

Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

13. Jänner 2017

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 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 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. Die Rückmeldungen der Fachteams haben ausschließlich beratende und unterstützende Funktion. Die Letztentscheidung bezüglich der Korrektheit einer Antwort liegt ausschließlich bei der beurteilenden Lehrkraft.

Online-Helpdesk

Ab dem Zeitpunkt der Veröffentlichung der Lösungen können Sie unter <http://bestellung.srdp.at/helpdesk> Anfragen an den Online-Helpdesk des BMB 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 BMB senden können. Sie brauchen zur Benutzung des Helpdesks kein Passwort. Sie erhalten von uns zeitnah eine Empfehlung 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 Lehrer/innen versendet.

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

- http://bestellung.srdp.at/Anleitung_Helpdesk_AHS.pdf (AHS)
- http://bestellung.srdp.at/Anleitung_Helpdesk_BHS.pdf (BHS)

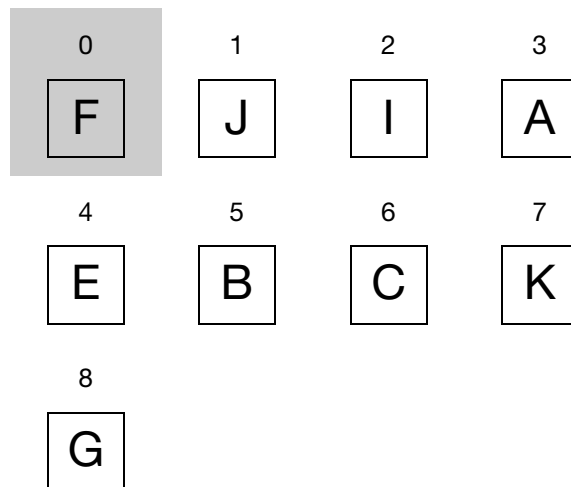
| Online-Helpdesk Englisch | |
|---------------------------------|--|
| Eingabe Helpdesk: | Freitag 13. Januar 2017 um 18 Uhr bis Montag 16. Januar 2017 |
| Eingabeschluss: | Montag 16. Januar 2017 um 23.59 Uhr |
| Versand der Antwort-E-Mails: | Mittwoch 18. Januar 2017 um 10.00 Uhr |

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: | Mittwoch 18. Januar 2017 von 13.00 bis 15.00 Uhr |
| Telefonnummer: | 01 533 6214 4062 |

1 Work-life balance



Begründungen

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The speaker says: "Balancing all aspects of your life is not about running harder and faster. It is about realizing the following four facts." Therefore, to live a balanced life, be sure to keep some basic points in mind.

1

The speaker says: "Number three: perfection is not always good and is often a waste of time." The third key to a good life is therefore accepting that mistakes happen.

2

The speaker says: "First on my list is family. I am a proponent of: 'When you are with your family, give them your full attention.'" With relatives, concentrate on doing one thing at a time.

3

The speaker says: "Work: do the most important things on your list each day. Don't allow guilt over the undone task to consume you. Instead, delegate what you can and then forgive yourself for not having more than 24 hours in a day." Therefore, to worry less about unfinished work, try passing on responsibility to others.

4

The speaker says: "Health: you know what you need to do: eat better foods, don't skip meals, exercise, take vitamins, see a doctor and a dentist on a regular schedule. See, that's a simple list. If you are overweight you need to change your habits and your choices." Physical well-being therefore depends on taking care of one's personal needs.

5

The speaker says: "Giving back: this is my personal add-on. Make the world a little bit better than it would have been without you. It may be by raising a child who is good to others. It may be by tending to an unsightly median strip in your neighbourhood. It may be by contributing \$25 to a micro-loan program." Supporting projects and donating money therefore helps make the world a better place.

6

The speaker says: "The next item is being selfish. Aha, now who could object to that? Time for yourself is a must on your list. Schedule it onto your calendar." Therefore, despite busy timetables, keep treating yourself to some private time.

7

The speaker says: "You only have to make one decision, but you have to make it right now. You have to decide how often you'll think about your trajectory. I mean how your life is going. Once a year is not often

enough; come on, you agree with that. Decide how often you wanna look over those eight aspects of your life to see if you are staying on the road you have envisioned for yourself." The way your life develops therefore depends on regular self-reflection.

8

The speaker says: "Sometimes unexpected situations or opportunities occur which alert you to the need to redirect your drive. I have made my decision." From time to time some new event therefore requires a change of plan.

2 Parklets instead of parking lots

| | | | | | |
|----------|----------|----------|----------|----------|----------|
| 0 | 1 | 2 | 3 | 4 | 5 |
| C | A | B | C | A | B |

Begründungen

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The speaker says: "It's a new way of creating public spaces and redefining how people use urban streets. Madeline Brozen is from the Complete Streets Initiative and she's based in Los Angeles, where they just got the green light on four new parklets in downtown LA." In Los Angeles authorities have therefore recently given permission for a few new parklets.

