

Standardisierte kompetenzorientierte schriftliche
Reifeprüfung/Reife- und Diplomprüfung/Berufsreifeprüfung

30. September 2021

Englisch
Korrekturheft

Lesen B2

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 checked="" 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 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 bei der beurteilenden Lehrkraft.

Online-Helpdesk

Ab dem Zeitpunkt der Veröffentlichung der Lösungen können Sie unter der Webadresse <https://helpdesk.srdp.at/> 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.

Eine Anleitung zur Verwendung des Helpdesks finden Sie unter:

- https://helpdesk.srdp.at/Anleitung_Helpdesk.pdf

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 Facial recognition in market research

0	1	2	3	4	5	6	7
B	C	B	D	C	A	D	B

Begründungen

0

The text says: "Facial expressions are strongly linked to emotions, and research organizations have used human observation of recorded videos to try to assess emotional response for many years." So far, the interpretation of people's feelings has therefore combined technology and people's judgement.

1

The text says: "Human assessment has many limitations, however, and facial expression recognition technology offers an opportunity to overcome some of these limitations, delivering a much greater level of insight about personal sentiment and reactions." When people watch and interpret feelings, the results are therefore likely to be far from perfect.

2

The text says: "According to research by Dr. Paul Ekman, a pioneer in the study of emotions and facial expressions and Professor Emeritus of Psychology at the University of California Medical School, brief flashes of emotion displayed on the respondent's face – or 'micro-expressions' – reveal a person's beliefs and their propensity to act or buy." US studies therefore prove that tiny signs of feelings show somebody's attitudes.

3

The text says: "Customer experience leaders have declared 2016 'The Year of Emotion,' continuing the trend for MR and Voice of the Customer (VoC) to become increasingly complementary disciplines. This trend is also likely to fuel demand from enterprises who expect their MR providers to offer the most cutting-edge research technologies." In marketing there is therefore a tendency to use the latest technical tools.

4

The text says: "This knowledge not only gives researchers a greater understanding of behavior patterns but also helps predict likely future actions of those consumers. The result? An unprecedented level of insight into what affects customer emotions." With the help of the new technologies, scientists can therefore find out what influences the feelings of buyers.

5

The text says: "Marketing researchers are under increasing pressure to deliver real business value to their customers. Adding to that pressure, however, are the ongoing decline of survey response rates and challenges with collecting data from specific demographic groups." Marketing experts therefore face the problem that people get tired of taking part in polls.

6

The text says: "Within a survey, an advertisement can be shown during which the respondent's webcam will record their reaction." When doing market research, the new technology therefore films the consumer while watching a commercial.

7

The text says: "Traditionally, respondents would answer questions about the advertisement, rating it on various scales. While broadly effective in most cases, results are dependent on the respondent's ability to recall what they've just been shown, their interpretation of their own emotions, and their ability to put those emotions into words." In conventional market research, the success of a survey was therefore influenced by the short-term memory of the participants.

2 Failing and succeeding

	akzeptiert	nicht akzeptiert
0	<i>when they make mistakes</i>	
1	<p>fail again and again</p> <p>are not effective aren't successful continue making mistakes continue to fail don't learn from mistakes fail again fail and fail again fail every time fail more than once fail over again fail over and over keep failing no learn from them not learn from mistakes repeat their mistakes</p> <p><i>The answer must contain a verb</i></p>	<p>be smart better themselves dwell on the result dwell on them dwelling on the disappointing error related negativity ERN fail (<i>also those who benefit from their mistakes fail but that group learns from their mistakes and therefore only makes the mistake once not repeatedly</i>) failure focusing on the failure get worse from mistakes have potent initial responses have two properties learn better learn from their errors learn from their mistakes success suffer suggesting a initial response translate failures into success</p>
2	<p>generates two distinct reactions</p> <p>2 distinct reactions 2 reactions ERN Pe 2 signals appear activates 2 distinct reactions are 2 reactions brings up two reactions causes 2 distinct reactions creates 2 reactions distincts two different reactions generates 2 brain-reactions generates 2 reactions generates 2 signals has 2 distinct reactions have 2 distinct reaction have 2 reactions includes 2 distinct reactions leads to 2 reactions there are 2 reactions trigger two brain reactions triggers 2 separate reactions triggers certain brain reactions</p>	<p>can be an precursor dwelling on disappointing result helps to get success is a disappointing result is a distinct reaction (<i>factually wrong as the error is not a reaction</i>) is created different more effectively negative reactions react with the brain subjects learn more effectively teaches us something (<i>not everybody learns from every mistake</i>) we can get better with a fixed mindset</p>
3	<p>is called error-related negativity appears 50 milliseconds later is mostly involuntary</p> <p>appears 50 milliseconds afterwards arrives milliseconds after failure called error-related negativity in 50 milliseconds is called ERN</p>	<p>after a screw up as purely negative dwelling on disappointing results error positivity if we pay attention is called error positivity is disappointment is the attention learn from it</p>

