Standardisierte kompetenzorientierte schriftliche
Reifeprüfung / Reife- und Diplomprüfung / Berufsreifeprüfung

23. September 2019

# Englisch

(B2)

# Lesen

≡ **Bundesministerium**
Bildung, Wissenschaft
und Forschung

# Hinweise zum Bearbeiten der Aufgaben

Sehr geehrte Kandidatin, sehr geehrter Kandidat!

Dieses Aufgabenheft enthält vier Aufgaben.

Verwenden Sie für Ihre Arbeit einen schwarzen oder blauen Stift.

Bevor Sie mit den Aufgaben beginnen, nehmen Sie das Antwortblatt heraus.

Schreiben Sie Ihre Antworten ausschließlich auf das dafür vorgesehene Antwortblatt. Beachten Sie dazu die Anweisungen der jeweiligen Aufgabenstellung. Sie können im Aufgabenheft Notizen machen. Diese werden bei der Beurteilung nicht berücksichtigt.

Schreiben Sie bitte Ihren Namen in das vorgesehene Feld auf dem Antwortblatt.

Bei der Bearbeitung der Aufgaben sind keine Hilfsmittel erlaubt.

Kreuzen Sie bei Aufgaben, die Kästchen vorgeben, jeweils nur ein Kästchen an. Haben Sie versehentlich ein falsches Kästchen angekreuzt, malen Sie dieses vollständig aus und kreuzen Sie das richtige Kästchen an.

A ☐    B ■    C ☒    D ☐

Möchten Sie ein bereits von Ihnen ausgemaltes Kästchen als Antwort wählen, kreisen Sie dieses Kästchen ein.

A ☐    B ■    C ⬛(eingekreist)    D ☐

Schreiben Sie Ihre Antworten bei Aufgaben, die das Eintragen von einzelnen Buchstaben verlangen, leserlich und in Blockbuchstaben. Falls Sie eine Antwort korrigieren möchten, malen Sie das Kästchen aus und schreiben Sie den richtigen Buchstaben rechts neben das Kästchen.

B    ■ G    F

Falls Sie bei den Aufgaben, die Sie mit einem bzw. bis zu maximal vier Wörtern beantworten können, eine Antwort korrigieren möchten, streichen Sie bitte die falsche Antwort durch und schreiben Sie die richtige daneben oder darunter. Alles, was nicht durchgestrichen ist, zählt zur Antwort.

~~falsche Antwort~~   richtige Antwort

Beachten Sie, dass bei der Testmethode *Richtig/Falsch/Begründung* beide Teile (*Richtig/Falsch* und *Die ersten vier Wörter*) korrekt sein müssen, um mit einem Punkt bewertet werden zu können.

Jede richtige Antwort wird mit einem Punkt bewertet. Bei jeder Aufgabe finden Sie eine Angabe zu den maximal erreichbaren Punkten.

Viel Erfolg!

NAME:

# ANTWORTBLATT

## How zombies help scientists

| 0 | A | X | B | ☐ | C | ☐ | D | ☐ |
|---|---|---|---|---|---|---|---|---|
| 1 | A | ☐ | B | ☐ | C | ☐ | D | ☐ |
| 2 | A | ☐ | B | ☐ | C | ☐ | D | ☐ |
| 3 | A | ☐ | B | ☐ | C | ☐ | D | ☐ |
| 4 | A | ☐ | B | ☐ | C | ☐ | D | ☐ |
| 5 | A | ☐ | B | ☐ | C | ☐ | D | ☐ |
| 6 | A | ☐ | B | ☐ | C | ☐ | D | ☐ |

___ / 6 P.

## The President's wife

| 0 | married within nine months |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |

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# ANTWORTBLATT

**3**

## Tales of big cities

| 0 | 1 | 2 | 3 |
|---|---|---|---|
| E | ☐ | ☐ | ☐ |

| 4 | 5 | 6 | 7 |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |

| 8 |
|---|
| ☐ |

| | richtig | falsch | richtig | falsch | richtig | falsch | richtig | falsch |
|---|---|---|---|---|---|---|---|---|
| | | | 1 | | 2 | | 3 | |
| | | | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | 4 | | 5 | | 6 | | 7 | |
| | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | 8 | | | | | | | |
| | ☐ | ☐ | | | | | | |