1

The speaker says: "A parklet is [...] what used to be two curb-side parking spaces, so if you imagine two cars are parallel parked kind of front to back, you took those cars out, now if you build kind of a roof-deck platform where you then bring the sidewalk out into the street where those cars were formerly parked about six feet out. It's now you have a level surface from the sidewalk out into the, what was formerly the parking space [...]." To create a parklet, it is therefore necessary to increase the width of the footpath.

2

The speaker says: "There is [sic] additional things that allow for safety from cars, for example, you have kind of wheel stops which you'd find in a parking lot like those little kind of concrete barriers so that your car knows where to stop. Those are placed at either end, so that a car doesn't, you know, actually rub into it." To keep the cars off the parklets, there are therefore small obstacles on each side.

3

The speaker says: "Now what's different about this is that this is public space, so it kind of has tables and chairs that are usually very colorful, very inviting, and that are different from an actual café so that you're not like thinking: 'Oh, do I need to purchase something from this café to enjoy this space?' You want to make it look distinctly public as it's for everyone to enjoy." Therefore, a parklet is usually designed to look like a free-of-charge seating area.

4

The speaker says: "But I have also seen photos [...] there seems to be a real range of what different cities have done with these parklets in terms of everything from exercycles and fitness equipment right through to sort of topiary dinosaurs cut out of succulent plants." Therefore, some parklets even offer facilities for working out.

5

The speaker says: "Yeah, there is, what's really great is, as these are emerging in cities throughout the US you are really seeing an evolution of the types of design [...] one of the, kind of, the greatest is called 'The Deeplet' in San Francisco, this is actually especially unique as someone elected to build it and pay for it in front of their own home." In one case, a house owner therefore financed a parklet outside their property.

3 Learning with computers

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| B | B | C | A | D | B | B | D | C |

Begründungen

0

The speaker says: "A lot of this is well probably old stuff where education is concerned; computer games to learn about reading and math more." Therefore, using computers for learning seems to be nothing new.

1

The speaker says: "But this is more a kind of it seems redefining the teacher's role. Teachers are more of a guide here, aren't they and it's more student-centric." The way computers are used at Rocketship schools therefore changes the teachers' function.

2

The speaker says: "[...] and in class the teacher's role is now more to introduce higher-order thinking skills and critical thinking skills and concepts and fundamentals rather than just handing out busy work, as we say in the report." Teachers are therefore supposed to help learners develop their way of thinking.

3

The speaker says: "Much more personalized. They get to figure out where the kids have any kind of deficit in understanding of the problems based on the data they get from the computer games and they can work individually with students on helping them catch up and explain things that they may have missed." Computers therefore help teachers to get a better idea of learners' difficulties.

4

The speaker says: "Well, results actually for Rocketship have been quite good, they, they're scoring high on the API index, which I think a lot of the schools are averaging somewhere in the high 800s and some of them actually in the 900s." Learning outcomes at Rocketship schools are therefore more than satisfactory.

5

The speaker says: "That's right, so low-income immigrant families, and so to compare them to the Palo Alto School District, which is a much, you know, wealthier neighbour, the fact that they're actually catching up to that affluent demographic is quite something, I think." Tina feels pleased because Rocketship schools therefore help poorer students to succeed.

6

The speaker says: "And I think that because Tina's so steeped in education technology and how it is changing the way kids learn. I'm more like the generalist, you know, I see what's happening across California and different reforms and different ways to get kids to improve." Therefore, Ana has a broad view because she knows about different areas in the state.

7

The speaker says: "And so going into this classroom [...] I was just struck myself with the fact that you have this dedicated space where you have all these little kids at their little terminals with their little headphones on and they're just clicking away and doing their, their worksheets, their assignments for the day. And it's a deliberate attempt to break down the school day, which I, which is not happening in many schools across California, break down the school day and say for a big part of the day you're gonna be in this lab [...]." When they use their computers, the learners therefore go to a special working area.

8

The speaker says: "[...] and say for a big part of the day you're gonna be in this lab and you're gonna be learning from this computer software and for the other part of the day you're gonna be learning for your teacher, so there's a very distinct separation between learning, and I just find that really fascinating." Therefore, learning is organised in such a way that there is a clear difference between the two phases.

4 The power to change the world

| | akzeptiert | nicht akzeptiert |
|---|---|---|
| 0 | <i>you can achieve something</i> | |
| 1 | <p>need to work together</p> <p>all help together be taken seriously have to work together must be taken seriously must get taken serious must work together need to work together should all work together should come together should get together should work together work all together</p> | <p>are not taken seriously can make something don't get taken serious have to work harder need to do something should work better</p> |
| 2 | <p>exchange ideas and culture exchange ideas exchange culture</p> <p>are from different cultures are interested in cultures do a exchange programme exchange cultures exchange of ideas exchange their ideas go on exchange programmes have different cultures make an exchange programme pass on ideas pass on their cultures pass on their ideas share ideas want to exchange culture</p> | <p>cares about nature change ideas change long distant things connects people did a students' exchange exchange exchange programme exchange students exchange their life exchange with a school sort of exchange (<i>too vague</i>) travelled to Madagascar want to exchange</p> |
| 3 | <p>a village in Madagascar</p> <p>a school in Madagascar people from Madagascar people in Madagascar village people from Madagaskar</p> | <p>a person from Madagascar a project in Madagascar a teacher in Madagascar a weather station in Madagascar an exchange programme friends from Madagascar friends who travelled Madagascar men travelled to Madagascar other cultures other students representer sb from Madagascar someone from Madagascar Susan and Stefan Vandal weather people with student in Madagascar</p> |
| 4 | <p>talk about the monsoon</p> <p>come talk about monsoon give a lecture inform about the monsoon</p> | <p>a village do lots of things exchange with Madagascar get more informations help in Madagascar</p> |

