Standardisierte kompetenzorientierte schriftliche Berufsreifeprüfung

18. September 2018

# Berufsreifeprüfung Englisch

(B2)

Lesen

Korrekturheft

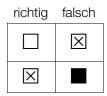
# Hinweise zur Korrektur

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 (区).



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* 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 BMBWF 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 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 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 der Webadresse https://bestellung.srdp.at/helpdesk Anfragen an den Online-Helpdesk des BMBWF 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 BMBWF 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 werten sind. Sie können den Helpdesk bis zum 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 zeitgleich an alle Lehrerinnen und Lehrer versendet.

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

- https://bestellung.srdp.at/Anleitung\_Helpdesk\_AHS.pdf (AHS)
- https://bestellung.srdp.at/Anleitung\_Helpdesk\_BHS.pdf (BHS/BRP)

Die Zeiten des Online-Helpdesks entnehmen Sie bitte https://ablauf.srdp.at. Falls eine telefonische Korrekturhotline angeboten wird, sind die Zeiten ebenfalls dort ersichtlich.

# 1 The language course

0	1	2	3	4	5	6	7
D	В	А	С	Α	D	В	В

# Begründungen

#### n

The text says: "<u>The impetus finally arrives in the form of a potential Spanish client</u>, and Lottie signs up for 'super-intensive beginners' – a week-long course in Granada, which, according to the brochure, is 'for professional people in need of learning Spanish quickly.'" Lottie therefore decides to attend a language course because somebody she might work with is from Spain.

#### 1

The text says: "Her current knowledge of Spanish is limited to 'Hola!' and 'No hablo español [...]." Lottie's ability to use Spanish is therefore next to nothing.

#### 2

The text says: "Her trip gets off to an exhilarating start with a cab driver who sweeps along the curving autoroute at 130 kmph while talking very animatedly into a hand-held mobile. Lottie makes a mental note to learn the Spanish for 'Please slow down' as a matter of priority." The taxi ride therefore makes Lottie feel rather uneasy.

#### 3

The text says: "Lottie has absolutely no idea what he is talking about – but soon realises <u>that everyone</u> <u>else does</u>." All the other students in Lottie's class therefore manage to understand the Spanish teacher.

#### 4

The text says: "Back in the classroom, things progress at a fast pace and 'total immersion' <u>rapidly turns</u> <u>into total aversion</u>, as far as <u>Lottie is concerned</u>." Lottie therefore soon learns to hate the method of teaching.

#### 5

The text says: "[...] neatly drawing attention to her ignorance while <u>holding up the rest of the class</u>. When she <u>finally</u> gets it, Pepe shouts 'Fantástico!' and <u>the others sigh with relief</u>." Lottie's efforts therefore make her fellow students impatient.

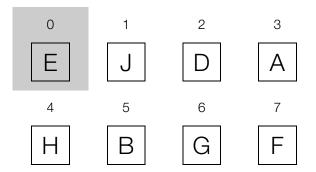
#### 6

The text says: "Meanwhile, Andreas and Sandrine pair up enthusiastically for exercises and, on day three, pitch up together, looking as if they haven't had much sleep. During a morning devoted to prepositions, Lottie notices that they are playing footsie under the table." Two students therefore show affection for each other within a few days.

#### 7

The text says: "On day four, faced with delivering a whiteboard presentation on the layout of her ideal town, which she was supposed to have prepared in advance, <u>Lottie bunks off to experience</u> some Spanish culture – namely, a visit to Zara Home." Lottie therefore decides to cut classes and do something else towards the end of the course.

# 2 Finding out about Britain's past



#### Begründungen

#### 0

The paragraph elaborates on the purpose of the project of British scientists and gives details about what it is hoping to gain. The text says: "In a unique and ground-breaking operation, scientists plan to <u>search for evidence of Stone Age human activity on Britain's very own 'Atlantis'</u> – a vast prehistoric land, once located between England and southern Scandinavia, which was engulfed by rising sea levels some 7,500 years ago."

