

Standardisierte kompetenzorientierte
schriftliche Reifeprüfung / Reife- und Diplomprüfung

AHS

6. Mai 2015

Englisch
Lesen (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 den Testmethoden *Kurzantworten* und *Richtig/Falsch mit Begründung* 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 Richtig/Falsch mit Begründung

Die Testmethode *Richtig/Falsch mit Begründung* sieht vor, dass für die Erreichung eines Punktes zwei Bedingungen erfüllt sein müssen:

1. Die Entscheidung, ob die jeweilige Aussage richtig oder falsch ist, muss korrekt sein.
2. Als „Begründung“ sind die ersten 4 Wörter jenes Satzes zu zitieren, der die Entscheidung belegt.

Das BIFIE empfiehlt im Sinne der Kandidatinnen und Kandidaten, Abweichungen von der Regel der ersten vier Wörter zu akzeptieren, wenn zweifelsfrei erkennbar ist, dass auf den die Entscheidung begründenden Satz Bezug genommen wurde (etwa, wenn 4 Wörter innerhalb des Satzes oder der ganze Satz zitiert werden).

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:	6. Mai 2015, 18:00 Uhr bis 8. Mai 2015, 23:59 Uhr
Eingabeschluss:	8. Mai 2015, 23:59 Uhr
Versand der Antwort-E-Mails:	11. Mai 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 Fragennummer, um dem Hotline-Team eine rasche Bearbeitung zu ermöglichen. Vielen Dank!

Telefon-Hotline Englisch	
Telefon-Hotline Termin 1:	11. Mai 2015 von 13:00 bis 15:00 Uhr
Telefon-Hotline Termin 2:	11. Mai 2015 von 16:00 bis 18:00 Uhr
Telefon-Hotline Termin 3:	12. Mai 2015 von 11:00 bis 13:00 Uhr
Telefonnummern:	01 533 6214 4062 oder 01 533 6214 4064

1 Coping with traffic problems

0	1	2	3	4	5	6	7
B	C	B	A	D	C	D	B

Begründungen

0

The texts says: "The country is now trying to fight air pollution and traffic chaos by expanding public transportation." China therefore wants to cope with environmental problems by increasing transport services.

1

The text says: "As the country's middle class continues to grow, so too, has the demand for cars." The high number of new automobiles in China is therefore caused by people with money to spend.

2

The text says: "With so many new cars, air pollution has deteriorated rapidly and roads are badly congested." This many new vehicles has therefore led to more traffic jams.

3

The text says: "Too often, say analysts, developing countries end up copying the car-based transportation concept they see in industrialized countries." The traffic policy of less developed states is therefore mostly influenced by developed nations.

4

The text says: "Booming industries have attracted millions of people to Guangzhou, and the city – which is already home to some nine million people – is growing rapidly." The population growth of Guangzhou can therefore be put down to expanding businesses.

5

The text says: "The buses now transport nearly a million passengers a day, far more than most of China's subway systems." Guangzhou's BRT system is therefore more successful than China's underground networks.

6

The text says: "'When you organize transportation, you have to think about the people, not about the cars,' says Karl Fjellstrom, the regional director at the Institute for Transportation and Development Policy [...]." People who design urban traffic systems must therefore consider the needs of city residents.

7

The texts says: "The measures have helped Guangzhou not only to ease its traffic chaos, but also to cut its greenhouse gas emissions. Thanks to the bus system alone, the city cut carbon emissions by around 45,000 tons in 2010." Guangzhou's transport policy has therefore led to an increase of air quality.

2 Kids addicted to technology

	R	F	akzeptiert	nicht akzeptiert
0	x		<i>It turns out her</i>	
1		x	I was impressed that Most parents are slowly	Closer to home, my This summer a mom
2	x		One of the reasons I admit, I needed	At home, somehow the Just as adults have No gadgets are allowed We have pretty strict I had a fantasy
3	x		At home, somehow, the	There are all sorts We have pretty strict But the lure was
4		x	But those cases of	When a Taiwanese 18-year-old One friend announced she
5	x		Closer to home, my	But those cases of Most parents are slowly One friend announced she
6		x	We have pretty strict	Like most aspects of Part of assimilating back
7	x		By the time most My twin daughters are	
8	x		Just as adults have	This is where it Technology is an incredibly The lure of technology

Begründungen

0

The text says: “[...] a mom I know told me her 12- year-old bookworm daughter regretfully handed back her Kindle Fire, saying she couldn’t handle the temptation to play games rather than read.” It then continues: “She assumed that all of those hours on the Kindle were being spent pouring over the school summer reading list. It turns out her daughter couldn’t resist Doodle Jumping her days away.” This means that an e-book reader kept a girl from completing her school assignments.

