

Name:

Klasse/Jahrgang:

Standardisierte kompetenzorientierte schriftliche
Reifeprüfung / Reife- und Diplomprüfung / Berufsreifeprüfung

13. Jänner 2023

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.

A	<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>	D	<input type="checkbox"/>
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Möchten Sie ein bereits von Ihnen ausgemaltes Kästchen als Antwort wählen, kreisen Sie dieses Kästchen ein.

A	<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>	D	<input type="checkbox"/>
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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.

<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	G	<input type="checkbox"/>	F
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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
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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

It's over, or isn't it?

0 <input checked="" type="checkbox"/> F	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>

Von der Lehrperson auszufüllen

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

___ / 7 P.

How to use gamification in business

0 <input checked="" type="checkbox"/> A	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	

Von der Lehrperson auszufüllen

richtig	falsch	richtig	falsch	richtig	falsch	richtig	falsch
		1		2		3	
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2

___ / 6 P.

NAME:

ANTWORTBLATT

3

Congressman John Lewis

0	A	<input checked="" type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
1	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
2	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
3	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
4	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
5	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
6	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>

Von der
Lehrperson
auszufüllen

richtig falsch

<input type="checkbox"/>	<input type="checkbox"/>
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___ / 6 P.

4

Forest School

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Von der Lehrperson auszufüllen

richtig falsch richtig falsch richtig falsch richtig falsch

		1		2		3	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		4		5		6		7	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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1

7 P.

Read the text from 2014 about how modern technology can affect splitting-up. Some parts are missing. Choose the correct part (A-J) for each gap (1-7). 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.

It's over, or isn't it?

Dating is a lot like science. At the very least, trial and error are an essential part of the process. And the outcome is not always the hoped-for one.

Breakups are in fact inevitable – you imagine a final, decisive moment when two strained sweethearts go their separate ways. They throw out the snapshots and souvenirs, mourn and mope for a while, dig into the ice cream, and sooner or later, resume the search for a suitable mate. The exes never (0) _____. Out of sight, eventually out of mind.

But it's 2014, and it's not so easy to erase an ex from your life. The newly decoupled (1) _____ – that could be too direct – but there are other ways they stay connected. When you have 100 numbers in your cellphone and 700 friends on Facebook, links linger.

Deleting an ex's number or clicking “Unfriend” takes work. Worse, it can feel like salt in a wound. An ex's words and smiles may (2) _____ or pop up in chat windows. It's easy to keep tabs on a former partner. In ways that weren't even imagined before the advent of instant messages and status updates, broken-up partners remain, for better or worse, a part of each other's lives.

By impeding a definitive ending, technology has created what relationship researcher Scott Stanley dubs the “soft breakup”. “There are so many easy, cheap ways to (3) _____,” says Stanley, a professor of psychology at the University of Denver. “Social media have completely transformed the chances of persistent connection.”

Compared with a wall of silence, a friendly text message here and an email there can take the edge off a breakup. “The soft breakup gives us a new way of saying ‘I don't want to date you, but let's try to be friends,’” says Galena Rhoades, a clinical psychologist who frequently collaborates with Stanley on research. “Having the option to do a soft breakup might (4) _____ they know is a dead end.”

But lingering ties come with big emotional risks. They facilitate on-again, off-again relationships even when the coupling was not ideal and needed to end.

Breakups are painful, and continuing connections can reinforce an impulse to turn to the ex for comfort, says Sarah Halpern-Meehin of the University of Wisconsin. Every flicker of reconnection can obscure the very sensible reasons a relationship ended.

At a minimum, electronic ties tempt exes to look backward. By offering a perpetual gaze into the lives of former partners, social media platforms (5) _____. Yet every hour spent monitoring an ex is an hour not spent searching for a better match.

The blurriness of breakups can undermine new relationships as well. The next partner may have a hard time tolerating any vestiges of a prior romance. “Exes may no longer be so ex,” says Stanley, but jealousy is still jealousy.

Lingering links can also fuel anxiety in a new partner. Rhoades hears clients voice fears of being left for the ex who hovers electronically. Not every concern is so dire, but it's worrisome enough to feel that “your partner may (6) ____.”

