

Standardisierte kompetenzorientierte  
schriftliche Reife- und Diplomprüfung

BHS

21. September 2016

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 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 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://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 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://srp.bifie.at/Anleitung\\_Helpdesk\\_AHS.pdf](http://srp.bifie.at/Anleitung_Helpdesk_AHS.pdf) (AHS)
- [http://srp.bifie.at/Anleitung\\_Helpdesk\\_BHS.pdf](http://srp.bifie.at/Anleitung_Helpdesk_BHS.pdf) (BHS)

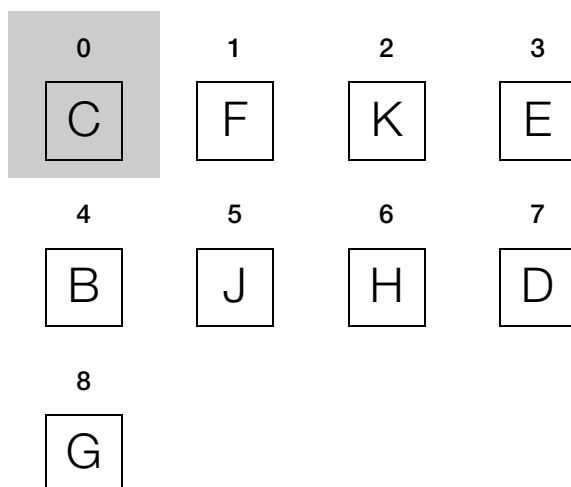
| Online-Helpdesk Englisch     |                                                                    |
|------------------------------|--------------------------------------------------------------------|
| Eingabe Helpdesk:            | 21. September 2016, 18:00 Uhr bis<br>25. September 2016, 23:59 Uhr |
| Eingabeschluss:              | 25. September 2016, 23:59 Uhr                                      |
| Versand der Antwort-E-Mails: | 26. September 2016, 20:00 Uhr                                      |

## Telefon-Hotline

Die Telefon-Hotline ist ausschließlich in den unten angegebenen Zeiträumen besetzt. Bitte ordnen Sie Ihre Anfragen nach Fertigkeit, Aufgabe und Fragenummer, um dem Hotline-Team eine rasche Bearbeitung zu ermöglichen. Vielen Dank!

| Telefon-Hotline Englisch  |                                            |
|---------------------------|--------------------------------------------|
| Telefon-Hotline Termin 1: | 27. September 2016 von 10:00 bis 12:00 Uhr |
| Telefon-Hotline Termin 2: | 27. September 2016 von 14:00 bis 16:00 Uhr |
| Telefonnummern:           | 01 533 6214 4062 oder<br>01 533 6214 4064  |

## 1 Make yourself at home



### Begründungen

0

The sentence before the gap says that Emma went to Finland. In the passage after the gap, Emma says that she loved staying with her Finnish exchange family. The text says: "I was keen to go and I loved staying with my Finnish exchange family."

1

In the passage after the gap, Emma says you cannot be afraid of something, you have to do it, implying that in her case speaking the foreign language gave rise to an unpleasant reaction. The text says: "It made them laugh when I spoke Finnish but you can't be afraid, you have to do it for the experience."

2

The passage after the gap refers to the possible relevance for going on an exchange of being "really good" at foreign languages. The use of inverted commas indicates that this is merely somebody's perception. The sentence following reinforces this idea. The text says: "Some pupils worry that you have to be 'really good' at a foreign language in order to try an exchange."

3

The two sentences before the gap are about kids overcoming the language barrier when there is a strong need to communicate. The passage after the gap repeats this idea. The text says: "She believes that with boys in particular, their interests often connect them and the language follows once they are comfortable."

4

The paragraph is about an exchange that did not work out well. The passage after the gap refers to being in a social situation where you cannot easily decide to leave early, which is characteristic of an exchange. The text says: "Doing an exchange is like going on a blind date except you can't leave after the first drink."

5

The sentence before the gap is about a negative experience a boy had with his host family. The passage after the gap is about somebody speaking to the family to try to solve the problem. The text says: "Luckily, he was able to contact his teacher, who made some tactful suggestions to the family."