#### 1

The sentence gives more specific information about the range, the uniqueness and the possible side-effects of the project. The text says: "Due to be launched later this month, the multi-million pound project is the largest of its kind ever attempted anywhere in the world and will <u>lead to the development by British</u> scientists of an entire range of new scientific techniques and capabilities."

#### 2

The sentence explains what exactly the scientists are looking for and what will help them reach their goal of getting very precise information regarding the natural surroundings and the role of man. The text says: "They plan to recover ancient pollen, insects and plant and animal DNA and to use high definition survey techniques to accurately <u>re-discover what the lost Stone Age landscape looked like, what vegetation flourished there</u> and how humans impacted on and used the environment."

#### 3

The beginning of the sentence and the explanation in brackets provide a hint that this must be about some land and its size. The text says: "This real British Atlantis originally covered some 100,000 square miles of what is now the North Sea (a long-lost territory around the size of modern Britain)."

#### 4

The paragraph continues to explain what brought about the disappearance of this prehistoric land and when it took place. The text says: "The major period of ice melt and consequent sea-level rise, which specifically affected the southern part of the North Sea region, occurred between 8000 BC and 6000 BC."

#### 5

After describing the beginning of the ice melt, the text continues to explain how certain areas were affected by the rising water levels. In the following sentence it explicitly mentions storm surges which devastated the area. The text says: "During that period of sea-level rise, what were then coastal zones became increasingly vulnerable to catastrophic flooding."

#### 6

The paragraph specifies the location and what happened to the location over the course of time. The text says: "But, over the centuries, it gradually <u>shrank and was finally overwhelmed by the waves in around 5500 BC</u>. It is conceivable that at least some of its last inhabitants would not have been able to escape."

## 7

The sentence refers to the outcome the expedition might produce and the next sentence hints at another similar find. The text says: "The expedition also hopes to <u>discover whether they were culturally more advanced than previously believed</u>. Plant DNA, recently obtained from another 'drowned' landscape (the Solent, between the Isle of Wight and mainland England) suggests that Stone Age people in that area were eating (and therefore importing or possibly growing) wheat some 2000 years earlier than previously thought."

# 3 Out of sync

	akzeptiert	nicht akzeptiert
0	it is lost	
1	because it is cheaper because of the costs cheaper less expensive less expensive subtitling prevails size of population size of the population subtitling is less expensive they are less expensive they have smaller budgets	are more than translation because of different languages because of foreign films because of many German-speakers because of the population because they are costly depends on the population depends on the population drawls get lost Europe's high German-speaking population higher box office return less people understand loss of translation main language of population reading subtitles distracts viewers (different meaning, would support dubbing not subtitling) size of German-speaking population speaking population they are bigger
2	used "multiple language versions"  cast in different languages different language casts filmed in more languages films in different languages made different language versions made many language versions made multiple language version multiple language recordings multiple language versions methods shooting different language versions shootting in more languages shot film several times shot in many languages shot in various languages shot with different casts with different casts with multiple language versions	to show foreign films coming into its own films were dubbed international market invent a recording system subtitels trailing closely behind sychrone speakers

# 3 syncing audio and video

a new recording system a special recoding system an Austrian recording system audio and video sync audio video syncing system inventing of recording system invention of recording system Invention of recording system Jakob Karol's recording system new recording system recording system by Karol sync audio and video synchronising audio and video system syc audio + video system that syncs audio technique invented by Karol

a recording system (the "recording system" must be specified in some way, in order to stress the innovation)
Big trail form of translation multi language version method record and sync audios recording system studio system with sound system with sound the recording system