“We really don't like giving up options,” Rhoades says, “but not giving up options makes it harder to commit to any particular option.” In other words: It's harder to step into a new relationship when one foot is stuck in the past.

Given the drawbacks of soft breakups, wouldn't it be easier for exes to sever all ties, analog and digital? Often, prior partners are people who merit respect and whose opinions we value. We prefer to think that they (7) _____. “If we're deleting somebody from our life, chances are the other person is doing the same, and that's uncomfortable,” Rhoades says.

However much soft breakups blur the boundaries of romantic attachments, the new acceptance of post-breakup connection reflects a more generalized change in relationships: an increase in ambiguity at all stages of mating.

A	view us favorably despite the unhappy ending
B	motivate people to get out of a relationship
C	heal your grief and move forward with joy in your heart
D	continue to float across Facebook feeds
E	be sharing things that are not shared with you
F	see each other again
G	enable exes to hang on to hope
H	might not call each other or meet up
I	spend some time considering why a break is necessary
J	stay in contact now

Read the texts about how businesses use games for various purposes. Choose the correct text (A-E) for each statement (1-6). 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.

How to use gamification in business

A

This is a gamification classic. In 2013, M&M's launched an incredibly successful game as a part of its M&M's pretzel marketing campaign. The game was based on the eye-spy logic; it was inexpensive and simple, and yet became an instant hit among the audience of M&M's.

Users were basically presented with a large graphic design of M&M's candy, with one small pretzel hidden among them. The task was to simply find the hidden pretzel.

What kind of benefits did the game bring to M&M's? It boosted user engagement with the brand, bringing over 25,000 new likes on the company's official Facebook page, as well as more than 6,000 shares and 10,000 comments.

The game was a miniscule part of a massive marketing campaign, but it offered a new fun way to engage with the company's new product and effectively helped to spread the word about it all over social media.

B

Nike has launched a campaign called NikeFuel, a part of its vast Nike+ community. In NikeFuel, users compete against each other in their daily amount of physical activity. An app on their smartphone notes all activities performed by users and transcribes them into points. After reaching a certain level, NikeFuel unlocks special trophies and rewards. All of this generates lots of motivation for Nike's customers – not only to keep doing sports, but also share their results in social media and increase the brand's visibility.

Nike made sure that its customers are engaged and motivated enough to repeat tasks with growing excitement. The campaign also encouraged specific behaviors, such as sharing app results on social media.

C

Keas is a smart employee-wellness platform used by many organizations to keep group health insurance costs low and maintain low expenses related to occurrences such as unnecessary sick days. In its operation, Keas employs gamification by allowing workers from client companies to log into their personal dashboards. Here they can view their statistics, earn awards for achievements like completing tasks, or support co-workers for getting closer towards their goals.

D

Even if it sounds childish, ChoreWars proved to be a great tool to boost motivation at the office, especially for completing mundane tasks that simply need to be done. ChoreWars can be configured to serve as a one-off contest – perfect if you'd like to get employees back in action.

You can also use it as an ongoing program that will issue a weekly leader board and award prizes to top players every week. ChoreWars is a solution businesses use for turning ordinary tasks into engaging competition where users create characters, chores, and embark on adventures.

E

4food website is basically like one exciting game. You can have a look at company values presented in badges, 'flip the bird' for discount offers or even build your own burger. This is a kind of customer experience that users won't easily forget.

The gamified experience here serves to engage customers, help them understand the core company values and appreciate the organization's dedication to bringing top quality in food, while supporting various charities at the same time.

In this example of gamification...

the advertising strategy used a search activity.	0
companies try to improve the physical well-being of the staff.	1
a lasting memory is created for the consumer.	2
potential customers should pass on information advertising the snack.	3
the enthusiasm of workers is improved.	4
the company tracks how much people exercise.	5
aid organizations are funded.	6

Read the text from 2015 about an incident in the life of an American politician. 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.