1

The text says: “I was impressed that a young girl could admit this growing addiction and hand over her Kindle, but she’s the exception, and not the norm. Most parents are slowly recognizing that what starts out as an innocent distraction and fun way to integrate tech into our lives can easily turn into a full blown addiction to the games and gadgets that our kids now have access to all the time.” These sentences contradict the statement that children are realizing that they are over dependent on technological devices.

2

The text says: “One of the reasons I chose my daughters’ overnight camp this summer was because of their ‘no electronics’ rule.” The text then says: “I admit, I needed them to be completely unplugged, and it’s much easier to do that in a place where there are literally no plugs.” This sentence confirms that the author felt that her children needed a break from technology.

3

The text says: “At home, somehow, the one hour of allowed screen time easily morphs into two or three.” This sentence confirms that the author does not always insist her children follow the family’s rules.

4

The text says: “But those cases of extreme use aren’t what most modern parents are dealing with.” This sentence contradicts the statement that nonstop computer gaming is a problem concerned parents face everyday.

5

The text says: “Closer to home, my Facebook wall and real life chatter have been lighting up with tales of kids addicted to *Minecraft*, glued to their iPod Touches, and clocking in the hours watching YouTube videos or playing *Angry Birds* and *Temple Run* on iPads.” This sentence confirms that parents exchange information about which games their children are hooked on.

6

The text says: “We have pretty strict rules in our house – no screen time during the week at all, and the supposed one hour a day on the weekends.” This sentence contradicts the statement that the author’s children are not allowed to use any gadgets at home anymore.

7

The text says: “My twin daughters are 10 years old and they need to use a computer for school. By the time most kids reach middle school they will need to conduct research, write papers and, if their school is moving into the 21st century, they’ll most likely have classroom blogs, assignments and school communication online as well.” This sentence confirms that children need technology for school work.

8

The text says: “Just as adults have a difficult time shutting off the email when they get home — kids will need rules to merge their ‘work’ and home lives with technology.” This sentence confirms that it’s not easy for anybody to cut down on modern technology in their free time.

3 When Big Brother is watching Sydney

0	1	2	3	4	5	6	7	8	9
G	L	A	I	E	B	J	D	C	F

Begründungen

0

The first paragraph talks about rooms full of mostly men who monitor, correct and fix crises. Thus “stare intently into banks of computer screens” is the only option that fits the gap contextually.

1

The text continues to talk about different aspects of city life, water, traffic, buses and trains to planes, electricity, bushfires and security; thus, aspects which “touch almost every aspect of our daily lives” are monitored in these rooms.

2

The text then compares Sydney to a living creature and also compares these control centres to the creature’s organs. Thus “controlling all the vital processes” is the only option that fits the gap contextually.

3

The paragraph describes the control room with one wall full of video screens. Thus “interspersed with maps and bar charts” is the only option that fits the gap contextually.

4

The paragraph talks about specialists concentrating on their individual tasks and how they work together to solve potential problems. Thus “pop up minute to minute” is the only option that fits the gap contextually.

5

These specialists are ready to deal with problems like with a car that causes a problem or “a collapsing crane”. Thus, “inconsiderately left in a clearway” is the only option that fits the gap contextually.

6

The text continues to talk about the operators and their amazing skills, calling them true masters of what they are doing and watching. Thus “survey on their screens” is the only option that fits the gap contextually.

7

The text continues to talk about the one thing which can be more powerful than technology, natural events like the weather system. Thus “have enormous knock-on effects” is the only option that fits the gap contextually.

8

The sentence talks about the effect rain has and the problems it can cause. Thus “fiddling with umbrellas means” is the only option that fits the gap contextually.

9

The paragraph talks about another control centre containing “a huge diagram of the state's electricity network” and the weather affecting the electricity situation. Thus, “providing the right amount of power” is the only option that fits the gap contextually.

