

Name:

Klasse/Jahrgang:

Standardisierte kompetenzorientierte schriftliche
Reifeprüfung / Reife- und Diplomprüfung / Berufsreifeprüfung

14. Jänner 2025

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"/>
---	--------------------------	---	-------------------------------------	---	-------------------------------------	---	--------------------------

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"/>
---	--------------------------	---	-------------------------------------	---	-------------------------------------	---	--------------------------

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
--------------------------	---	-------------------------------------	---	--------------------------	---

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

The new age of the airship

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

Von der
Lehrperson
auszufüllen

richtig falsch

___ / 7 P.

1

Brains without borders

	T	F	First four words
0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Quang Nguyen dates his</i>
1	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input type="checkbox"/>	<input type="checkbox"/>	
6	<input type="checkbox"/>	<input type="checkbox"/>	
7	<input type="checkbox"/>	<input type="checkbox"/>	
8	<input type="checkbox"/>	<input type="checkbox"/>	

Von der
Lehrperson
auszufüllen

richtig falsch

___ / 8 P.

2

NAME:

ANTWORTBLATT

3

West Coast Australia

0 B	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"/>
8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	

Von der Lehrperson auszufüllen

richtig	falsch	richtig	falsch	richtig	falsch	richtig	falsch
		1 <input type="checkbox"/>	<input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	3 <input type="checkbox"/>	<input type="checkbox"/>
	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>	6 <input type="checkbox"/>	<input type="checkbox"/>	7 <input type="checkbox"/>	<input type="checkbox"/>
	8 <input type="checkbox"/>	9 <input type="checkbox"/>	<input type="checkbox"/>	10 <input type="checkbox"/>	<input type="checkbox"/>		

___ / 10 P.

4

The data or the hunch

0 /	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"/>
8 <input type="checkbox"/>	9 <input type="checkbox"/>		

Von der Lehrperson auszufüllen

richtig	falsch	richtig	falsch	richtig	falsch	richtig	falsch
		1 <input type="checkbox"/>	<input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	3 <input type="checkbox"/>	<input type="checkbox"/>
	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>	6 <input type="checkbox"/>	<input type="checkbox"/>	7 <input type="checkbox"/>	<input type="checkbox"/>
	8 <input type="checkbox"/>	9 <input type="checkbox"/>	<input type="checkbox"/>				

___ / 9 P.

___ von 34 P.

Bitte umblättern.

Read the text from 2021 about alternative forms of shipping. Then choose the correct answer (A, B, C or D) for each question (1-7). Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.

The new age of the airship

As the world slows down in response to COVID-19 and as we grapple with how to reduce carbon emissions from air travel and freight, airships may offer viable alternatives – and not just in passenger flights. Hybrid airships are touted for aid drops, search and rescue, eye-in-the-sky command centres and tourism. Imagine a bird’s eye tour of the North Pole or Great Barrier Reef. Some believe luxury airships could even become playthings of the super-rich, decadent floating mansions that offer the same status as a luxury yacht.

The most practical application, however, lies in freight. “I’ve long believed that hybrid airships would be best placed to disrupt global shipping given their volumetric capacity, the increasing desire for rapid delivery of goods from overseas, and the fact that their speed and operating cost would enable faster delivery than by ship with a proportionally lower increase in transportation cost,” says John-Paul Clarke, professor of aerospace engineering at the University of Texas at Austin.

International shipping doesn’t have to be fast, so transporting food or chemicals by airship could save significant carbon emissions compared to large freight vessels at sea. Yet for all their green credentials, some argue that helium-powered airships are not the future of green transport. “The main source of helium production is oil and gas extraction,” says Julian Hunt, a researcher at the International Institute for Applied Systems Analysis in Austria. “If the main driver for a future airship industry is to reduce aviation CO₂ emissions, a helium-based airship industry will have to rely on a functioning oil and gas industry. It does not make sense.” Hunt has proposed using the jet stream to propel airships at far greater altitudes than something like the Airlander plans to fly.

But if helium – which is also a non-renewable resource – isn’t the answer, then it raises two alternative H-words, both with rather negative connotations: hydrogen and Hindenburg. In 1937, the most infamous airship that ever flew exploded midair and crashed in front of photographers and filmmakers, killing 36 people. Powered by (flammable) hydrogen, the crash was a PR disaster that contributed to the demise of airships as a popular mode of transport.

That was over 80 years ago, however. Most in the industry believe hydrogen’s comeback is inevitable. “Hydrogen is the obvious alternative to helium,” says Clarke. “It can be produced greenly and more and more cheaply with each passing day. It has an unfortunate reputation due to past accidents [but] we have learned a lot over the years about how to handle hydrogen, especially in transportation settings, and it is now being used to propel cars, trucks, and aircraft.”