6

The passage after the gap and the following two sentences suggest how to treat an exchange guest. The text says: "The most important thing for the exchange partner is to see how a British child's life is on a day-to-day basis."

7

The passage after the gap and the following sentence refer to an issue that is important for all involved but that need not be a problem, implying that the missing passage is about a central issue that could be a problem. The text says: "Food is another concern, both for the hosting family and the pupil going abroad."

8

The two sentences before the gap are telling the story of taking a French exchange guest to the supermarket to find out what food he liked. A food combination is mentioned after gap. The text says: "It turns out French kids are repulsed by the idea of tuna with sweetcorn."

## 2 Lost luggage

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

### Begründungen

0

The text says: "While it sounds staggering, mishandling 3.09 bags per 1,000 passengers actually represents an 8-percent decline since 2011." Since 2011, mishandled luggage has therefore gone down by 8 percent.

1

The text says: "A number of factors are helping to reduce the rate," he adds, including improved on-time performance and new baggage-tracking technologies." One of the reasons for this decline is therefore new ways of following luggage.

2

The text says: "[...] as airlines have zealously adopted baggage fees, there's been a dramatic drop in the number of checked bags." Therefore, passengers check in fewer cases because they have to pay for checked bags.

3

The text says: "One statistic that no one seems willing to gather or release is the amount that airlines spend each year to compensate passengers for lost or damaged baggage." Compensation statistics therefore have not been published.

4

The text says: "To avoid that fate, Sarah Schlichter, editor of IndependentTraveler.com, reminds travelers to carry on luggage and fly non-stop whenever possible [...]." To reduce the risk of your luggage not arriving, Ms Schlichter therefore recommends avoiding stopovers.

5

The text says: "You can also invest in high-tech luggage tags with radio frequency microchips." Chips that emit radio waves therefore can be found on baggage labels.

6

The text says: "Regional airlines like SkyWest (ranked a lowly 13 out of 15) tend to have the poorest records, while budget carrier AirTran comes in at No. 2." Therefore, mishandled luggage performances of local airlines are not good.

### 3 Philippe Starck

|   | R | F | akzeptiert                                   | nicht akzeptiert                                                                                                                                                                                   |
|---|---|---|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 | x |   | <i>He produced a juicer ...</i>              |                                                                                                                                                                                                    |
| 1 |   | x | Its primary purpose, according               | As with everything he<br>He produced a juicer ( <i>this sentence does not mention the purpose of the juicer</i> )                                                                                  |
| 2 | x |   | Photo booths make a                          | As with everything he<br>He has now turned<br>His upcoming projects include<br>The photo booth is<br>There is no picture<br>So I want to<br>He has created affordable<br>Designing is a compulsion |
| 3 | x |   | The booths also fit<br>With all the economic | Existence is at the<br>I have a sadness that<br>So I want to                                                                                                                                       |
| 4 | x |   | I have a sadness<br>My father was a          | Existence is at the<br>He says he would<br>If we can try<br>We try to deserve<br>With all the economical<br>He would never choose<br>He pioneered eco-design<br>His upcoming projects include      |
| 5 | x |   | He pioneered eco-design long                 | He has created affordable<br>He works hard at<br>It's not normal<br>The new booths which<br>You have an object<br>My father was a                                                                  |
| 6 |   | x | The stools in the                            | The box itself is<br>The new booths which<br>The stool is wide                                                                                                                                     |

#### Begründungen

0

The text says: "He produced a juicer for Alessi, the Italian design company, in 1990, which evolved from a sketch of a squid and became so iconic it has been displayed in New York's Museum of Modern Art." This sentence confirms that one of Starck's earlier designs is on view to the public.

1

The text says: "Its [the juicer's] primary purpose, according to Starck, was to 'start conversations.'" This sentence confirms that Starck's intention was not to inspire people to think about design privately, but to start conversations.

2

The text says: "Photo booths make a picture of every important time of our life." This sentence confirms that Starck's latest project has to do with occasions that mean a lot of us.

3

The text says: "The booths also fit well with Starck's philosophy of democratisation - all his designs should be affordable." The text also says: "With all the economic problems we have, people will become very poor and for a lot of people it will become impossible to buy even the cheapest camera on the market but almost everyone will have a coin to put in the machine... and exist." These sentences confirm that Starck wants his objects to be available to as many people as possible.