4 The white rabbit

	akzeptiert	nicht akzeptiert
0	<i>look after Amy</i>	
1	there are no distractions it was not distracting no distraction from studying no distractions no distractions at Susan's of no distractions she could concentrate well she is not distracted she wouldn't be distracted there is no distraction there is no distractions there nothing distracts her there was no distraction there was no distractions there were no distractions there wouldn't be distractions would be no distractions	<i>Correct answers need to mention <u>why</u> Susan's was a good place to study.</i> Alice can learn there Amy had to sleep Amy went to bed having a ulterior motive it keeps her studying it's the older sister learning for exam new house of an ulterior motive of her psychology exam of quietness of the new house psychology exam she can learn she can learn psychology she could learn she could learn psychology she could study she could study there she fell asleep she had enough time she had to study she has to study she really enjoyed it she was all alone

		<p>Susan went out the house was new the narrator can study the narrator had an exam the time to learn there was no Amy time to study</p>
2	<p>Disney films captivate her</p> <p>captivated her Disney film captivate her Disney films are captivating Disney films captivated her Disney films captivated them Disney films captivates her Disney films captives her he loved Walt Disney's it captivated her it captivates her liked Disney films she liked the film she liked those films she likes Disney films such films captivate her the film captivate her</p>	<p>Amy dropped off Amy eventually dropped off Amy fell asleep Amy went to bed determined to good use didn't want to study Disney films capitare films captivate her films captivate me her eyelids drooped down she carried Amy upstairs she started studying she won't go sleeping the kid crashed out Wonderland</p>
3	<p>fell asleep</p> <p>fall asleep fall asleep during studying she fall asleep went asleep began to sleep sleaped slept fell to sleep</p>	<p>bizarre creatures dreamed (<i>It is not possible to dream intentionally; "unintentionally" does not collocate with "dream".</i>) dreamt of strange creatures drooped her eyelids dropped her eyelids drunk to much had a dream had bizarre dream her eyelids dropped maked fun of Susan saw a white rabbit saw the rabbit sleaped in (<i>has the meaning of oversleep and is not correct</i>) started dreaming urge to follow rabbits was wandering was wandering in some was wandering sinister garden woke up</p>
4	<p>she hadn't highlighted anything</p> <p>anything wasn't highlighted didn't highlight any sentences hadn't highlighted a sentence hadn't highlighted single sentence having no sentences highlighted her text wasn't highlighted highlighted nothing no highlighted sentence</p>	<p>a lack of highlights (<i>difference in meaning: highlights refer to dye in one's hair</i>) a single sentence a stiff neck a white rabbit any highlighted sentence chilled Chardonnay her opened binder her something highlighted a single sentence</p>

	<p>no sentence was highlighted no words were highlighted not one highlighted sentence not to have studied nothing highlighted nothing was done yet nothing was highlighted she didn't highlighted anything she had highlighted nothing she had learnt nothing she had not studied she had not worked she had read nothing she had studied nothing she had underlined nothing she hadn't done anything she hadn't done much she hadn't highlighted she hadn't highlighted it she hadn't highlighted sentences she hadn't learnt anything she hadn't learnt it she hadn't read it she hadn't studied it she hadn't studied anything she has done nothing she hasn't highlighted anything she hasn't marked anything she learned nothing that nothing was highlighted that she did nothing that she highlighted nothing</p>	<p>it was a dream she had been asleep she had been sleeping she had drunk the wine she have not write that anything was highlighted that she didn't write that there is nothing that there was nothing the binder lay open the empty wine glass there is no text very confused what she had seen</p>
5	<p>to rub her eyes to blink hard</p> <p>amazement blinked hard blinking and rubbing eyes can't believe can't believe her eyes disbelief not believing it not to believe it rabbed her eyes rubbed and blinked hard rubbed her eyes rubbing and blinking eyes rubbing eyes and blink rubbing her eyes rubbing her eyes hard rubbing, blinking the eyes she couldn't believe it she didn't trust eyes she rubbed her eyes she was amazed she was surprised surprise that she couldn't believe</p>	<p>being afraid can't believe your eyes running the tap she couldn't believe them she was shocked (<i>'shock' is a much stronger emotion than "surprise" and moral in nature, therefore it is not accepted</i>) she was tired shock to drink water to follow it to resist it to watch it typical very shocked</p>

