Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

18. September 2018

Englisch

(B2)

Lesen

Korrekturheft

Bundesministerium
Bildung, Wissenschaft
und Forschung

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
☐	☒
☒	■

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 finden Sie unter:

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

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	B	A	C	A	D	B	B

Begründungen

0
The text says: "The impetus finally arrives in the form of a potential Spanish client, 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 that everyone else does." All the other students in Lottie's class therefore manage to understand the Spanish teacher.

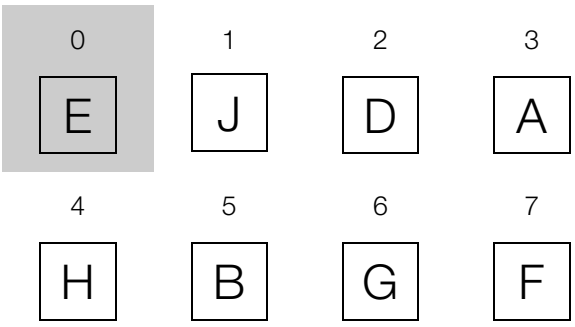
4
The text says: "Back in the classroom, things progress at a fast pace and 'total immersion' rapidly turns into total aversion, as far as Lottie is concerned." Lottie therefore soon learns to hate the method of teaching.

5
The text says: "[…] neatly drawing attention to her ignorance while holding up the rest of the class. When she finally gets it, Pepe shouts 'Fantástico!' and the others sigh with relief." 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, Lottie bunks off to experience 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 search for evidence of Stone Age human activity on Britain's very own 'Atlantis' – 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 lead to the development by British 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 re-discover what the lost Stone Age landscape looked like, what vegetation flourished there 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 shrank and was finally overwhelmed by the waves in around 5500 BC. 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 discover whether they were culturally more advanced than previously believed. 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	**it is less expensive** 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 poplution 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 to show foreign films
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 it more often shot with different casts with different casts with multiple language versions	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 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 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** **extreme nationalism** extreme nationalism fascism fascist Italy with Musolini German nationalism Germany-extreme nationalism nationalism nationalism in Germany the Nazis the Nazis in Germany the wartime nationalism	Casablanca it minimal foreign influences minimal foreign influence Mussolini banned foreign films to remove Nazi references *(different meaning, not an attitude)*
6	**destroys the actors' performance** **it changes sound balance** changes balance of sound changes sound balance dubbing destroys the performance it change the sound it changes the sound it destroy the performance it destroys actors' performances it destroys the performance	balance of sound balance David Lynch destroys distracting films are visual experiences importance it distracts the viewer it is too expensive reading distracts the viewer reading subtitles distracts viewer
7	**reading subtitles distracts viewers** alternative to subtitle distraction audiences accustomed to format audiences used to format because subtitles distracts viewers doesn't distract the viewers film is visual film is visual experience films are visual experiences no reading of subtitles nothing distracts the viewer reading subtitles distract viewers reading subtitles is distractive subtitles distract the human subtitles distract viewers subtitles distract, dubbing not	a matter of cost *(different meaning, dubbing is more expensive than subtitles)* it distracts the viewer *(different meaning, the focus is on dubbing not subtitles)* mainstream audiences are accustomed more viewer subtitles destroy the film *(too vague)* that you watch films to make it easier *(too vague)*

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 a recording system that could sync audio and video (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.

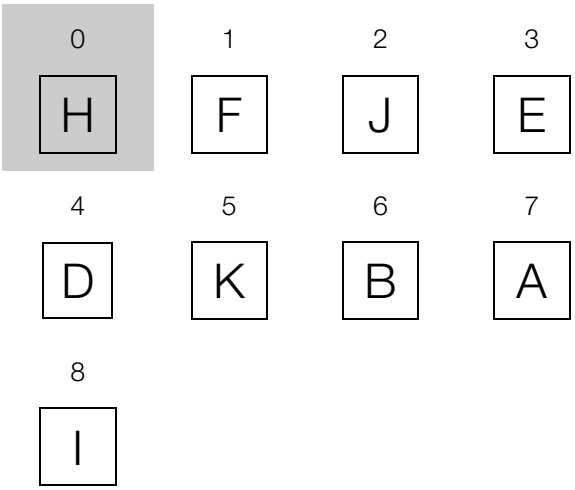
4
The text says: “In fascist Italy, where foreign films were completely banned by Mussolini in 1930, dubbing became an effective form of translation in which foreign influences could be kept in check, or even manipulated.” Some politicians therefore abused dubbing by manipulating and controlling foreign influences.