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**4**

## Improving working conditions

| | | | | | | | | | richtig | falsch |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 | A ☐ | B ☐ | C ☒ | D ☐ | | | | | | |
| 1 | A ☐ | B ☐ | C ☐ | D ☐ | | | | | ☐ | ☐ |
| 2 | A ☐ | B ☐ | C ☐ | D ☐ | | | | | ☐ | ☐ |
| 3 | A ☐ | B ☐ | C ☐ | D ☐ | | | | | ☐ | ☐ |
| 4 | A ☐ | B ☐ | C ☐ | D ☐ | | | | | ☐ | ☐ |
| 5 | A ☐ | B ☐ | C ☐ | D ☐ | | | | | ☐ | ☐ |
| 6 | A ☐ | B ☐ | C ☐ | D ☐ | | | | | ☐ | ☐ |
| 7 | A ☐ | B ☐ | C ☐ | D ☐ | | | | | ☐ | ☐ |
| 8 | A ☐ | B ☐ | C ☐ | D ☐ | | | | | ☐ | ☐ |

___ / 8 P.

___ von 29 P.

Read the text about strategies in the event of national crises. Then choose the correct answer (A, B, C or D) for each question (1-6). Put a cross (⊠) in the correct box on the answer sheet. The first one (0) has been done for you.

# How zombies help scientists

By Dr Jennifer Badham, Research Fellow, Centre for Research in Social Simulation at University of Surrey

Imagine this scenario… The US has been overrun with zombies and you are in charge of planning the UK response to deal with any local invasion. Your first thought – see how others deal with the problem – is not particularly practical. A field trip to the US would be suicidal; we can't simply adopt the US approach of roving bands of well-armed civilians (*Night of the Living Dead, Walking Dead*) because of the more limited access to weapons, and that approach has already clearly failed. What can you do instead?

With a real crisis, there could be many actions taken such as closing down long-distance transport, funding vaccine research, and fitness programmes to help people run away quicker. As the planner, you would need to think through the consequences of different options to decide which to adopt, and models could help you do it.

Models capture our understanding of how a system works, of what happens to one part when we make a change in some other part. This is what makes them useful for planning, because they can include more parts and connections than we can simultaneously hold in our brains. Models also provide a focus for discussion, so that each person can contribute their knowledge about one part to an overall shared understanding of the whole system.

Using a model solves some problems, but introduces others. There is more art than science in deciding what to include in a model and what to leave out. There are also many types of models including diagrams, mathematical equations, computer simulations and board games.
Each model tells a story, but different storytellers will focus on different parts of the story; the plot, the characters, the conflicts, the moral, the scenery. In the same way, each model emphasises those parts of a system that the modeller thinks are most important. Model types also naturally highlight different aspects. The different emphases have implications for the conclusions that can be drawn from a model.

I will work through several simple models about zombies at the British Science Festival that each uses a different modelling technique and, to some extent, would lead to different responses to the hypothetical zombie problem. One of these models (developed with Judy-Anne Osborn) focuses on the role of personal fighting skill, so it uses a modelling technique called agent-based modelling that allows simulated individuals to be different from each other. Depending on the size of the starting zombie population, one outcome is the survival of a small number of highly skilled humans. This and many other zombie models are soon to be published in a book.

I will also talk about the TELL ME model, which is being developed for a real policy issue; when and how to communicate to the public about protective behaviour during an influenza epidemic. The TELL ME model is probably more what the Sociology & Social Policy Section of the British Science Association had in mind when thinking about modelling, but would you have read this far if the blog piece wasn't about zombies?

0    In case of a zombie attack on American soil, going there would be

A    far too dangerous for anyone.
B    strictly forbidden by the government.
C    a thrill for adventurous people.
D    regarded as extremely stupid.


1    Unlike Americans, UK citizens cannot

A    hide in the vast countryside.
B    expect fast help from the military.
C    get guns easily.
D    form defence teams.


2    One measure to deal with such an emergency would be to

A    shut down borders at once.
B    stop people from travelling far.
C    call in medical teams from other countries.
D    fight the zombies like on a TV series.


3    Every model

A    describes single actions in great detail.
B    concentrates on various realistic events.
C    combines a huge number of linked details.
D    includes innovative research methods.