# 4 films were manipulated foreign influences were controlled

by manipulating foreign films for manipulate people for manipulating people for manipulation for manipulation of public Foreign influences checked foreign influences were controlled foreign influences were manipulated influences could be manipulated it has been manipulated keep influences in check kept foreign influences back manipulated Manipulated

manipulated
Manipulated
manipulating
manipulation
Nazi references removed

reedited in Germany removed foreign influences removing all Nazi references they manipulated films

they re-edited films

to censor

to check foreign influences

to manipulate

to manipulate film

to manipulate foreign influences

to manipulate people

to manipulate the population

to stop foreign influences

translation that influences people translations could be manipulated

translations manipulated people

used for manipulating

used to manipulate

using it for propaganda

2 politicians hate dubbing banned

censoration of foreign films dubbing films were banned effective form of translation films were completely banned

forbidden

foreign films were banned it was completely banned made an appealing option

Mussolini banned films completely

sometimes banned they appeal to others they were banned translation

turn towards extreme nationalism

5	wartime nationalism	Casablanca
5	extreme nationalism	it minimal foreign influences
	extreme nationalism	S .
	and the second s	minimal foreign influence
	extreme nationalism	Mussolini banned foreign films
	fascism	to remove Nazi references (different meaning,
	fascist Italy with Musolini	not an attitude)
	German nationalism	
	Germany-extreme nationalism	
	nationalism	
	nationalism in Germany	
	the Nazis	
	the Nazis in Germany	
	the wartime nationalism	
6	destroys the actors' performance	balance of sound balance
	it changes sound balance	David Lynch
		destroys
	changes balance of sound	distracting
	changes sound balance	films are visual experiences
	dubbing destroys the performance	importance
	it change the sound	it distracts the viewer
	it changes the sound	it is too expensive
	it destroy the performance	reading distracts the viewer
	it destroys actors' performances	reading subtitles distracts viewer
	it destroys the performance	roading edotates distracte viewer
7	reading subtitles distracts viewers	a matter of cost (different meaning, dubbing is
		more expensive than subtitles)
	alternative to subtitle distraction	it distracts the viewer (different meaning, the
	audiences accustomed to format	focus is on dubbing not subtitles)
	audiences used to format	mainstream audiences are accustomed
	because subtitles distracts viewers	more viewer
	doesn't distract the viewers	subtitles destroy the film (too vague)
	film is visual	that you watch films
	film is visual experience	to make it easier <i>(too vague)</i>
	films are visual experiences	to maine it eacie. (tee ragae)
	no reading of subtitles	
	nothing distracts the viewer	
	reading subtitles distract viewers	
	reading subtitles distractive	
	subtitles distract the human	
	subtitles distract viewers	
	subtitles distract, dubbing not	

# Begründungen

#### 0

The text says: "Phrases like "I reckon", and "I just can't quit you!" spoken in lazy western drawls are more than lost in translation; they are just lost." The meaning of some sentences is therefore lost in dubbed films.

#### 1

The text says: "So foreign films shown in these countries are usually dubbed. This is usually attributed to the size of Europe's German-speaking population, allowing for higher box office returns than in the smaller countries of Scandinavia and the East, where the less expensive subtitling prevails." Therefore, some countries use subtitles instead of dubbing because it is less expensive.

2

The text says: "In the 1930s, [...] the quest for an international market led to the 'multiple language version' method, in which the same film was shot in more than one language with different casts." Producers therefore handled the language problem in the early days of the sound cinema by making multiple language versions.

3

The text says: "This was an expensive process, so the invention of <u>a recording system</u> that could <u>sync</u> <u>audio and video</u> (by Austrian physicist Jakob Karol) in 1930 introduced a more affordable solution." The technique that therefore eventually made dubbing possible was syncing audio and video.

4

The text says: "In fascist Italy, where foreign films were completely banned by Mussolini in 1930, dubbing became an effective form of translation in which foreign influences could be kept in check, or even manipulated." Some politicians therefore abused dubbing by manipulating and controlling foreign influences.