Congressman John Lewis

He thought it was over. It was Sunday, March 7, 1965, and a voting-rights march from Selma to Montgomery had barely begun when Alabama state troopers charged a line of nonviolent demonstrators led by the twenty-five-year-old John Lewis. Trapped between asphalt and his uniformed attackers at the foot of the Edmund Pettus Bridge, inhaling tear gas and reeling from two billy-club blows to his head, Lewis felt everything dimming. He could hear screams and racial slurs and the clop-clop-clop of the troopers' horses. His skull fractured, his vision blurred, Lewis believed the end had come. "People are going to die here," he said to himself. "I'm going to die here." Yet for Lewis there was, strangely, no sense of panic, no gasping, no thrashing, no fear: He was at peace.

The world around him on that day, though, was at war, and the television cameras were whirring. Images of the Alabama troopers' attack on Lewis and his fellow marchers ran that evening; ABC broke into the broadcast premiere of *Judgment at Nuremberg* to show the footage. What had begun as an ordinary day in a small Southern town was soon to be known as Bloody Sunday, and the scene at the bridge became that rarest of things: a crossroads in the long story of civilization. "At times, history and fate meet at a single time in a single place to shape a turning point in man's unending search for freedom," President Lyndon B. Johnson told the Congress. "So it was at Lexington and Concord. So it was a century ago at Appomattox. So it was last week in Selma, Alabama." Within months came the Voting Rights Act of 1965, a landmark victory in the decades-long battle against Jim Crow.

Today, fifty years on, John Lewis, who is beginning his fifteenth term representing Georgia's fifth congressional district in the U.S. House of Representatives, is older and heavier, but he still embodies the spirit of Bloody Sunday: His was—is—a vision of nonviolent social change that has more in common with the martyrs of old than with the politics of a given hour. "At the moment when I was hit on the bridge and began to fall," Lewis recalls, "I really thought it was my last protest, my last march. I thought I saw death, and I thought, 'It's okay, it's all right—I am doing what I am supposed to do.'" Which was to dramatize the injustice of segregation and to call white America to redemption—not through violent confrontation but through courageous witness.

Born in 1940 to sharecropper parents, Lewis overcame a childhood stutter by preaching to chickens on the family farm in Pike County, Alabama. After the Montgomery bus boycott catapulted Martin Luther King, Jr., to fame, Lewis sought out the emerging civil-rights icon, became chairman of the Student Nonviolent Coordinating Committee, and began a fabled life in the movement. Lewis was beaten and arrested across the South, including on the epochal Freedom Rides; spoke at the March on Washington in 1963; and was leading the Selma-to-Montgomery voting-rights effort when he and his colleague Hosea Williams crested the Pettus Bridge and spotted a line of troopers on that March Sunday.

0 John Lewis

- A marched at the front of the protesters.
- B deliberately provoked the police.
- C fell under the feet of a horse.
- D was shot in a fight with the police.

- 1 **In the face of death, Lewis felt**
 - A desperate.
 - B angry.
 - C calm.
 - D excited.

- 2 **The incident in Selma**
 - A got little media attention.
 - B was soon given a special name.
 - C became part of a German documentary.
 - D took place at a street crossing.

- 3 **As a consequence of the incident in Selma,**
 - A police rights were cut back.
 - B some protesters stood trial.
 - C laws for elections changed.
 - D troops marched on Selma.

- 4 **Lewis stands for the idea of**
 - A suffering for your faith.
 - B African-American progress.
 - C political compromise.
 - D peaceful resistance.

- 5 **At a young age, Lewis**
 - A talked to animals to practice speaking.
 - B wanted to become a preacher.
 - C worked for a local farmer.
 - D intended to be a bus driver.

- 6 **John Lewis was at university when he**
 - A became a political activist.
 - B made a famous speech at Selma.
 - C was sentenced to years in prison.
 - D helped King boycott public transport.

Read the text about an educational method that takes pupils outdoors. Some parts are missing. Choose the correct part from the list (A-J) for each gap (1-7). 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.

Forest School

A Forest School offers a different approach to curriculum delivery because it is child- rather than content-centred. Children are supported in their learning and encouraged to explore the outdoor environment and (0) _____. Forest School leaders use accelerated learning and teaching techniques to create a unique learning vehicle that helps participants to utilise their local woodlands for interactive play, to develop confidence, emotional resilience, independence, language and communication skills and increase levels of physical activity, health and mental wellbeing.