4    Everyone involved looks at aspects they

A    find most essential.
B    have not considered so far.
C    all agree on.
D    think are easiest to solve.


5    The author will introduce one possible strategy that deals with

A    computer programme-based solutions.
B    the role of professional soldiers.
C    secret service missions.
D    people's specific abilities.


6    The scientists are going to discuss how to

A    get in touch with people during a real crisis.
B    make the public aware of such models.
C    make the public more interested in such models.
D    get more public funding for a real crisis.

Read the text about President Woodrow Wilson's wife Edith. Complete the sentences (1-7) using a maximum of 4 words. Write your answers in the spaces provided on the answer sheet. The first one (0) has been done for you.



# The President's wife

Widowed at the age of 36, Edith White Bolling Galt was introduced to the recently widowed President Woodrow Wilson by a mutual friend well into his first term as President in March 1915. Feeling instantly attracted to each other, the pair was married within nine months, just 16 months after the death of the former First Lady.

As the United States entered World War I in 1917, Mrs. Wilson was shining in her duties as First Lady, but as the war grew, her role as hostess was quickly abandoned. To set an example for the federal rationing effort, she famously observed gasless Sundays, meatless Mondays, and wheatless Wednesdays while employing sheep to graze the White House lawn instead of stealing manpower from the war effort.

The war ended in November 1918 and the First Family embarked on a National Tour to rally support for the League of Nations (the precursor to the United Nations). The tour, however, took its toll on the President's health and on October 2, 1919, he suffered a severe stroke which left him partially paralyzed. Initially, Mrs. Wilson suggested he resign from office, but his doctors advised against such an action, and instead told her not to burden him with "government problems."

Predating the 25th Amendment (which gives the Vice President the ability to assume the duties of the President in an event where the President is incapacitated) by almost 50 years, Mrs. Wilson, believing only she understood the President and his manner of thinking, took it upon herself to decide which matters were pressing enough to bring to the bedridden President, and which matters to delegate to his cabinet. No one but the First Lady was allowed to see the President, and virtually everyone was kept in the dark about his situation, including Vice President Thomas R. Marshall, whom Edith disliked very much. Along with President Wilson's closest advisor, Joseph Tumulty, Edith did not believe Marshall was suitable to be President. Believing that any official communication between the presidential and vice presidential staff about his failing health would give Marshall the right to seek the duties of the President, they refused to give Marshall or cabinet members an update on the President's failing health.

Afraid that his attempt to seize control of the White House would not only be seen as a ruthless attempt to gain power, but would also set a bad precedent for future Vice Presidents, Marshall allegedly waited six weeks before demanding word on Wilson's health. Mrs. Wilson and Tumulty obliged by sending word to Marshall through Baltimore Sun reporter J. Fred Essary that the President was on his death bed. Stunned, Marshall still refused to do anything for fear of appearing disloyal to the President. In fact, from October 1919 to February 1920, Secretary of State Robert Lansing presided over cabinet meetings in the absence of both the President and the Vice President, something he was later fired for despite his claims he only did so in order to make the public believe the government was still functioning.

While the President slowly regained the ability to perform some of his duties, the First Lady continued to act as President (claiming she never made a single decision herself) until Wilson left office 17 months later. He died just three years later.

At the end of his term, a bitter Vice President Marshall quickly retired from public life saying, "I don't want to work, [but] I wouldn't mind being Vice President again."

| 0 | When Wilson and Edith fell in love, they got ___. |
|---|---|
| 1 | When U.S. military efforts increased, Edith's usual function ___. |
| 2 | Edith wanted the President to give up his position, but ___. |
| 3 | Knowing her husband, Edith chose which issues ___. (Give one answer.) |
| 4 | Edith doubted that the Vice President was ___. |
| 5 | As Edith worried about Marshall's reaction, she avoided ___. |
| 6 | When Marshall learned that Woodrow Wilson was dying, he ___. |
| 7 | When her husband recovered, Edith went on ___. |

Read the texts about cities in fiction. Choose the correct summary from the list (A-K) for each paragraph (1-8). There are two extra summaries that you should not use. Write your answers in the boxes provided on the answer sheet. The first one (0) has been done for you.