	<p>is ERN reaction is error-related negativity is sending ERN signal</p>	<p>occurs when paying attention on a disappointing result properties signal to learn from it trying to learn from when we pay attention with 2 distinct reactions with a fixed mindset with a growth mindset with a Pe signal with both reactions with signals with two properties within 100 milliseconds</p>
4	<p>focus on the failure learn from the mistake have larger ERN signal have consistent Pe signal</p> <p>be consistent with Pe create larger ERN signals demonstrate a larger ERN demonstrate larger ERN signals dwell on disappointing result dwell on the mistake enlarge ERN signal focus on the failure have consistent Pe signal have large ERN signal learn from failure learn from failures pay attention to error pay attention to mistakes provide larger ERN signal reflect on the failure response to the mistake responses to the mistake send larger ERN signals signalize a larger ERN</p>	<p><i>The answer must contain either the idea of focussing on the mistake/ error/ disappointing result (and therefore learning from the mistake) or the concept of a large ERN signal or a consistent Pe signal.</i></p> <p>pay attention (<i>failure/ mistake/ error must be included</i>) learn from it (<i>failure/ mistake/ error must be included</i>) a growth mindset agree with statements be a growing mindset be more error positive be more focussed be trained believe in success believe to himself change demonstrate ERN signal (<i>larger must be included</i>) focus get better almost grow have a high intelligence invest time and energy larger Pe signals (<i>wrong as Pe signal is consistent</i>) learn learn from it looking at how education make a potent response produce more Pe save the information shape its signals shapes the signals show a growth mindset take mistakes as precursors to change trigger both reactions work work harder</p>

5	<p>cannot be changed</p> <p>can't be changed can't be worked on can't change can't grow cannot be enhanced cannot be improved cannot be increased cannot be learnt cannot change cannot get more cannot improve does not change has a certain amount is a certain amount is a character trait is a fixed amount is a talent (<i>because talents are a natural ability and have not been taught</i>) is fixed is given is limited is not improveable is something not changeable is something you have is unchangeable isn't changeable levels can't be changed nothing you can develop something you can't change stays the same</p>	<p>agree with statements always can be better can always become increased can always grow can be achieved can be improved can be learned can be learnt can be trained can get better can grow combines time and energy come with mistakes comes by analyzing mistakes comes from doing mistakes comes from improvement comes from invested time comes from making mistakes comes from mistakes comes with time could get even better depends on the education doesn't determine knowledge is achieved by mistakes is an essential precursor is based on brain signals is based on failures is based on will is established through mistakes is growable is hard sometimes is important is improveable is learned from mistakes is not fixed is not that important is possible to achieve is precursored by mistakes is prescur to knowledge is provided by effort is something to learn is the failure outcome is to succeed means also making mistakes need mistakes need time and energy needs a growth mindset see failure as negative see mistakes earlier</p>
6	<p>make silly mistakes</p> <p>are making mistakes do more mistakes made silly mistakes make easier mistakes make mistakes make more mistakes make more silly mistakes</p>	<p>accurate over time (<i>only the growth mindset group became more accurate over time, after making silly mistakes, not all the participants</i>) are getting on are more accurate are not motivated became far more accurate become accurate of mistakes</p>