5
The text says: “In Germany, the turn towards extreme nationalism also made dubbing an appealing option. [...] Thus wartime nationalism 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 subtitles distracts the viewer.’” An argument in favour of dubbing therefore is that it does not distract the viewer.

4 From rubbish, beauty



Begründungen

0
The first part of the paragraph is about Nek Chand's daily routine over almost two decades. On leaving work he did not go straight home, which is what the reader might expect. The text says: "At precisely 5pm each working day […] Nek Chand […] would climb onto his bicycle. But he did not head for home. Instead he turned north, towards the Shivalik Hills and the damp, mosquito-prickling forest."

1
The second part of the paragraph is about the route Chand took on his bicycle. The text says: "Instead he turned north, towards the Shivalik Hills and the damp, mosquito-prickling forest. The road, good at first, soon became a bumpy track and then disappeared completely. Dense brush tangled in his wheels."

2
The paragraph is about Chand's reason for going to the forest. The text says: "'Who would come here and what for?' What he went for was to add one more rock, or a few more stones, to the secret world he was building there.The best specimens lay by the Ghaggar river, with strange man-or-woman shapes, and seemed to call out to be rescued."

3
The first part of the paragraph is about Chand's professional involvement in the building of a new city. The text says: "Le Corbusier was building a new Chandigarh, a 'city beautiful' based on right angles and reinforced concrete. It was the first planned city in independent India."

4
The second part of the paragraph is about the connection between Chand's official job and his own leisure-time building project. The text says: "[…] he saw to it that the new highways ran straight […] and when they cut through the old, poor, cluttered parts of Chandigarh, he accepted it as progress. In the rubble of these demolished houses, dumped not far from the forest, he found more treasure. Shards of crockery, electrical fittings, old tyres, bottle tops."

5
The first part of the paragraph describes the contrast between Le Corbusier's and Chand's projects and elaborates on Chand's background. The text says: "Le Corbusier's project was an immense public work. Nek Chand's was private, and at first just a hobby. He had never been taught art, sculpture or architecture."

6
The beginning of the paragraph is about Chand eventually having to flee from the place where he had grown up and settle elsewhere. The text says: "All that was before Partition uprooted him from what became Pakistan. He fled first to Delhi, where his parents died, and then in 1951 to Chandigarh. The new life he made never eclipsed the old one."

7
The paragraph is about the progress of Chand's private building project and ends by saying how it was discovered. The text says: "The intricate 'kingdom of gods and goddesses' grew and grew, until by 1975 it covered 13 acres. And then the authorities came to clear the forest."

8
The paragraph is about how Chand, in spite of having broken the law, was supported by the authorities. The text says: "The land was the government's, and his presence there illegal. At the least, he could have been fired. But city officials were so enchanted […] they decided instead to encourage him."

Bildquellen

Seite 9: © geralt/ www.pixabay.com

Seite 11: By Rod Waddington from Kergunyah, Australia - Nek Chand, CC BY-SA 2.0, https://commons.wikimedia.org/w/index.php?curid=29767908

Textquellen

Seite 5: Wheeler, Karen: The language course. http://howtospendit.ft.com/personal-luxuries/4695-the-language-course [03.04.2018] (adaptiert).

Seite 7: Keys, David: Britain's Atlantis: Scientific study beneath North Sea could revolutionise how we see the past. http://www.independent.co.uk/news/science/archaeology/britains-atlantis-scientific-study-beneath-north-sea-could-revolutionise-how-we-see-the-past-10480279.html [23.04.2018] (adaptiert).

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Seite 11: Autor/in nicht genannt: From rubbish, beauty. http://www.economist.com/news/obituary/21656131-nek-chand-saini-creator-rock-garden-chandigarh-died-june-12th-aged-90 [03.04.2018] (adaptiert).