find out more.
 - B clean her hands so as not to leave fingerprints.
 - C get away from the scene in the bedroom.
 - D look outside.
- 3 **In the bathroom, Jane**
- A wondered why most criminals were men.
 - B reflected on her own reactions.
 - C found something the burglar had dropped.
 - D realised she did not need to be afraid.
- 4 **Jane had**
- A done nothing specific to discourage David.
 - B once invited David back after asking him to leave.
 - C resisted David's attempts to make her change her mind.
 - D forced David to give back what belonged to her.
- 5 **Jane was undecided about reporting the incident, thinking that**
- A the police might want to ask questions about David.
 - B she would not be taken seriously.
 - C she would have the police in her home for some time.
 - D the police might be incompetent.
- 6 **Jane did not report the incident mainly because**
- A she felt sorry for the burglar.
 - B her priority was to get things back in order.
 - C the missing items had not cost much.
 - D she felt she had benefited from it.

Read the text about new trends in hiring people. Some parts are missing. Choose the correct part from the list (A-J) for each gap (1-7). 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.

Hired by a robot?

How software helps firms hire workers more efficiently

The problem with human-resource managers is that they are human. They have biases; they make mistakes. But with better tools, they can make better hiring decisions, say advocates of “big data”. Software that crunches piles of information can spot things (0) _____. In the case of hiring American workers who toil by the hour, number-crunching has uncovered some surprising correlations.

For instance, people (1) _____ using browsers that did not come with the computer (such as Microsoft’s Internet Explorer on a Windows PC) but had to be deliberately installed (like Firefox or Google’s Chrome) perform better and change jobs less often. It could just be coincidence, but some analysts think that people who bother to install a new browser may be the sort (2) _____. Such people should be better employees. Evolv, a company (3) _____, pored over nearly 3m data points from more than 30,000 employees to find this nugget.

Some 60% of American workers earn hourly wages. Of these, about half change jobs each year. So firms (4) _____, such as supermarkets and fast-food chains, have to vet heaps—sometimes millions—of applications every year. Making the process more efficient could yield big payoffs.

Evolv mines mountains of data. If a client operates call centres, for example, Evolv keeps daily tabs on such things as how long each employee takes to answer a customer’s query. It then relates actual performance to traits that were visible during recruitment.

Some insights are counter-intuitive. For instance, firms routinely cull job candidates with a criminal record. Yet the data suggest that for certain jobs there is no correlation with work performance. Indeed, for customer-support calls, people with a criminal background actually perform a bit better. Likewise, many HR departments automatically eliminate candidates who have hopped from job to job. But a recent analysis of 100,000 call-centre workers showed that those (5) _____ were no more likely to quit quickly than those who had not.

Working with Xerox, a maker of printers, Evolv found that one of the best predictors (6) _____ is that he lives nearby and can get to work easily. These and other findings helped Xerox cut attrition by a fifth in a pilot programme that has since been extended. It also found that workers who had joined one or two social networks tended to stay in a job for longer. Those who belonged to four or more social networks did not.

There is no point asking jobseekers if they are honest. But surveys can measure honesty indirectly, by asking questions like “How good at computers are you?” and later: “What does control-V do on a word-processing programme?” A study of 20,000 workers showed that more honest people tend to perform better and stay at the job longer. For some reason, however, they make less effective salespeople.

Algorithms and big data are powerful tools. Wisely used, (7) _____. But they must be designed and used by humans, so they can go horribly wrong. Peter Cappelli of the University of Pennsylvania’s Wharton

School of Business recalls a case where the software rejected every one of many good applicants for a job because the firm in question had specified that they must have held a particular job title—one that existed at no other company.

A	who take the time to reach informed decisions
B	who had job-hopped in the past
C	that may not be apparent to the naked eye
D	that look for well-trained workers
E	that a customer-service employee will stick with a job
F	that employ lots of unskilled workers
G	they can help match the right people with the right jobs
H	that monitors recruitment and workplace data
I	who fill out online job applications
J	who tend to hop from one job training to another

Read the text about a new course offered at Yale University. First decide whether the statements (1-7) 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 4 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.



Psychology and the Good Life

On Jan. 12, a few days after registration opened at Yale for Psyc 157, Psychology and the Good Life, roughly 300 people had signed up. Within three days, the figure had more than doubled. After three more days, about 1,200 students, or nearly one-fourth of Yale undergraduates, were enrolled. The course, taught by Laurie Santos, 42, a psychology professor and the head of one of Yale's residential colleges, tries to teach students how to lead a happier, more satisfying life in twice-weekly lectures.

"Students want to change, to be happier themselves, and to change the culture here on campus," Santos said in an interview. "With one in four students at Yale taking it, if we see good habits, things like students showing more gratitude, procrastinating less, increasing social connections, we're actually seeding change in the school's culture."

Santos speculated that Yale students are interested in the class because, in high school, they had to deprioritize their happiness as they worked to gain admission to the school, adopting harmful life habits that have led to what she called "the mental-health crises we're seeing at places like Yale." A 2013 report by the Yale College Council found that more than half of undergraduates sought mental-health care from the university during their time at the school.

"In reality, a lot of us are anxious, stressed, unhappy, numb," said Alannah Maynez, 19, a freshman taking the course. "The fact that a class like this has such large interest speaks to how tired students are of numbing their emotions — both positive and negative — so they can focus on their work, the next step, the next accomplishment." Students have long requested that Yale offer a course on positive psychology, according to professor Woo-Kyoung Ahn, director of undergraduate studies in psychology, who said she was "blown away" by Santos' proposal for the class.