| | | |
|---|---|---|
| | <p>talk about monsun happened talk about the monsun talk to their class tell them about monsoon visit the class visit them in US</p> | <p>help them Madagascar stay in Madagascar talk about it talk about problems (<i>too vague</i>) talk about the weather (<i>too vague</i>) talk about what happened (<i>too vague</i>) the rights of others their school from Madagascar travelled to Madagascar</p> |
| 5 | <p>children's rights to study</p> <p>children's education chance pupils' rights to study rights from children rights of children rights of ethnic minorities rights of minority children rights of minority students rights of others rights of the children the rights of people the rights to study</p> | <p>children children and the level children in Hong Kong (<i>concept of 'rights' is missing</i>) Chinese school system how the school level life in Hong Kong migrant children (<i>concept of 'rights' is missing</i>) migrant children in Hong Kong (<i>concept of 'rights' is missing</i>) migrates other people pupils in Hong Kong rights (<i>too vague</i>) school level school levels schools they help to learn</p> |
| 6 | <p>don't know Chinese don't know the language</p> <p>can't speak Chinese can't understand Chinese don't have the language don't speak Chinese don't speak Chinese don't speak the language don't understand Chinese have little linguistic ability have no linguistic ability lack linguistic ability speak a different language</p> | <p>ability are taught in Chinese get taught in Chinese had linguistic ability had similar experiences have a linguistic ability have less linguistic sigability have not enough money haven't the same experience little possibility only learn English</p> |
| 7 | <p>a different ethnicity</p> <p>an ethnic minority an other country another state different countries different countrys different cultures different ethnicities different ethnics different ethnities ethnic minorities foreign countries other countries other countries than China outside of Hong Kong</p> | <p>China different different abnesity foreign languages there west</p> |

Begründungen

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The speaker says: "It's difficult to, to make great changes at the very beginning, but if we don't start it at the very first place those changes won't come. And I think the best thing that we young people should do is to start think about what we can do because that's the first act and without that first act, no matter what, we can achieve nothing." Harrison therefore thinks that if you start working on change you can achieve something.

1

The speaker says: "I don't think that it's the easiest thing, partially because young people aren't taken as seriously by world leaders, but if we all work together we can make, we can, it will be easier - for us [...]" Mia therefore feels that if the young generation wants to be successful, they should work together.

2

The speaker says: "It's sort of an exchange programme, it's not a student exchange per se, but it's more about an exchange of ideas and culture over long distance [...]" Mia is therefore engaged in a project with young people who exchange ideas and culture.

3

The speaker says: "[...] and we have friends, Susan and Stefan Findel, and they had travelled to Madagascar and they had done work in Madagascar before, and they had the idea of maybe seeing if we could do a kind of exchange with a village that they went to a lot, Ranomafana. And so that village and our village Rhinebeck, I don't know exactly how to say it, but we ended up doing a sort of exchange thing. And it was called "R"-villages because both of them started with 'R.'" Together with their teacher and two adults they knew, Mia's class therefore got into contact with a village in Madagascar.

4

The speaker says: "So, our school helped set up things, like we had some people from a weather station in Madagascar come and talk about the monsoon that happened, and I helped organise that." Therefore, her class got meteorologists to talk about the monsoon.

5

The speaker says: "So, Harrison, you did some research work, right, into the rights of others, which seems to me like a very ambitious project for, for an eighteen-year-old [...]" Harrison says: "Well, actually I engaged in my, this project, I worked on the rights of the ethnic minority children in Hong Kong, their rights to study. Because the problem in Hong Kong is that most of our schools teach their curriculum in Chinese." Harrison therefore took part in a programme to look at children's right to study.

6

The speaker says: "Because the problem in Hong Kong is that most of our schools teach their curriculum in Chinese. The ethnic minority children in Hong Kong, the Indian, the Pakistani they don't know the language. So we try to look at how, at the school level, what is provided to [sic] them to help them to learn and what we can do as young people to help them to learn." Migrant children in Hong Kong therefore are not educated because they don't know the language, they don't know Chinese.

7

The speaker says: "It's, it's difficult to get more people to engage in this issue, especially in Hong Kong with the issue of an ethnic minority, because 93% of the population are ethnic Chinese and only 6% of them are people of different ethnicity." Therefore, only very few people in Hong Kong come from a different ethnicity.