5

The text says: "In Germany, the turn towards <u>extreme nationalism</u> also made dubbing an appealing option. [...] Thus <u>wartime nationalism</u> supported local languages and minimal foreign influence, making dubbing the norm." The politics of wartime nationalism and extreme nationalism therefore all favoured dubbing.

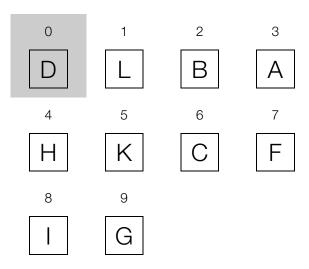
6

The text says: "Both David Lynch and Jean Renoir have stated in no uncertain terms that they 'hate dubbing'. Lynch feels that it not only 'destroys the actor's performance, it changes the balance of sound." David Lynch is therefore strongly opposed to dubbing because it destroys the actor's performance and changes the balance of sound.

7

The text says: "[...] Klaus Bauschulte, head of production at the German dubbing house, Berliner Synchron. 'Having to read <u>subtitles distracts the viewer</u>.'" An argument in favour of dubbing therefore is that it does not distract the viewer.

# 4 Making the workforce happy



# Begründungen

#### 0

The first part of the sentence mentions that the position of a "chief happiness officer" was initially laughed about, and the last part of the sentence talks about attracting and keeping the most talented employees, which implies that attracting and keeping the most talented employees has something to do with "happiness." The text says: "The emergence of the chief happiness officer (CHO), once met with stifled sniggers and confused expressions, reflects the increasing importance placed on cultivating a contented workforce."

#### 1

The first part of the sentence "The CHO's job is to [...]" indicates that the continuation must contain part of a job description. The text says: "The CHO's job is to <u>spearhead different initiatives to make people happier</u>, like celebrations, training, events and similar activities in the workplace that help people do great work and see the purpose of what they do."

#### 2

The sentence starts with a name and needs an option which explains what this person does in order to help big companies create happier workplaces. The text says: "Kjerulf <u>conducts speeches and workshops worldwide</u> to help companies such as Lego and Ikea create happier workplaces."

#### 3

The first part of the sentence explains what Fiona Duffy does in her job, ending in "[...] and our mission to [...]," which requires an infinitive phrase defining the "mission." The text says: "I dedicate my time to build and retain relationships with people passionate about the Happy Startup School and our mission to change the stereotype of business, to make it less about chasing profits."

#### 4

The subject of the sentence "The fundamentals of happiness" requires an option which gives more information about these fundamentals and then continues with "but different workplaces face different challenges." The text says: "The fundamentals of happiness <u>have their roots in basic human psychology</u>, Kjerulf says, but different workplaces face different challenges, so the message has to be tailored."

#### 5

The previous sentence mentions various challenges which different workplaces can encounter. Then the sentence starts with "Maybe the company" and requires an example of such a challenge. The text says: "Maybe the company is in trouble and needs to know how to deal with a crisis."

#### 6

Fiona Duffy talks about her job as a CHO. Then the sentence starts with "Her job title alone," which requires a continuation explaining what her job title does. The text says: "Her job title alone <u>has prompted plenty of compliments</u>."

#### 7

The first part of the sentence "Personal attributes" requires an explanation what these attributes are or do. The text says: "Personal attributes are more critical than specific qualifications, it seems."

#### 8

Duffy talks about her university career and how she chose an alternative to a corporate management career path. The sentence continues with "graduates," so we need information what these graduates do, think etc. The sentence says: "Duffy, meanwhile, dived into her current role straight after graduation as an alternative to the corporate, top-down management career path she says graduates <u>often think as their only option</u>."

#### 9

Kjerulf says that the only negative aspect of his job is "Working with the (fortunately few) clients who [...]", the sentence therefore needs a continuation which states the negative actions or qualities of these "fortunately few." The sentence says: "Working with the (fortunately few) clients who are reluctant to create a happier workplace, is Kjerulf's grievance. 'If you don't do something, nothing is going to change.'"