Standardisierte kompetenzorientierte schriftliche
Reifeprüfung / Reife- und Diplomprüfung / Berufsreifeprüfung

14. Jänner 2021

Englisch

Lesen B2

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.

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

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.

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.

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.

<div align="center">Viel Erfolg!</div>

ANTWORTBLATT

Growing of age

						Von der Lehrperson auszufüllen	
						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 ☐		☐	☐

___ / 6 P.

Curfew or Salsa?

		Von der Lehrperson auszufüllen	
		richtig	falsch
0	*between 3pm and 4pm*		
1		☐	☐
2		☐	☐
3		☐	☐
4		☐	☐
5		☐	☐
6		☐	☐

___ / 6 P.

ANTWORTBLATT

3

Is the internet making us stupid?

0	1	2	3
D	☐	☐	☐

4	5	6	7
☐	☐	☐	☐

8	9
☐	☐

Von der Lehrperson auszufüllen

richtig	falsch	richtig	falsch	richtig	falsch	richtig	falsch
		1		2		3	
		☐	☐	☐	☐	☐	☐
4		5		6		7	
☐	☐	☐	☐	☐	☐	☐	☐
8		9					
☐	☐	☐	☐				

___ / 9 P.

4

Great apps for small businesses

0	1	2	3
D	☐	☐	☐

4	5	6	7
☐	☐	☐	☐

Von der Lehrperson auszufüllen

richtig	falsch	richtig	falsch	richtig	falsch	richtig	falsch
		1		2		3	
		☐	☐	☐	☐	☐	☐
4		5		6		7	
☐	☐	☐	☐	☐	☐	☐	☐

___ / 7 P.

___ von 28 P.

1   6 P.

Read the text about one aspect of bringing up children. 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.

Growing of age

Raising adolescents is one long, often agonizing exercise in the hardest part of parenting: letting go.

At each stage of the way, parents find themselves under pressure to loosen their hold as the adolescent pushes for more individuality and independence, bent on becoming a unique person free to live on his or her own terms.

Why can letting go be so hard for parents? Letting go creates some degree of loss for parents – for example of companionship, closeness, communication, and control. Consider some problems of parental losses from letting go that come with each stage of adolescence.

During the first stage of adolescence, early adolescence (ages 9 – 13), there is letting go of childhood identity and companionship. Now parents lose their best buddy and tag-along who prized time with them, communicating everything and sharing in whatever they liked to do. For parents who were given such a golden childhood time, this letting go can be particularly painful. They will never have their son or daughter as a little child again. For these parents, this loss deserves honest mourning, appreciating the passing of a magical time they had together that they will never have again.

During the second stage of adolescence, mid adolescence (ages 13 – 15), there is letting go of social time with family for the increased importance of hanging out with friends. Now the double life of adolescence begins in earnest: the life about which parents are told and the one about which, for privacy's and freedom's sake, they are not. Parents tend to be told less as peers matter more. To protect social independence with peers, parents are put at a social distance. This letting go can be worrisome for parents when ignorance becomes a source of anxiety. The loss can be partly moderated when their home becomes a hosting place for friends, when their son or daughter is invited to include friends in family activities, when parents can develop friendships with their adolescent's friends.

During the third stage of adolescence, late adolescence (ages 15 – 18), there is the letting go of younger restrictions as some older freedoms (driving, dating, and part-time employment, for example) are allowed by parents, and others, not necessarily parent-approved, that are encouraged by peers (substance use, sex, and adventurous risk taking, for example). This creates a very scary letting go for parents, who must accept that they cannot keep their teenager free of more worldly dangers that are associated with the worldly experience he or she is wanting. The loss of parental protection that was provided by older restrictions may be partly supplanted by adequately preparing the high-school teenager to understand and manage new risks that come with acting more grown up. Parents have a duty to inform.

During the fourth and final stage of adolescence, trial independence (ages 18 – 23), there is the letting go from home and the chance to live apart from family. It takes a lot of fortitude to watch as the young person struggles to try his wings and keep his footing at the same time, sometimes falling victim to the errors of his ways. The last stage of adolescence requires a lot of parental letting go. What can ease this hard adjustment is a role change in relationship to their son or daughter. They can give up being managing parents (asserting authority and taking charge) and become mentoring parents instead (being available for consultation and advice should the young person ask). Now the parents respect the adolescent's right to make and live by their own choices, while they respect the knowledge from longer life experience that parents have to offer.