So what’s it like to fly in an airship? According to Durham, a trip on HAV’s Airlander would be a lot smoother than modern flight. “It’s a low-noise, low-vibration, low-turbulence cabin space where in many operations you may even be able to open a window. It’s also got floor to ceiling windows, so the ambient light is different as well. The cabin has a lot more volume per passenger.”

Clarke and Hunt both doubt that airships offer a viable alternative to short-haul flights, citing issues like wind variability and logistical issues, but Durham remains optimistic. “There will be sweet spots that work for our product and there will be spaces that won’t work. It’s probably not going to work for long-haul flights,” he says. “I think they have a place to play in society moving forward. The human race is going to have to come to terms with the fact that we cannot spend our time rushing and tearing about the place, ignoring the planet.”

- 0 **Special airships have the potential to**
- A attract new target groups of tourists.
 - B provide similar prestige as expensive boats do.
 - C reduce the number of tourist cruise ships.
 - D replace the private planes of wealthy people.
- 1 **According to one expert, the distribution of goods via airships would**
- A prove to be a lot quicker.
 - B cause fewer accidents on the oceans.
 - C decrease costs for consumers.
 - D become more reliable.
- 2 **Delivering certain goods by airship might**
- A have a positive effect on the quality of the products.
 - B solve many logistics problems.
 - C provide safe journeys in all weathers.
 - D improve the ecological footprint of the products.
- 3 **Another fuel option for powering airships**
- A proved to be a success in the past.
 - B marked a breakthrough in technology.
 - C reminds people of a certain event.
 - D was forbidden decades ago.
- 4 **According to one expert, the fuel that could be used in the future**
- A has successfully powered other vehicles.
 - B will take some more time to be approved.
 - C is still too expensive for use in vehicles.
 - D is now considered safe by most people.
- 5 **Travelling in a modern airship, passengers will**
- A be almost as comfortable as going by plane.
 - B be able to get fresh air at any time.
 - C experience the sounds coming from outside.
 - D experience a more stable journey than on a plane.
- 6 **Concerning the future of airships, two experts**
- A consider them a flexible option for most journeys.
 - B point out their advantages in certain weather conditions.
 - C question their suitability for brief journeys.
 - D mention their limited space capacities.
- 7 **Durham believes that airships will be**
- A ideal for marketing certain destinations.
 - B a useful means of transportation in some situations.
 - C mainly used for long distances.
 - D perfect for speeding up most types of journeys.

Read the text from 2016 about a trend in education. First decide whether the statements (1-8) are true (T) or false (F) and put a cross (☒) in the correct box on the answer sheet. Then identify the sentence in the text which supports your decision. Write the first 4 words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.

Brains without borders

Montana Hirschowitz remembers exactly when she decided she would seek her higher education abroad: one night when she was ten, and armed robbers broke in and terrorised her family in Johannesburg. Quang Nguyen dates his decision to no particular moment: he simply did not want to spend a big chunk of his classroom time on communist ideology, as is standard in his native Vietnam. Jehanne Aghzadi, from Morocco, had attended American schools all through her childhood; she wanted to continue her studies in English. Joy Lin was looking for a better course than she could find in China, with more social activities on campus and the chance to gain foreign work experience after graduating.

All four students ended up at the University of Miami in Florida, for reasons that varied as much as those that pushed them to leave home in the first place: good weather, highly regarded courses in subjects they liked, student aid and in one case a scholarship. But beyond the specifics, they are part of a mass trend. More university and college students than ever are studying outside their home countries. Foreigners now make up a sizeable share of students in some countries and courses – a quarter of all those in Australia, for example, and around a million of those on American campuses.

There are 4.5m international students globally, up from 2m in 2000, and that is expected to swell to 7m-8m by 2025, driven by population and income growth in developing countries where local provision is poor. Some places that have not traditionally hosted many foreign students are trying to grab market share. Japan has a goal of 300,000 foreign students by 2020, 60% more than now; Malaysia, of almost doubling numbers to 250,000 by 2025.

Foreign study took off in the 1980s, when several rich countries started to offer large numbers of scholarships as part of their aid programmes. Rising incomes in poorer countries added a financial motive. Universities in rich countries are often constrained by their governments in how many locals they can recruit and how much they can charge them. Foreigners, who can be charged more, help pad out budgets and subsidise local students. But not every country lucky enough to have lots of foreign students is doing what is needed to keep them coming.

