

Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

18. September 2015

Englisch
Hören (B2)

Korrekturheft

Hinweise zur Korrektur

Bei der Korrektur werden **ausschließlich die Antworten auf dem Antwortblatt** berücksichtigt.

Korrektur der Aufgaben

Bitte kreuzen Sie bei jeder Frage im Bereich mit dem Hinweis „*von der Lehrperson auszufüllen*“ an, ob die Kandidatin/der Kandidat die Frage richtig oder falsch beantwortet hat.

Falls Sie versehentlich das falsche Kästchen markieren, malen Sie es bitte vollständig aus (■) und kreuzen das richtige an (☒).

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

Gibt eine Kandidatin/ein Kandidat bei einer Frage zwei Antworten an und ist eine davon falsch, so ist die gesamte Antwort als falsch zu werten. Bei der Testmethode *Kurzantworten* zählen alle Wörter, die nicht durchgestrichen sind, zur Antwort.

Bei der Beurteilung werden nur ganze Punkte vergeben. Die Vergabe von halben Punkten ist unzulässig.

Akzeptierte Antworten bei der Testmethode Kurzantworten

Das Ziel der Aufgaben ist es, das Hör- bzw. Leseverständnis der Kandidatinnen und Kandidaten zu überprüfen. Grammatik- und Rechtschreibfehler werden bei der Korrektur nicht berücksichtigt, sofern sie die Kommunikation nicht verhindern. Es sind nur Antworten mit maximal 4 Wörtern zu akzeptieren.

Standardisierte Korrektur

Um die Verlässlichkeit der Testergebnisse österreichweit garantieren zu können, ist eine Standardisierung der Korrektur unerlässlich.

Die Antworten Ihrer Kandidatinnen und Kandidaten sind vielleicht auch dann richtig, wenn sie nicht im erweiterten Lösungsschlüssel aufscheinen. Falls Ihre Kandidatinnen und Kandidaten Antworten geben, die nicht eindeutig als richtig oder falsch einzuordnen sind, wenden Sie sich bitte an unser Team aus Muttersprachlerinnen und Muttersprachlern sowie Testexpertinnen und Testexperten, das Sie über den Online-Helpdesk bzw. die telefonische Korrekturhotline erreichen.

Online-Helpdesk

Ab dem Zeitpunkt der Veröffentlichung der Lösungen können Sie unter <http://srp.bifie.at/helpdesk> Anfragen an den Online-Helpdesk des BIFIE stellen. Beim Online-Helpdesk handelt es sich um ein Formular, mit dessen Hilfe Sie Antworten von Kandidatinnen und Kandidaten, die nicht im Lösungsschlüssel enthalten sind, an das BIFIE senden können. Sie brauchen zur Benutzung des Helpdesks kein Passwort. Sie erhalten von uns zeitnah eine Rückmeldung darüber, ob die Antworten als richtig oder falsch zu bewerten sind. Sie können den Helpdesk bis zum unten angegebenen Eingabeschluss jederzeit und beliebig oft in Anspruch nehmen, wobei Sie nach jeder Anfrage eine Bestätigung per E-Mail erhalten. Jede Anfrage wird garantiert von uns beantwortet. Die Antwort-E-Mails werden zum unten angegebenen Zeitpunkt zeitgleich an alle Lehrerinnen und Lehrer versendet.

Anleitungen zur Verwendung des Helpdesks für AHS und BHS finden Sie unter:

- http://srp.bifie.at/Anleitung_Helpdesk_AHS.pdf (AHS)
- http://srp.bifie.at/Anleitung_Helpdesk_BHS.pdf (BHS)

Online-Helpdesk Englisch	
Eingabe Helpdesk:	18. September 2015, 18:00 Uhr bis 21. September 2015, 12:00 Uhr
Eingabeschluss:	21. September 2015, 12:00 Uhr
Versand der Antwort-E-Mails:	23. September 2015 bis 12:00 Uhr

Telefon-Hotline

Die Telefon-Hotline ist ausschließlich in den unten angegebenen Zeiträumen besetzt. Bitte ordnen Sie Ihre Anfragen nach Fertigkeit, Aufgabe und Fragenummer, um dem Hotline-Team eine rasche Bearbeitung zu ermöglichen. Vielen Dank!