	<p>make stupid mistakes start making mistakes tend to make mistakes tend to silly mistakes</p> <p><i>the act of making a mistake/ error/ failure must be included in the answer</i></p>	<p>become more accurate can get better fail and become accurate generate larger Pe signals generated much larger Pe-signals get a error positivity get confronted with tediousness have larger Pe signal see the mistakes tend to lose concentration tend to see failures</p>
7	<p>got lower scores</p> <p>achieved 20% lower scores achieved worse results did worse drop scores nearly 20% drop their score dropped 20% in score dropped nearly 20% dropped scores 20% dropped their scores dropped their scores 20% failed more than others got lower scores got worse scores had a lower score had a worse result had decreasing scores had lower scores had made regress had worse scores made them regress make more mistakes performed nearly 20% worse regressed saw scores drop 20% saw their scores drop score dropped 20% score lower on tests scored 20% less scored 20% lower scored a worse result scored less scored less than before scored lower results scored lower than before scored lower than others scored worse scored worse results scored worse than others scores drop 20% scores drop nearly20% scores drop nearly20% scores dropped 20% their score dropped 20% their scores drop their scores dropped enormously</p>	<p><i>Answers containing a fixed mindset are not acceptable as this does not pertain to the exam situation.</i></p> <p><i>Any answer referring to being less scared (of making mistakes) is incorrect. It is not true for the 'smarts' subject group.</i></p> <p>achieved a higher score achieved good grades are more confident did better than others did well got a higher score got a learning process had a higher score had better results had the wrong mindset less scared of mistakes made better made less mistakes made no mistakes mistakes were sign stupidity performed better persue a growth learning praised for high score reached a higher score reached an higher effort score higher on tests scored 30% higher scored 30% higher efforts scored a better outcome scored better results scored higher think mistakes are stupid transformed failure into success were relaxed about mistakes where better were much less scared</p>

Begründungen

0

The text says: "Mr. Dylan's lyric neatly summarizes an essential principle of education, which is that students learn best when they make mistakes." A song points out that learners are therefore most successful when they make mistakes.

1

The text says: "But not every failure is created equal. Some people are able to translate their failures into success, while others fail again and again. Why are some people so much more effective at learning from their errors?" Compared to those who benefit from mistakes, there are therefore those who tend to fail again and again.

2

The text says: "In recent years, scientists have discovered that every mistake generates two distinct reactions within the brain." Brain research shows that every error we make therefore generates two distinct reactions.

3

The text says: "The first reaction is called error-related negativity (ERN). It appears about 50 milliseconds after a screw-up and is mostly involuntary." Our brain's most immediate response to failure is therefore called error-related negativity or appears 50 milliseconds after or is mostly involuntary.

4

The text says: "It turns out that subjects learn much more effectively when their brains demonstrate two properties: (1) a larger ERN signal, suggesting a more potent initial response to the mistake, and (2) a more consistent Pe signal, which means that they are focusing on the failure and thus trying to learn from it." In order to acquire knowledge more easily, the brain therefore has to focus on the mistake or learn from the mistake or have a larger ERN signal or have a consistent Pe signal.

5

The text says: "In her influential research, Dr. Dweck distinguishes between people with a fixed mindset—they agree with statements such as 'You have a certain amount of intelligence and cannot do much to change it.'" People with an established way of thinking therefore believe that cleverness cannot be changed.

6

The text says: "Dr. Moser's experiment involved giving subjects a tedious cognitive test in which they had to identify sequences of letters. The tediousness was the point: Dr. Moser wanted subjects to get bored and to make silly mistakes." One study shows that when faced with a boring task, all of the participants therefore make silly mistakes.

7

The text says: "On a standardized test, those praised for effort scored 30% higher after a few months, while the children praised for their smarts saw their scores drop nearly 20%. The wrong mindset had made them regress." In an exam, students who were congratulated on being clever therefore got lower scores.

3 Places to live and work

0	1	2	3
B	C	D	E
4	5	6	7
A	A	B	E

Begründungen

0

Paragraph B contains the answer: "My wife and I were expecting our first child and we had always wanted to raise kids outside of Sydney,' he said." Orange therefore was chosen by a resident to benefit the next generation.

1

Paragraph C contains the answer: "Toowoomba has more of a community feel and a better social life." Toowoomba therefore is a place where people get on well together.

2

Paragraph D contains the answer: "The area is moving beyond a narrow band of industries in tourism and property development with higher education, research and commercial industries also taking root in the area." Gold Coast / Northern NSW therefore has started to focus more on the academic sector.

3

Paragraph E contains the answer: "The area attracts large tourist numbers, and stages international events from sporting to music concerts." Newcastle therefore provides entertainment from all over the world.

4

Paragraph A contains the answer: "When the Ford motor company made the decision to no longer produce cars at its Geelong plant, the region was confronted with the prospect of an exodus of the city's workers. Local politicians, business leaders and community organisations not only had to meet this challenge but have since followed the path set by Newcastle before BHP closed down the steel works in that city." Geelong therefore has actively dealt with economic difficulties.