Today Anglophone countries take the biggest share, since English is quite a useful language to acquire. France is popular with bits of its former empire and pupils from the French-language schools around the world that France's government subsidises. Germany, which has started to offer postgraduate courses in English and has abolished all tuition fees, even for foreigners, also takes large numbers.

America leads in absolute terms, with 975,000 foreign students in 2014-15. Its best universities have long attracted the very brightest foreign minds, especially in the sciences, often luring them with generous scholarships. But for its size its performance is less impressive: just 5% of all students on its campuses are from abroad.

One reason is tighter visa rules imposed after the terrorist attacks of 2001; another is that students must seek special permission to work off-campus while studying, and it is hard to stay and work for long after graduating. Longer-term employment visas are also hard to get, so many students without deep pockets choose to go elsewhere so they can defray some of the cost. And most American institutes refuse to pay education agents—consultants who help youngsters, particularly in Asia, to choose institutions and apply to them. According to i-graduate, a consultancy, agents rank America as the most attractive destination, but are less likely to recommend American institutions, as they mostly work on commission.

Students usually choose their target country first and then decide which college to apply to. That means national advertising strategies matter, says Mark Reid of the University of Miami. But America has none, leaving individual institutions to promote themselves overseas.

0	One student considered a specific aspect of the school curriculum as too dominant.
1	One student went abroad to have the option of getting a practical insight into the world of work after leaving university.
2	None of the young people getting into one particular university received financial support.
3	Several non-European countries are just beginning to target young people from abroad.
4	Students from abroad are a financial burden for universities.
5	A high proportion of those going to university abroad choose their destination for the same specific reason.
6	In one particularly popular country, high achievers may get financial support.
7	Foreign students can do a job outside university without additional approval.
8	The preferred educational institution is generally top priority for young people who want to study abroad.

Read the texts about visiting different parts of Western Australia. Choose the correct text (A-F) for each question (1-10). 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.

West Coast Australia

A

The Kimberley

Australia's last frontier is a wild land of remote, spectacular scenery spread over huge distances, with a severe climate, a sparse population and minimal infrastructure. Larger than 75% of the world's countries, the Kimberley is hemmed by impenetrable coastline and unforgiving deserts. In between lie vast boab-studded spinifex plains, palm-fringed gorges, desolate mountains and magnificent waterfalls. Travelling here is a true adventure, and each dry season a steady flow of explorers search for the real outback along the legendary Gibb River Road.

B

Ningaloo Coast

Lapping languidly on the edge of the Indian Ocean, the shallow, turquoise waters of the Ningaloo Coast nurture a marine paradise. Lonely bays, deserted beaches and crystal-clear lagoons offer superb snorkelling and diving among myriad forms of sea life, including humpback whales, manta rays and loggerhead turtles. World Heritage-listed Ningaloo Reef is one of the very few places where you can swim with the world's largest fish, the gentle whale shark. Development is low-key, towns few and far between, and seafood and sunsets legendary.

C

Southern Western Australia

Standing above the waves and cliffs of the rugged south coast is an exhilarating experience. And on calm days, when the sea is aquamarine and white-sand beaches lie pristine and welcoming, it's a different type of magnificent. Even busy summer holiday periods in the Great Southern are relaxed. It's just that bit too far from Perth for the holiday hordes. Winter months bring pods of migrating whales, while the spectacular tingle trees of Walpole's Valley of the Giants are more super-sized evidence of nature's wonder.

D

Margret River

The farmland, forests, rivers and coast of the lush, green southwestern corner of Western Australia contrast vividly with the stark, sunburnt terrain of much of the state. On land, world-class wineries and craft breweries beckon, and tall trees provide shade for walking trails and scenic drives. Offshore, bottle-nose dolphins and whales frolic, and devoted surfers search for – and often find – their perfect break.

E

Rottnest Island

'Rotto' has long been the family-holiday playground of choice for Perth locals. Although it's only about 19km offshore from Fremantle, this car-free, off-the-grid slice of paradise, ringed by secluded beaches and bays, feels a million miles away. Cycling around the 11km-long, 4.5km-wide island is a real pleasure, and it's easy to discover your own sandy beach. You're bound to spot quokkas, the island's only native land mammals.

F

Stirling Range National Park

Rising abruptly from surrounding flat and sandy plains, the Stirling Range's propensity to change colour through blues, reds and purples captivates photographers during the spectacular wildflower season from late August to early December. It's also recognised by the Noongar people as a place of special significance – a place where the spirits of the dead return. Every summit has an ancestral being associated with it, so it's appropriate to show proper respect when visiting.