Administrators like Ahn expected significant enrollment for the class, but none anticipated it to be quite so large. Psychology and the Good Life, with 1,182 undergraduates currently enrolled, stands as the most popular course in Yale's 316-year history. The previous record-holder —

Psychology and the Law — was offered in 1992 and had about 1,050 students, according to professor Marvin Chun, the Yale College dean. Most large lectures at Yale don't exceed 600.

Offering such a large class has come with challenges, from assembling lecture halls to hiring the 24 teaching fellows required. Because the psychology department lacked the resources to staff the class fully, the fellows had to be drawn from places like Yale's School of Public Health and the law school. With so many undergraduates enrolled in a single lecture, Yale's hundreds of other classes — particularly those that conflict with Santos' — may have seen decreased enrollment.

At the start of the semester, the class was divided between a live lecture in 844-seat Battell Chapel, a historic place of worship on campus, converted to a lecture hall, and one or two smaller auditoriums where several hundred more students watched a livestream of Santos. After several weeks, the decision was made to move the lectures to Woolsey Hall, usually the site of events like symphony performances, which can accommodate the entire class.

The course focuses on positive psychology — the characteristics that allow humans to flourish, according to Santos — and behavioral change, or how to live by those lessons in real life. Students must take quizzes, complete a midterm exam and, as their final assessment, conduct what Santos calls a "Hack Yo'Self Project," a personal self-improvement project.

Some students admit they see the course as an opportunity.

0	A new course at Yale had already proved to be very attractive in a short period of time.
1	Campus life benefits if course participants are encouraged to be more thankful.
2	Up until this course, undergraduates had never expressed an interest in courses on well-being.
3	Yale officials knew that Santos' course would become the most successful course ever.
4	The last course with the highest attendance was partly about governmental rules.
5	Because Santos' class was so popular, other courses also attracted more students than usual.
6	Eventually, the students on the course were all gathered together in one place.
7	In order to pass the course, students have to prove that they have worked actively on their own well-being.

Read the text about online trade between EU countries. Some parts are missing. Choose the correct part from the list (A–K) for each gap (1–8). 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.



Europe's digital economy

An open digital economy can power Europe's growth, but more needs to be done to encourage online trade within the EU. Digital technology (0) _____. The internet supports the free exchange of goods and services, providing consumers with greater choice and businesses with access to skills, resources and customers.

So far, however, the online exchange of goods and services between EU countries (1) _____. Only 11% of retailers sell to customers based in other EU countries through the internet, according to a survey by the European Commission, and crossborder trade accounts for just 4% of Europe's market for digital services. Evidently, more (2) _____ between European nations online.

Support for openness in the digital economy among European businesses is unequivocal. A survey of executives from both digital start-ups and conventional businesses, conducted by the Economist Intelligence Unit and sponsored by Android, found that the vast majority (98%) (3) _____ for growth and stability in Europe. When asked which form of openness is of greatest benefit to their organisation, 59% of respondents cite access to customers and markets, more than any other.

Many respondents struggle to access customers in other EU countries online, however: 30% say they (4) _____ through the digital channels. This figure varies significantly by country: 44% of Polish respondents say this is the case, while only 18% of UK respondents do.

Some factors that (5) _____, such as linguistic diversity, cannot be addressed by policymakers, but others can. For example, the biggest concern preventing retailers from selling into other European countries is the perceived risk of fraud. Greater international cooperation would (6) _____: in 2016 the first ever pan-European crackdown on e-commerce fraud led to the arrest of 42 individuals, who had allegedly purchased luxury goods worth €3.5m with stolen credit cards.

Retailers also bemoan the variations in rules on tax, contracts and consumer complaints in its first year. Of these, one-third were related to crossborder purchases.

Finally, achieving open digital markets requires investment in infrastructure. Unequal access to the internet (7) ____: just 30% of households in Bulgaria are online, compared with 90% in the Netherlands. As technology advances, these inequalities will only become more pronounced.

Unifying rules and regulations, working together to build trust in crossborder transactions and investing in the necessary enabling infrastructure would (8) _____. This, in turn will ensure that access to the digital economy and its benefits is widespread.

A	needs to be done to cultivate the open exchange of goods and services
B	help Europe to achieve a more open digital economy
C	agree that openness in the digital economy is "vital"
D	prevent companies from reaching customers across European borders
E	means too many people are still outside the digital economy
F	has catalysed the interconnection of the global economy
G	help allay their fears
H	find most or all other European markets difficult to access
I	has to adapt to customer wishes
J	has been limited
K	has offered a wide range of goods to global customers

Bildquellen

Aufgabe 3: © Andriy Petrenko / www.fotolia.com

Aufgabe 4: © adimas / www.fotolia.com

Textquellen

Aufgabe 2: Autor/in nicht genannt: Robot recruiters.

<https://www.economist.com/business/2013/04/06/robot-recruiters> [11.03.2020] (adaptiert).

Aufgabe 3: Shimer, David: Yale's most popular class subject ever: happiness.

<https://www.seattletimes.com/nation-world/yales-most-popular-class-subject-ever-happiness/> [11.03. 2020] (adaptiert).

Aufgabe 4: Autor/in nicht bekannt. Europe's open digital economy? In: *The Economist*, Ausgabe 425, Nummer 9065, 2017, S. 28–29.