What is important for parents to understand about the loss side of letting go is that simply because this progressive release allows the adolescent to live more independently doesn't mean parents are abandoning the child. In fact, this is the great challenge of parenting teenagers: how parents can still stay lovingly and meaningfully connected to their son or daughter, and remain available, as adolescence gradually grows them apart.

0   Throughout a parent-teen relationship,

    A   parents feel incapable of meeting all the demands.
    B   teens are happy to depend on their parents.
    C   parents have to learn to allow their children more freedom.
    D   teens become more and more selfish.

1   When children first start becoming independent, many parents react by

    A   voicing bitter complaints.
    B   expressing shock.
    C   feeling great sadness.
    D   expressing anger.

2   When beginning to spend more time with peers, teenagers may

    A   be embarrassed about their parents.
    B   be less open with their parents.
    C   begin to feel self-conscious.
    D   start lying to their parents.

3   The second stage of growing up is easier for parents if they

    A   manage to ignore their worries.
    B   allow the child to have parties.
    C   accept being no longer involved.
    D   show interest in their child's companions.

4   Parents might dislike young adults engaging in new activities which

    A   other teens are allowed to take part in.
    B   could affect school grades.
    C   friends persuade them to do.
    D   they have forbidden.

5   Parents have to realize that it is impossible to always

    A   protect young people from negative life lessons.
    B   maintain a good relationship with their child.
    C   know what their child is up to.
    D   allow teens to handle situations their way.

6   Parents might think that permitting more freedom is a sign of

    A   selfishness.
    B   tolerance.
    C   respect.
    D   neglect.

2   6 P.

Read the text about whether curfews (deadlines by which teenagers have to be home by law) are a useful measure. Complete the sentences (1-6) 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.

Curfew or Salsa?

[...] In this mostly Hispanic neighbourhood known for gangs and poverty, over 200 students are participating in free after-school activities provided by Good Shepherd Services, a charity that helps vulnerable youths in the Bronx and Brooklyn. "We're having fun," says Samira, a "Salsa Scholar" on break from the cha cha.

By staying in school until after 5pm, these children are also staying out of trouble. Violent crime by or against young people peaks between 3pm and 4pm on school days, according to national FBI statistics. By 10pm, when adults commit most crimes, young people are half as deviant as they are at 3pm. Nearly a fifth of all crimes involving young people take place between 3pm and 7pm on weekdays.

Cities nervous about juvenile crime often introduce a mandatory curfew to keep kids off the street between 10pm and 6am. A new juvenile curfew in Paulsboro, New Jersey, punishes violators with fines of up to $1,000. Baltimore introduced one of the strictest curfews last year. Yet there is little evidence that curfews reduce crime. In Denver, Colorado, for example, where police punish teens who stay out late, "most juvenile crime occurs after school, not late at night," admits Commander Matthew Murray of the Denver Police Department. Nationally the rate of juvenile violence in the hours after school is five times that in the standard curfew period.

Mandatory ones can be costly to enforce, says Michael Males of the Centre on Juvenile and Criminal Justice, an advocacy group. In Philadelphia, for example, where a strict curfew keeps teens under 18 off the street by 10.30pm on weeknights, curfew and loitering stops made up around 70% of all juvenile arrests, according to the most recent FBI statistics. Officers also appear to enforce curfews unevenly. In 2011 young African-Americans were 269% more likely to be arrested for violating curfew laws than their white peers, says the Sentencing Project, another advocacy group.

Analysts reckon that after-school programmes are a better way to keep youths in order. A study from the University of California at Los Angeles assessing the performance of LA's BEST, a programme that serves 28,000 students across Los Angeles, found that regular participants were less likely to commit crimes, even years later.

Advocates claim that after-school programmes produce other benefits, from improving student behaviour to encouraging better attendance at school. But here the evidence is more mixed, according to a review of existing research published recently in the Journal of Youth and Adolescence. Some do indeed raise grades and enhance student performance, but programmes vary greatly in quality and are rarely informed by rigorous studies about what works best.