Telefon-Hotline Englisch	
Telefon-Hotline Termin 1:	23. September 2015 von 12:00 bis 14:00 Uhr
Telefon-Hotline Termin 2:	23. September 2015 von 15:00 bis 17:00 Uhr
Telefonnummern:	01 533 6214 4062 oder 01 533 6214 4064

1 Remembering an impressive woman

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F	A	H	G	E	K	C	D	J

Begründungen

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The speaker says: "It was her mother who taught Maathai to value the environment, she said, which led to her struggle in later years and the creation of her Green Belt Movement to fight the effects of deforestation as she told NPR in 2004." Maathai's early experiences therefore inspired her to start an environmental organization.

1

The speaker says: "When I first started, which was in mid-1970s, I was responding to needs of rural women. Their issues were clean drinking water, firewood, wood to build their shelters and they needed nutritious food. And everything that they were asking for, I connected to the environment [...]."

The second speaker says: "Maathai led a two-pronged struggle for sustainable environmental development and for social justice, peace and equality." At the beginning of her work, Maathai therefore tried to improve the quality of life in general.

2

The speaker says: "She was also deeply involved in the campaign for multiparty democracy in Kenya, which meant trouble as she told WHYY's Fresh Air." In addition to her social and environmental work, Maathai therefore fought to change the political system.

3

The speaker says: "People in power quite often do not want like to be exposed and especially if they are dictators or if they are corrupt. And the minute we started exposing the mismanagement of the resources and the corruption in the system, we found ourselves in trouble." Maathai explains that certain leaders therefore hate to allow particular activities to come to light.

4

The speaker says: "The indomitable Maathai was pistol-whipped by security guards when she took on powerful business and political lobbies. She spent time in prison in Kenya." Maathai therefore faced unpleasant situations and had to go to jail.

5

The speaker says: "After studies in biological sciences, she became the first Kenyan woman to earn a doctorate." In her home country Maathai was therefore unique when she managed to get a post-graduate degree.

6

The speaker says: "In 2004, the Nobel Committee recognized Maathai's collective environmental and peace and democracy campaign work and named her a Nobel Peace Laureate." To honour Maathai's commitment, it was therefore decided to recommend her for an award.

7

The speaker says: "As she headed to Oslo, Norway for the award ceremony, Maathai told NPR's Renee Montagne the first thing she did when she first learned she'd won the Nobel Peace Prize was to walk outside and plant a tree." On hearing about her success, Maathai therefore immediately went out to do something special to mark the occasion.

8

The speaker says: "With her Green Belt Movement, Wangari Maathai and many others planted more than 40 million trees in 30 years." Maathai's environmental organization therefore managed to help bring back woodland.

2 How to become a Lego master model builder

	akzeptiert	nicht akzeptiert
0	<i>four</i>	
1	robots in disguise robots robots for him	in the sky Optimus Prime passion robots and disguise robots and the sky robots in the skies robots in the sky transformers
2	<i>(acceptable answers to this question require two parts and need to convey the meaning of more than 10 000)</i> tens of thousands 10s of 1000s 10000 plus 10000s about ten thousands in the ten thousands more than 10000 over 10000 ten of thousands ten thousands tens of 1000s tens of thousands tenthousands	ten thousand several thousand bricks tenth of thousand thousands in tense of thousands a ten of thousands in the thousands ton of thousands teens of thousands tents of thousands 10 th of thousands 10000 about 10000 up to 10000 in the 10000
3	8 to 10 hours 8 to 10h 8-10 hours about 10 hours around 8 hours	10 hours 18 hours 2 weeks 48 hours 8 hours 80 hours 8010 hours 84 hours 9 to 10 hours a lot of stones few weeks too much time
4	a social life a girlfriend his social life having a girl friend a relationship a relationship (girlfriend) friends (<i>as a synonym for social life</i>) girl friend his girl friend life, has a girlfriend social life social life/ girl friend	a normal life anything free time girls having a life her girlfriend his real life life privat live private life private live/social live <i>(difference between private life and social life)</i>