# Tales of big cities

0 ___

From an early scene, when a cask of wine breaks open in a Parisian slum and bystanders rush to drink every last drop, it is clear that we're in megacity territory. The accuracy of Dickens's pre-revolution Paris may be held up for scrutiny but never its intensity. As for his depiction of London, Dickens almost single-handedly created the image of Victorian London that we carry still today. Few writers have ever been so powerful.

1 ___

The hive is often used as a metaphor for the large city, but Paull's novel makes it literal. We follow Flora 717, the lowest class of bee, as she rises through the hive and has all the possible and impossible adventures you could hope to fit into a bee's life.

2 ___

This is the quintessential megacity novel. Four Malaysians move to Shanghai and try to make it big. Busy with bling, hustle and fake designer bags, it's written in a clear, simple prose set at contrast with the razzle it describes. Under all this sparkle is the loneliness of a city where a million people live a million separate lives.

3 ___

The protagonists in this childhood favourite are travelling for most of the novel, but for a brief interlude they are in Tashbaan, where the plot starts to fizz. From afar, this fantastical city is "one of the wonders of the world." Inside, however, are "unwashed people, unwashed dogs, scent, garlic, onions, and the piles of refuse which lay everywhere."

4 ___

One day in the life of central London, including diverted traffic, brain surgery and armed robbery. If you wonder how 24 hours in one man's life could be so eventful, you must live in the suburbs. Henry Perowne, neurosurgeon, is an intelligent mind wandering through the British capital, and there is little he doesn't pause to ponder on: from the BT Tower, to squash, to the war in Iraq. One of my favourite state-of-the-nation novels.

5 ___

Abel, a lecturer in the small town of Asaba, discovers that his younger brother Soni, a big man in Lagos, has gone missing. He travels to the city to unravel the mystery and gets sucked into a high-society world of big money, big crime and big secrets.

6 ___

This novel is set in old Delhi, in a crumbling family house in retreat from the louder, newer city outside. Every family has its own personal version of a national crisis, and this is the Das family's partition story. Novels are not history books but there's an emotional accuracy in this novel that shows how cities and countries can split over religious and cultural differences.

7 ___

A miniaturist is murdered in 16th-century Istanbul. Whodunnit is secondary in this kaleidoscope of a novel. We move through the city with a catalogue of unexpected narrators: a coin, a corpse, the colour red. No object, no person, no concept can pass through a megacity and remain unchanged.

8 ___

Sheri and Enitan, two young girls, meet in 60s Lagos. The city changes around them as their friendship grows and survives a civil war, an oil boom and a long string of military dictators. Their central friendship is in some ways a literary forerunner of the complicated relationship between Elena and Lila in Elena Ferrante's Neapolitan works.

This novel about a city...

| A | describes an eventful phase in the main character's life in the heart of a city. |
|---|---|
| B | shows the emotional development of characters' relationships when leaving home to find a better place to live. |
| C | plays with opposites when describing some people leaving home to discover urban isolation. |
| D | tells the story of relatives experiencing change in times of social and spiritual conflict. |
| E | paints a vivid and timeless picture of the historical places it describes. |
| F | uses a technique to tell the story that imitates the plot it describes. |
| G | uses a powerful image to describe experiences an unusual character has on the way to the top. |
| H | follows a provincial teacher being drawn into an unfamiliar way of life while looking for a relative. |
| I | describes a short episode in an extraordinary but essentially run-down place. |
| J | deals with political and social developments as well as the bond between the main characters. |
| K | combines its historical setting with a horrible crime and an unusual way of telling a story. |

Read the text about the treatment of factory workers. Then choose the correct answer (A, B, C or D) for each question (1-8). Put a cross (⊠) in the correct box on the answer sheet. The first one (0) has been done for you.

# Improving working conditions

Issues with working conditions in electronic component factories in China and elsewhere have been well publicised recently. Advocacy groups have uncovered various labour rights violations, from unpaid overtime and excessively long working hours, to poor living conditions and insufficient training. Some major brands have found themselves accused of not doing enough to safeguard the wellbeing of workers at factories that are often run by sub-contractors.

The truth is that countless manufacturers could be accused of similar sins, or worse – not only in the electronics industry, but in businesses as diverse as textiles, tanneries and toys. Every few months, the news is filled with another scandal about dire labour conditions. In April, a factory in Bangladesh collapsed, killing 1,132 garment workers. Meanwhile, child labour, bonded labour and slavery still exist in many countries.