According to the texts, which place ...

enables visitors to meet sea creatures in their natural habitat?	0	
is particularly popular with people who live nearby?	1	
is suitable for water sport activities?	2	3
requires tourists to behave with consideration?	4	
gives the impression of being distant from a bigger city?	5	
has only basic facilities?	6	
blooms brightly at one particular time?	7	
sells locally produced goods?	8	
still has a quiet atmosphere in the peak season?	9	
offers visitors the chance to get to the heart of the bush?	10	

Read the text about whether decisions at interviews are made according to factual information or a hunch (an instinctive feeling). 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.

The data or the hunch

The last stronghold of the hunch is the interview. Most employers and some universities use (0) _____. In a conventional, unstructured interview, the candidate spends half an hour or so in a conversation directed at the whim of the interviewer. If you're the one deciding, this is a reassuring practice; you feel as if you get a richer impression of the person than from the bare facts on their résumé, and that (1) _____. The first theory may be true; the second is not.

Decades of scientific evidence suggest that the interview is close to useless as a tool for (2) _____. Study after study has found that organisations make better decisions when they go by objective data like the candidate's qualifications, track record and performance in tests. "The assumption is, 'if I meet them, I'll know'," says Jason Dana, of the Yale School of Management, one of many scholars who have looked into the interview's effectiveness. "People are wildly over-confident in their ability to do this, from a short meeting." When employers adopt a holistic approach, (3) _____, they make worse decisions than they do going on facts alone.

The interview isn't just unreliable, it is unjust, because (4) _____. In 2009, sociologists at Harvard sent volunteers to apply for actual jobs, armed with (5) _____. They found that white applicants with a criminal record were offered jobs at the same rate as black applicants with no criminal record. Researchers at Bowling Green State University in Ohio followed the progress of applicants to postgraduate schools and found that when face-to-face interviews were conducted, thinner candidates were systematically favoured over fatter ones. At Rice University in Houston, researchers found that candidates who had a facial blemish, like a scar on the cheek, were rated more negatively than those who didn't.

In a new book, *Pedigree*, the sociologist Lauren Rivera documents the myriad ways in which the members of American elites favour each other. She examined the hiring processes of leading law firms, banks and management consultants, and found them subtly biased towards applicants from wealthy backgrounds, usually in ways of which (6) _____. At the heart of her book is a fine-grained study of the interview and the emphasis it puts on "chemistry". Rivera found that interviewers were much more likely to recommend candidates with whom they struck up a rapport, which in practice meant (7) _____, someone they could talk to about skiing or deep-sea diving. When interviewers made this kind of personal connection, they were less likely to question the candidate's résumé and (8) _____ were overlooked. A lawyer at an elite firm told Rivera that an interview was like a date. "You just kind of know when there's a match."

Claudio Fernández-Aráoz is an Argentine headhunter who has interviewed 20,000 executives in over 40 countries. Even he doesn't trust his own intuition, unsupported by analysis. "The uneducated hunch is very dangerous," he tells me. Company boardrooms are filled disproportionately with people who are male, tall, handsome and speak in a deep voice. Fernández-Aráoz argues that this is because (9) ___ that made sense 60,000 years ago, when the vacancy you were looking to fill was a mating partner or someone who could kill wildebeest, and you needed to surround yourself with people like you to survive. The more a job requires brainpower of some kind, and the more diverse our society, the more redundant such ancient heuristics become.

A	as an interviewer you are uncertain if they are suitable
B	those from a similar social background
C	our intuitions about talent are influenced by criteria
D	identical résumés and similar interview training
E	predicting how someone will do a job
F	it offers a back door for prejudice
G	the employers weren't aware
H	this enables you to make a better decision
I	interviews when deciding whom to hire or admit
J	combining the data with hunches formed in interviews
K	strong candidates from less privileged backgrounds
L	all kinds of tips about how to apply for a place at university

Textquellen

Aufgabe 1: Taylor, Ian: The new age of the airship: Could blimps be the future of air travel?

<https://www.sciencefocus.com/future-technology/the-new-age-of-the-airship-could-blimps-be-the-future-of-air-travel/>
[10.04.2024] (adaptiert).

Aufgabe 2: Autorin/in nicht genannt: Brains without borders.

<http://www.economist.com/news/international/21689540-australia-and-canada-look-attract-more-foreign-students-america-and-britain-could> [10.04.2024] (adaptiert).

Aufgabe 3: Atkinson, Brett et al.: *West Coast Australia*. Lonely Planet 2017, S. 98, 121, 147, 159, 165, 183, 205 (adaptiert).

Aufgabe 4: Leslie, Ian: The data or the hunch.

<https://www.economist.com/1843/2015/06/18/the-data-or-the-hunch> [10.04.2024] (adaptiert).