5	an iconic Picasso sculpture an iconic sculpture a Picasso sculpture (<i>spelling variations of Picasso accepted</i>) a famous sculpture a huge sculpture a sculpture eiconic sculpture iconic figure iconic sculpture in Chicago iconic statue Picasso's sculpture the chicago sculpture the picaso sculpture the Picasso statue	a city a dragon a huge tower culpture culture French horn iconic passion sculpture iconic perconic sculpture iconic percussion sculpture iconomic sculpture life-size harp recreation copy Picasso sculpture recreation of sculpture sculpture (<i>article required, otherwise too vague</i>) the iconic Picasso icony sculpture the iconic culpture
6	a summer camp a child camp camp sommer camp summer camp summer camps	a summer cup cinema holiday camp counselor summer camp cancelor (<i>with all the spelling variations of counselor</i>) summer campers youtube
7	history digital cinema history and digital cinema at Paul's university at university in Chicago historie history, digital cinema in Chicago	at university computer animation degree health hysterie Lego motion animation technic university degree
8	stop-motion animation new cinema stop motion stop motion films stop motion technic stop motion techniques stop motion videos	animation films animation videos different views digital cinema motion motion animation (<i>not a technically correct term, it needs to be stop-motion</i>) music animations music videos new programmes new technologies stop animation videos stop motion innovation video editing videos youtube videos technologies (<i>too general</i>)
9	OK Go music videos scenes from Star Wars music videos scenes from star wars scenes of Star Wars	buildings copies of Andrew everything (<i>specification required</i>) him his work motion videos

star war Star Wars Star Wars figures Star Wars movies Star Wars scenes the film Star Wars	sciences of Star Wars videos youtube videos
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Begründungen

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The speaker says: "Andrew Johnson is one of only four people in the United States who can officially call themselves a Lego Master Model Builder. He's the newest and the youngest to earn that title." The total number of Lego experts in the States is therefore four.

1

The speaker says: "Legos are robots in disguise for Andrew Johnson, as in a four-and-a-half-foot replica of the Transformer Optimus Prime made only from those tiny bricks." Andrew therefore regards Lego bricks as robots in disguise.

2

The speaker says: "Number of bricks was definitely in the tens of thousands." Therefore, the total number of pieces Andrew needed for his Lego model was tens of thousands.

3

The speaker says: "The head itself, which was the most detailed, took me around eight to ten hours." For the top part of his model alone, Andrew therefore needed 8 to 10 hours.

4

The speaker says: "Well, I have a social life. I don't think that that's lacking in anyway. I have a girlfriend, so I'm not just some loner that plays with Lego." Therefore, despite his fascination with Lego, Andrew does not miss out on a social life or on a girlfriend.

5

The speaker says: "Johnson impressed the judges during the Chicago-themed round with his recreation of the iconic Picasso sculpture that stands 50 feet tall in the city's Daley Plaza." In one contest, the jury therefore particularly liked Andrew's Lego copy of an iconic Picasso sculpture.

6

The speaker says: "Johnson didn't receive any formal training to get to this level. He played with his Legos like any other kid and only reconnected with the bricks just a few years ago when he worked as a summer camp counselor." What brought Andrew back to Lego was therefore a holiday job at a summer camp.

7

The speaker says: "This spring, Johnson will graduate from DePaul University in Chicago with a degree in history and a minor in digital cinema." Andrew is therefore studying history and digital cinema.

8

The speaker says: "Johnson hopes to build on his background in digital cinema to introduce new programs, including stop-motion animation." Andrew's qualifications might therefore help him with innovations like stop-motion animation.

9

The speaker says: "That's an exciting prospect for his bosses, given the explosion in and popularity of stop-motion animation videos online. The YouTube videos feature Lego recreations of everything from OK Go music videos to scenes from 'Star Wars'." Therefore one website even shows Lego copies of OK Go music videos and scenes from Star Wars.

3 Mark Waid – Comics crusader for the digital age

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Begründungen

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The speaker says: "January 26th 1979 was the most important day of my life. Because that's the day that I saw *Superman: The Movie*. [...] I came out of it knowing that no matter what the rest of my life was going to be like it had to involve Superman somehow." Mark Waid therefore made a big decision when he went to see *Superman*.

1

The speaker says: "He made the DC Comics miniseries *Kingdom Come* into one of the definitive superman stories, the ultimate 'what if' tale."

The second speaker says: "What happens when Superman retires and the next generation of heroes come along and make a mess of things and Superman has to come back and set the world straight?" *Kingdom Come* therefore focuses on Superman returning to put things right.

2

The speaker says: "Waid has begun remaking comics for iPads and similar gizmos." Waid is therefore now adapting comics for digital gadgets.

3

The speaker says: "That doesn't change the image but it completely changes the context of what the story is." With Waid's innovative techniques, the stories therefore take on an entirely different quality.