4

The text says: “I have a sadness that in my job we will never save lives.” The text also says: My father was a brilliant aircraft engineer and I was on a platform to make great rockets or something amazing and instead, sadly, I made a toothbrush.” These sentences confirm that Starck regrets that his work does not serve a higher purpose.

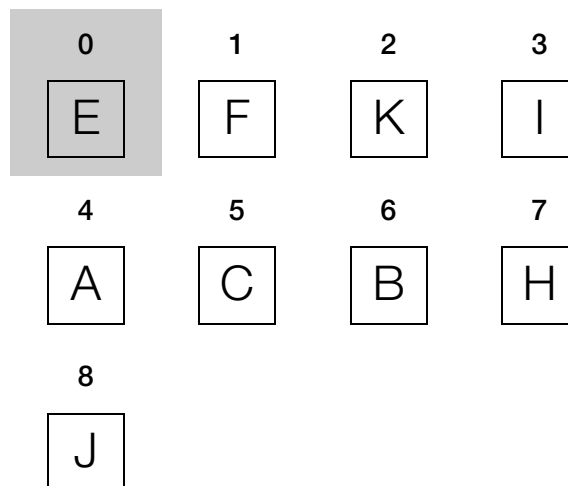
5

The text says: “He pioneered eco-design long before it became fashionable.” This sentence confirms that Starck was ahead of his time concerning one aspect of his work.

6

The text says: “The stools in the old booths used to move up and down, now the camera adjusts to your height.” This sentence confirms that the seat height in Starck’s booths cannot be altered; instead, the camera adjusts to the user’s height.

#### 4 Switching off when on holiday



#### Begründungen

0

This paragraph reports on a survey about what holidaymakers expect when on holiday and mentions that they want to stay digitally connected. The text says: “A recent American Express survey found that 83 per cent of holidaymakers expect to stay digitally connected during their break, and 64 per cent of those expect to check their work email daily while on leave.”

1

Later in the second paragraph, another example of switching off is given, namely the ‘No Wi-Fi’ benches in Amsterdam. The text says: “Around the same time, ‘No Wi-Fi’ benches which block Wi-Fi signals within a five-metre radius were erected in central Amsterdam.”

2

The sentence before the gap mentions that some leisure companies are trying to get their customers away from using their phones all the time. The text says: “In LA, Eva Restaurant is offering diners a 5 per cent discount if they leave their phones with the receptionist.”

3

The first part of the sentence describes that guests hand in their electronic devices and that a coach is there for them now that they don’t have to check emails etc. The text says: “Guests booking ‘de-tech’ packages will be asked to hand over their electronic devices at check-in and can avail of the services of a life coach if they need guidance on how to use their free time productively.”

4

The text preceding and following the gap provides information that guests who are addicted to being connected cannot go online. The text says: “At Jongomero safari camp in southern Tanzania, connectivity-craving guests who sneak an illicit smart phone into their room are still foiled from going online. The site offers no mobile-phone reception, Wi-Fi or television sets.”

5

The sentence describes the situation at the Three Camel Lodge in Mongolia from where it will not be possible to tweet a photo of the camels. The text says: “Stay at Three Camel Lodge in Mongolia’s Gobi Desert and there’ll be no chance of you tweeting a quick snap of the endangered Bactrian camels that roam the surrounding area – the nearest Wi-Fi point is 300 miles away in Ulaanbaatar.”

6

The text before the gap introduces the idea of the benefits of a digital detox, while the gap is followed by a specific example of a comment about the drawbacks of using digital devices. The text says: “And the benefits of a digital detox are numerous and significant.”

7

The sentence that follows this passage mentions “digital bombardment”, which has a negative impact. The text says: “Nicholas Carr, author of *The Shallows: What the Internet is Doing to Our Brains*, comments that constantly flitting from one forum or application to another to another is associated with ‘shallower thinking, weakened concentration, reduced creativity, and heightened stress.’”

8

The passage describes the concerns of experts for the high stress levels we face. The gap is followed by a relative clause that refers to “message or text”. The text says: “His views are supported by other experts who show similar concern for the elevated stress levels we face through being constantly on call, always searching for the next message or text that requires our attention.”