5

Paragraph A contains the answer: "The area's proximity to Melbourne (75km away) makes the area accessible to Melburnians seeking to stretch their property dollar, although the one hour and 10 minute train commute provides a compelling case for improving the train link to this area." Geelong therefore is in need of infrastructure development in one more area.

6

Paragraph B contains the answer: "Orange has a well-developed commercial centre with the New South Wales government maintaining offices for lands and agriculture, while Macquarie Bank opened an office in 2015." Orange therefore offers jobs for specific state employees.

7

Paragraph E contains the answer: "Ease of access to nearby centres, including the Hunter Valley, provides a far greater choice of homes. According to PRD, the median house price in the Hunter Valley is A\$400,000. To live on the beach in Newcastle city itself, the price tag is more expensive at A\$1 million dollars." Newcastle therefore forces people to move to surrounding areas for financial reasons.

4 Legal battle in the world of fashion

0	1	2	3
C	A	E	G
4	5	6	7
L	K	H	J
8	9		
D	I		

Begründungen

0

The paragraph is about how the legal battle between Louboutin and Yves Saint Laurent began. The text says: "Now YSL is fighting back in a dispute which started with a collection of pumps."

1

The paragraph is about the position Louboutin holds in the world of fashion and what he gained recognition for. The text says: "The designer is among the most prolific on the international catwalks and, in his case, the prized instant recognition which is fashion's life blood comes with his poppy-red lacquered soles."

2

The paragraph is about Louboutin's trademark and how it originated. The text says: "He swiftly used the enamel in question to cover the shoe and one of fashion's status symbols was born."

3

The paragraph is about YSL's position and why Louboutin's trademark does not have exclusive rights to red soles. The text says: "Or so he thought. YSL argues that Louboutin has no monopoly on the colour – on the soles of his shoes or indeed elsewhere – and that its shoes have sported red soles since the Seventies."

4

The sentence gives examples of the historical development of red soles, from their first appearance to their use in a famous 1930s American film. The text says: "'Red outsoles are a commonly used ornamental design feature in footwear, dating as far back as the red shoes worn by King Louis XIV in the 1600s and the ruby-red shoes that carried Dorothy home in The Wizard of Oz,' said court papers filed by Yves Saint Laurent and released this week."

5

The sentence presents Louboutin's point of view of the legal battle with YSL. The text says: "Louboutin, 47, is seeking damages of \$1m (£620,000) from YSL which, he argues, has copied his signature sole on 'virtually identical' shoes."

6

The sentence is about the content of a legal document. The text says: "According to court documents, Louboutin, which sells more than 500,000 pairs of shoes in more than 40 countries, was awarded a registered trademark for its red sole by the US Patent and Trademark Office in 2008."

7

The sentence is about the purpose of the red colour used on the soles of Louboutin's shoes. The text says: "The shiny red colour has no function other than to identify to the public that they are mine,' the designer told a court in his application."

8

The sentence is about previous legal steps which have been taken by Louboutin against other companies. The text says: "With this in mind, Louboutin has, in the past, obtained injunctions against several companies attempting to replicate it, including, last February, Kimera International, which was found to have 'engaged in acts of trademark counterfeiting and trademark dilution.'"

9

The paragraph is about the legal situation and cites a lawyer involved in the case who gives his opinion on further proceedings. The text says: "Charles Colman, a New York-based intellectual property rights lawyer, told trade paper Women's Wear Daily that any litigation was likely to prove a long, drawn-out affair."

Bildquellen

Aufgabe 3: © Kollsd / www.pixabay.com

Textquellen

Aufgabe 1: Lawlor, Terry: Facial recognition in market research: The next big thing?

<https://www.insightsassociation.org/article/facial-recognition-market-research-next-big-thing> [15.02.2021] (adaptiert).

Aufgabe 2: Lehrer, Jonah: The art of failing successfully.

<https://www.wsj.com/articles/SB10001424052970204644504576651323346219428> [24.11.2020] (adaptiert).

Aufgabe 3: Petrie, Dan: Five cities you should move to and why.

<https://www.news.com.au/finance/economy/australian-economy/heres-five-regional-cities-you-should-move-to-and-why/news-story/aaaf9fde886e4daebb7b42c72fe1d6fb> [15.02.2021] (adaptiert).

Aufgabe 4: Frankel, Susannah: You don't have sole right to red soles, YSL tells Louboutin.

<https://www.independent.co.uk/life-style/fashion/news/you-dont-have-sole-right-to-red-soles-ysl-tells-louboutin-2288583.html> [15.02.2021] (adaptiert).