4

The speaker says: "Take the comic Waid wrote for Marvel's new *Infinite Comics* line. A hero hurdles through space [...]. The X men's most deadly foe."

The second speaker says: "I got news for you: I've been doing this [remaking comics] for 25 years and this [his latest work] is the hardest writing I've ever had to do." According to Waid, his latest work was therefore extremely demanding.

5

The speaker says: "What makes comics comics is that you are in control of the pace at which you absorb the story. It's a relationship between you and the page." According to Waid, the most characteristic feature of comics is therefore that they can be a very individual experience.

6

The speaker says: "Waid is betting the Kent family farm on it. Selling off his personal collection – 40 years' worth of comics – to fund his new venture *Thrillbent.com*. Building an audience by giving away the work for free." Therefore, *Thrillbent*, Waid's latest project, costs nothing for users.

7

The speaker says: "Okay, here's my fear; is that what happens is that we get comics out there digitally and that they become either free or so nearly free that it starts to cannibalize the audience for print comics." According to Robert Hennessy, co-owner of a bookstore, print comics might therefore be under threat.

8

The speaker says: "But that doesn't mean they are selling. In June, *Comixology* revealed they had pulled in 19 million dollars in sales in 2011. For perspective: that's less than what print comics make in a month. Which leaves Waid with a never ending battle, to make the digital world safe: for creators, fans and the comic book way." At present, digital comics are therefore not nearly as profitable as print comics.

4 The power of character

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H	E	K	J	D	L	C	F	A	I

Begründungen

0

The speaker says: "[...] that we've been focusing too much on IQ and on this sort of narrow range of cognitive skills that get measured on achievement tests." Therefore, scientists used to measure intelligence with the help of achievement tests.

1

The speaker says: "And I think it's - that's what's behind our obsession with test scores. You know that's why we take test scores so seriously, even when we tell ourselves they don't matter. We are kind of obsessed with them as families and as a country." People generally are therefore very certain that test results are important.

2

The speaker says: "And so I'm writing about these scientists and educators who have identified this different set of skills, that they say are more predictive of a child's ultimate success than IQ skills. [...] And they're all gathering evidence first of all that these skills can be taught and second that they have a whole lot to do with how well kids do in life." Success in life therefore depends on more than just the IQ.

3

The speaker says: "And, you know, what I love in this book, that is, there are so many references to different studies and how the studies kind of build on one another. There is no study that's 'Oh, this is it'. It's kind of this person takes that and builds with that and they keep getting deeper and deeper and it's really wonderful. When you talk about non-cognitive skills – I just go back to *Little House on the Prairie* – you know, I mean literally it seems like back in the day that's more of what it was about, right? We've just moved away from this." Therefore, the author of the book backs up his concepts by various scientific studies.

4

The speaker says: "So in some ways these ideas are not particularly new. I think it's just that the pendulum has swung so far in the last couple of decades toward just focusing just on IQ and obsessing about, you know, Baby Einstein and getting cognitive skills in our kids so early on that I'm trying to push the pendulum back a little bit toward the middle." In the past, people therefore paid too much attention to having a very high IQ.

5

The speaker says: "And then I do also think there is something new which is that we now have some new ideas and new evidence about what these skills really are. And then I think the other thing that's new is that we now know that it's possible to teach these skills." Nowadays scientists therefore say that we can train children to develop their character.

6

The speaker says: "[...] because I know a lot of people've talked about – it's critical to get kids reading by third grade. Lots and lots of reading and how that can help. And I'm not saying that's wrong, I think that is true." People therefore expect that children can read in their third year at school.

7

The speaker says: "However, what I was impressed was in your research and in this book it shows how kids as late as teens, I mean sophomores in high school were all of a sudden able to make that leap - and it has a profound effect and actually allowed them to get into college and do well." Therefore teenagers sometimes develop very fast when they are in high school.

8

The speaker says: "Cognitive skills are important. But one of the things that's difficult about cognitive skills is that they tend to get stuck. So after about age eight a child's pure IQ doesn't actually move very much." Intelligence therefore does not change much after children are eight years old.

9

The speaker says: "But the part of our brains that controls these non-cognitive skills, the character strengths, is much more malleable. And it's malleable later up through adolescence and even into early adulthood. People can still change their character. I think we've seen it, we've all seen it in young people." People can therefore still shape their character when they are young adults.