Still, parents want more of them. Around 10.2m students took part in after-school programmes around the country in 2014, but this number would nearly triple if supply met demand, claims the Afterschool Alliance, a lobby group. "We're over-enrolled, but we make it work," says Chante Brown, the programme director at Creston. "Because if they're not in this building, forget about it."

0	From Monday to Friday, youngsters are most likely to get attacked ___.
1	In one city, the penalty for ignoring the curfew is maximum ___.
2	According to Commander Matthew Murray, there are fewer problems ___.
3	In one city, if you wanted to be out at 11pm on a Tuesday, you would have to be ___.
4	Racial inequality concerning curfews has been pointed out by ___.
5	The impact of Los Angeles's after-school activities has been evaluated by ___.
6	Figures showing the need for more such programmes have been given by ___.

3   9 P.

Read the text about possible consequences of using the internet. Some parts are missing. Choose the correct part from the list (A-L) for each gap (1-9). There are two extra parts 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.

Is the internet making us stupid?

A growing body of scientific evidence suggests that the internet, with its constant distractions and interruptions, is turning us into scattered and superficial thinkers. I've been studying this research for the past three years, in the course of writing my new book *The Shallows: How the Internet Is Changing the Way We Think, Read and Remember*. But my interest in the subject is not just academic. It's personal. I was inspired to write the book after I realised that I was losing (0) ___. Even when I was away from my computer, my mind seemed hungry for constant stimulation, for quick hits of information. I felt perpetually distracted.

Could my loss of focus be a result of all the time I've spent online? In search of an answer to that question, I began to dig into the many psychological, behavioural, and neurological studies that examine (1) ___, our information technologies, shape our habits of mind.

The picture that emerges is troubling, at least to anyone who values the subtlety, rather than just the speed, of human thought. People who (2) ___, the studies show, comprehend less than those who read words printed on pages. People who watch busy multimedia presentations remember less than those who take in information in a more sedate and focused manner. People who are continually distracted by emails, updates and other messages understand less than those who (3) ___. And people who juggle many tasks are often less creative and less productive than those who do one thing at a time.

The common thread in (4) ___. The richness of our thoughts, our memories and even our personalities hinges on our ability to focus the mind and sustain concentration. Only when we pay close attention to a new piece of information are we able to associate it meaningfully and systematically with (5) ___, writes the Nobel Prize-winning neuroscientist Eric Kandel. Such associations are essential to mastering complex concepts and thinking critically.

When we (6) ___, as we tend to be when looking at the screens of our computers and mobile phones, our brains can't forge the strong and expansive neural connections that give distinctiveness and depth to our thinking. Our thoughts become disjointed, our memories weak. The Roman philosopher Seneca may have put it best 2,000 years ago: "To be everywhere is to be nowhere."

In an article in *Science* last year, Patricia Greenfield, a developmental psychologist who runs UCLA's Children's Digital Media Center, reviewed dozens of studies on how different media technologies influence our cognitive abilities. Some of the studies indicated that (7) ___, increase the speed at which people can

shift their focus among other images on screens. Other studies, however, found that such rapid shifts in focus, even if performed adeptly, result in (8) ___.

In one experiment at a US university, half a class of students was allowed to use internet-connected laptops during a lecture, while the others had to keep their computers shut. Those who browsed the web performed much worse on (9) ___. Earlier experiments revealed that as the number of links in an online document goes up, reading comprehension falls, and as more types of information are placed on a screen, we remember less of what we see.

A	how we communicate with each other digitally
B	knowledge already well established in memory
C	are constantly distracted and interrupted
D	my own capacity for concentration and contemplation
E	less rigorous and "more automatic" thinking
F	this study is the speed with which we multitask
G	are able to concentrate
H	icons and certain computer tasks, like playing video games
I	read texts studded with links
J	a subsequent test of how well they retained the lecture's content
K	these disabilities is the division of attention
L	how the tools we use to think with

| 4 | 7 P. |

Read the texts about apps which make life easier for owners of small businesses. Choose the correct text (A-F) for each statement (1-7). You can use a text more than once. Write your answers in the boxes provided on the answer sheet. The first one (0) has been done for you.
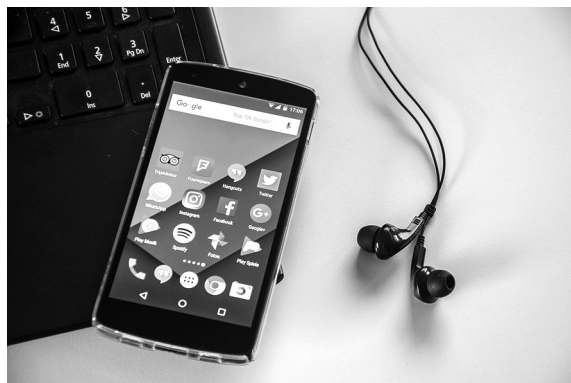
Great apps for small businesses