Forest School provides enjoyable, experiential learning experiences, based on (1) _____ in close proximity to their school for an extended period of time (usually at least 10-12 weeks). Delivering significant learning opportunities that are relevant to a wide range of curriculum outcomes, Forest School has particular benefits for health and enterprise outcomes, as well as sustainable development and citizenship.

How did Forest School develop?

The Forest School concept was introduced in Sweden in the 1950s when retired soldier, Goesta Frohm, created the idea of 'Skosgmulle' to teach young people about their natural environment, using songs, stories and tools with a practical, hands-on approach. The model's popularity grew so that, by the 1980s, Forest School had become an integral part of Denmark's early years' programme.

Since this methodology was introduced to the UK during the 1990s, originally as an early years' (Forest Kindergarten) approach, it has been broadened and (2) _____. The growth of Forest Schools has been unprecedented, spreading across the UK as schools recognise the potential for the model to meet the needs of all ages and abilities. In Scotland, as with the rest of the country, a wide variety of educational settings have experienced Forest School, in a range of woodland areas, with positive, demonstrable success.

Key to this success is the quality and support given to the staff leaders. Extensive training and opportunities to gain practical experience are offered before reaching a qualification standard. The issues of, for example, risk assessment, health and safety, first aid, site selection, ecological impact assessment, and continued learning and development (3) _____.

Activities

The day begins with a walk or journey to the woodland environment, which offers pupils plenty of opportunities to (4) _____. At their site, a safety briefing appropriate to the age group attending is delivered, which encourages pupils to self-risk-assess and be more aware of their surrounding environment.

Forest School Leader training empowers staff to be able to set up small achievable activities (in response to the participants' ideas) that (5) _____. A structured activity approach is not a Forest School approach, but it can allow progression if participant-directed.

Teamwork and inter-personal skills are heightened through tasks such as shelter building. Numeracy is supported through outdoor maths activities, including taking measurements of trees, and literacy is bolstered through storytelling, woodland poetry and discussions that take place within the group.

Games and activities, (6) ____, support exploration, whereas lighting fires and using tools promote trust, self-awareness, management of risks, self-confidence, while helping to develop gross and fine motor skills. Environmental art projects promote creativity and allow pupils to be inspired by the environment around them. Monitoring flora and fauna and seasonal change allows pupils to experience all facets of the habitat in which they are learning.

Benefits

There is significant anecdotal evidence that pupils are more highly motivated to learn at Forest School because the learning provides tangible results and it caters to all learning styles. Activities pursued are achievable and often open-ended, (7) ____ that can be transferred back to the classroom. Participating pupils and teachers also comment on their enjoyment of being outside and away from stuffy, overheated classrooms.

A	are all assimilated within the training
B	including hide-and-seek or going on a mini-beast hunt
C	ensuring that a sense of achievement is gained by pupils
D	develop a sense of appreciation for nature
E	are within the capabilities of every person in their group
F	adapted to evolve into Forest Schools
G	asking the children to support each other
H	regular visits to the same area within a local woodland
I	engage in observations and discussions about the day ahead
J	encouraging a healthier lifestyle and regular exercise

Textquellen

Aufgabe 1: Huston, Matt: Dating: The soft breakup.

<https://www.psychologytoday.com/articles/201409/dating-the-soft-breakup> [29.04.2022] (adaptiert).

Aufgabe 2: Wells, Monica: Top 10 best examples of gamification in business.

<https://www.mycustomer.com/community/blogs/monicawells/top-10-best-examples-of-gamification-in-business>
[28.04.2022] (adaptiert).

Aufgabe 3: Meacham, Joe: The interview: Congressman John Lewis.

<https://gardenandgun.com/articles/gg-interview-congressman-john-lewis/> [29.04.2022] (adaptiert).

Aufgabe 4: Boyd, Karen: Put down roots as a Forest School. In: *Primary Teacher Update*, February 2013, S. 49–50 (adaptiert).