	<p>to blink hard to blink in disbelief to mistrust her eyes to rub the eyes to rubb the eyes to rubbe her eyes to rubbed her eyes</p>	
6	<p>to follow it</p> <p>follow it to follow to follow him to follow the rabbit to walk after wanted to follow wanted to follow it</p>	<p>one glass of wine to be wearing her glasses to be wearing her shoes to escape to follow them to have her glasses to have her shoes to resist it to see it to see the darkness to sleep to watch it vanish wake up</p>
7	<p>strange creatures</p> <p>bizarre creatures bizarre creatures all night bizarre cretaures around her half animals strange creatures chattering strange half-human creatures the chattering creatures the strange creatures</p>	<p>a big white rabbit Amy an irrational urge chattering nonsensically drinking tea learning Freud's dream theory no wearing shoes reality and dream such creatures the animals the rabbit the rabbit's chatting the strange creature wearing no shoes yelling animals</p>
8	<p>was not a dream</p> <p>belonged to a lady belonged to a neighbour belonged to Susan's neighbour belonged to the lady belonged to the neighbour belonged to the neighbours belongs to Mrs Carroll belongs to their neighbour came from Mrs Carroll had been real had really been there is from the neighbour is real is the neighbour's one is the neighbour's pet lived next door must have escaped really exists the neighbours one was from her neighbour</p>	<p>Amy was the rabbit can do all things do not wear anything escaped from the garden is Amy's rabbit is not real is the cleverest is the cleverest one is the cleverest rabbit owns Mrs Carroll reminds her sat in their garden still exists was a dream was an illusion was her own was in her dream was in the neighbourhood was just a dream was their pet was there before was very clever</p>

	was from their neighbors was genuine was Mrs Carroll's rabbit was no hallucination was no illusion was not a imagination was probably the neighbour's was real was the lady's was the neighbour's was the neighbour's pet was the neighbour's rabbit was the neighbours	wasn't real
9	the narrator's joke Alice's joke her aunt's joke her aunt's reaction her funny aunt the joke the joke Alice made the joke Alice told the joke from Alice the joke of Alice the joking narrator the narrator's answer the narrator's comment this joke what Alice said what Auntie Alice said what the narrator said	a bad joke Alice Alice dream and reaction Auntie Alice hearing the story her joke (<i>not clear enough, could mean Amy's joke</i>) her rabbit laughing laughing at her joke laughing at the joke learning the news Susan Susan's joke that thought the Chardonnay the clever rabbit the invitation the joke from Amy the joke of Amy the narrator the new white rabbit the purpose of the visit the story of her the white rabbit their laughing visiting the rabbit what she said

Begründungen

0

The text says: "Susan, my older sister, and Amy, my little niece, had only just moved into their new house when I saw the white rabbit. I had offered to stay over to look after Amy [...]." The narrator was therefore at Susan's in order to look after Amy.

1

The text says: "I knew there would be no distractions at Susan's to keep me from studying [...]." Susan's was therefore a good place to work because there were no distractions.

2

The text says: "Disney films captivate me and [...] I finished watching alone [...]." The narrator therefore watched the film to the end because Disney films captivate her.

3

The text says: "But the exertions of the day caused my eyelids to droop, and the next thing I knew, [...]. It must have been well after midnight when I woke, [...]." The narrator therefore unintentionally fell asleep.

4

The text says: "My binder lay open on my lap; I hadn't highlighted a single sentence." Therefore, when the narrator looked again at her text, she noticed that she hadn't highlighted anything.

5

The text says: "I did all those things you're supposed to do when you can't believe your eyes: I rubbed them and blinked hard." The narrator's first reaction when she saw the rabbit was therefore to rub her eyes and blink hard.

6

The text says: "It [...] hopped off slowly and deliberately. I felt an irrational urge to follow it." When the rabbit moved away, the narrator therefore really wanted to follow it.

7

The text says: "The strange creatures had plagued me all night." In her dreams, the narrator was therefore annoyed by strange creatures.

8

The text says: "[...] the lady next door [...] got a rabbit - a big white one! [...] It can even get out of its cage on its own [...] I felt a rush of relief." On hearing Susan's news, the narrator therefore assumed that the white rabbit was not a dream.

9

The text says: "Amy [...] laughing at the joke louder than was absolutely necessary." Amy was therefore very amused by the narrator's joke.