A

QuickBooks's accounting software helps you run your business and provides a full sense of your company's financial health. You can use it to track your business's sales and expenses; view financial statements, such as profit-and-loss reports; pay your employees and vendors; track unpaid invoices; and much more. It connects to thousands of accounts — including your business bank account, credit cards, PayPal and Square — and uploads data from these sources seamlessly. It also makes doing your business taxes much easier, as it tracks your expenses and lets you upload photos of receipts with your phone.

B

This app, formerly known as ZenPayroll, streamlines your company's entire payroll, tax and benefits process. Besides online employee onboarding, Gusto automatically reports new hires to the government; handles all local, state and federal tax filings; automates deductions for benefits and workers' comp payments; and emails digital pay stubs to employees.

C

Clear is a gesture-based task-management app that prides itself on ease of use, and justifiably so: You can easily adjust items by pulling them down the screen, pinching them, and finally swiping them off the screen once they're completed. Not only can you create and manage separate lists, schedules and reminders to organize daily tasks, but you also can sync them among your Mac desktop, iPhone, iPad, Apple Watch and iPod Touch.

D

Proven helps you organize your hiring, allowing you to post all your job listings to multiple job boards with one click on your smartphone. You can also sort through dozens of application responses in just minutes; categorize applicants into yes, no and maybe buckets; and note when you follow up with a candidate.

More than 1,000 businesses currently use the platform. It's an especially good fit for companies that have sporadic hiring needs, such as restaurants and retail, or any entrepreneur who juggles multiple business tasks and needs to save time on hiring.

E
Expensify makes keeping track of your expenses while on a business trip a lot less painful. You can link your credit or debit card to your Expensify account so that the app will place charges directly on an expense report. If you'd rather not do this, you can take pictures of your receipts with your phone, and Expensify will automatically extract the relevant information. You can then make an expense report yourself, which only takes a few minutes.

F
Trello is an easy-to-use project management app that tracks your team's workflow. Each card you create on a Trello board represents an assignment or task. You can add members, comments, attachments — from Google Drive, Dropbox or your computer — checklists, due dates and labels and stickers to make the cards as descriptive as possible. And whenever you change a card, Trello notifies each member via email and on mobile devices.

This app …

helps you choose potential employees for job interviews.	0
helps you coordinate everyday activities.	1
advertises vacancies on various employment sites.	2
manages money to be paid to the authorities.	3
informs employees when group-related issues are altered.	4
assists you when travelling for work.	5
helps you settle bills that you owe.	6
sends out salary information.	7

Bildquellen

Aufgabe 3: © i love images / www.fotolia.com

Aufgabe 4: © USA-Reiseblogger / www.pixabay.com

Textquellen

Aufgabe 1: Pickhardt, Carl E.: Parenting adolescents and the problems of letting go.
https://www.psychologytoday.com/intl/blog/surviving-your-childs-adolescence/201204/parenting-adolescents-and-the-problems-letting-go [09.03.2020] (adaptiert).

Aufgabe 2: Autor/in nicht bekannt: The witching hour. How longer school-days can keep kids out of trouble.
https://www.economist.com/news/united-states/21652346-how-longer-school-days-can-keep-kids-out-trouble-witching-hour [11.03.2020] (adaptiert).

Aufgabe 3: Carr, Nicolas: How the internet is making us stupid.
https://www.telegraph.co.uk/technology/internet/7967894/How-the-Internet-is-making-us-stupid.html [28.02.2020] (adaptiert).

Aufgabe 4: Nicastro, Steve: 25 Best Apps for Small-Business Owners in 2017.
https://www.nerdwallet.com/blog/small-business/20-apps-small-business-owners [02.11.2017] (adaptiert).