These widespread problems reflect a longstanding conviction that companies can often make fatter profits by cutting corners and doing the wrong thing. But this cynical philosophy is proving to be badly misguided – not just morally, but financially. Research published by KPMG in the Netherlands in July 2013, commissioned by IDH, the Sustainable Trade Initiative, offers compelling evidence that companies can profit by treating their workers better.

Focusing on electronics manufacturers in China's Pearl River Delta, KPMG gathered data from more than 70 factories, interviewed management teams and analysed 99 academic studies. The findings suggest that there are tangible benefits to the bottom line when companies invest in improving working conditions. Some of the labour-related investments that were modelled could cause profit margins to rise as much as 0.4% – a significant windfall in an industry where margins typically range between 1% and 2%. In some cases, this financial payback can occur in as little as four to 20 months.

The research explored the effect of different investments in workers' wellbeing. For example, companies can reduce the number of mistakes workers make by improving physical conditions in sweltering factories and using air-conditioners. They can hire ergonomics specialists to reduce injuries that lead to sick days. They can improve training to combat the risk of health and safety incidents, or use performance-based pay as an incentive to boost workers' productivity.

The findings suggest that productivity rises significantly when employees are treated well. Contented workers are also less likely to quit, saving companies the hefty cost of hiring and training new recruits. In the past, this wasn't a pressing concern, since millions of rural labourers were flocking to Chinese cities in search of factory jobs. Now, China and other countries face mounting labour shortages, so the ability to attract and retain workers will be an increasingly important competitive advantage.

Companies that invest wisely in improving labour conditions can also reduce the considerable threat of negative publicity. In a globalised economy, with manufacturing dispersed all over the world, it is increasingly difficult to maintain control – and when things go wrong, the value of a brand can be badly damaged. Given these reputational risks, companies have more incentive than ever to make sure their suppliers act responsibly.

There are several routes companies can take to achieve this: give a cold shoulder to suppliers that violate the code of conduct, co-invest with suppliers that have a good plan for improving working conditions (and possibly share in the proceeds), and reward those that outperform on working conditions. And, of course, suppliers need to step up their game and become more sophisticated and trustworthy partners for leading brands.

0      Well-known companies have been blamed for failing to

      A   give their staff enough breaks.
      B   prevent acts of violence among staff.
      C   care for the needs of their workforce.
      D   pay their employees higher bonuses.

1    Reports about unacceptable circumstances in the workplace

    A    concern one industrial sector only.
    B    failed to mention a fatal accident.
    C    led to manufacturers paying fines.
    D    appear at regular intervals.

2    There is a well-established belief that

    A    satisfied workers keep production costs low.
    B    outsourcing leads to company growth.
    C    income can be raised by treating staff badly.
    D    underpaying staff is unethical.

3    Studies prove that there are noticeable advantages to spending money on

    A    making employment circumstances better.
    B    calling in management consultants.
    C    repaying company debts.
    D    expanding the product range.

4    Companies can offer staff extra money to

    A    miss fewer days at work.
    B    make them raise their output.
    C    do their work with more caution.
    D    practise a healthier lifestyle.

5    Happy staff will stay; therefore, employers can avoid

    A    employing farm workers from abroad.
    B    spending money on getting a new workforce.
    C    increasing working hours without extra pay.
    D    being exposed to foreign competition.

6    Due to changes in the job market, it is good for companies to be able to

    A    select the best applicants.
    B    move to other countries.
    C    cooperate with competitors from abroad.
    D    make employees come and stay.

7    Putting money into better working conditions helps firms to

    A    avoid unfavourable press reports.
    B    compete with other companies.
    C    sell their products globally.
    D    improve their supply chain.

8    If trade partners break the rules, the firms can

    A    teach them how to do it right.
    B    impose financial penalties.
    C    show no more interest in them.
    D    make them close down.

## Bildquellen

Aufgabe 2: Von Harris & Ewing - Library of Congress, Gemeinfrei,
  https://commons.wikimedia.org/w/index.php?curid=6093505

Aufgabe 3: © Mike Haufe / www.fotolia.com

## Textquellen

Aufgabe 1: Badham, Jennifer: What can zombies tell us about social policy planning?
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