Standardisierte kompetenzorientierte
schriftliche Reife- und Diplomprüfung

BHS

5. Mai 2017

# Englisch
## Hören (B2)

Korrekturheft

# Hinweise zur Korrektur

Bei der Korrektur werden **ausschließlich die Antworten auf dem Antwortblatt** berücksichtigt.

## *Korrektur der Aufgaben*

Bitte kreuzen Sie bei jeder Frage im Bereich mit dem Hinweis *„von der Lehrperson auszufüllen"* an, ob die Kandidatin/der Kandidat die Frage richtig oder falsch beantwortet hat.

Falls Sie versehentlich das falsche Kästchen markieren, malen Sie es bitte vollständig aus (■) und kreuzen das richtige an (☒).

|  richtig  | falsch |
|:---:|:---:|
| ☐ | ☒ |
| ☒ | ■ |

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* 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 Kurzantworten*

Das Ziel der Aufgaben ist es, das Hör- bzw. Leseverständnis der Kandidatinnen und Kandidaten zu überprüfen. Grammatik- und Rechtschreibfehler werden bei der Korrektur nicht berücksichtigt, sofern sie die Kommunikation nicht verhindern. Es sind nur Antworten mit maximal 4 Wörtern zu akzeptieren.

## *Standardisierte Korrektur*

Um die Verlässlichkeit der Testergebnisse österreichweit garantieren zu können, ist eine Standardisierung der Korrektur unerlässlich.

Die Antworten Ihrer Kandidatinnen und Kandidaten sind vielleicht auch dann richtig, wenn sie nicht im Lösungsschlüssel aufscheinen. Falls Ihre Kandidatinnen und Kandidaten Antworten geben, die nicht eindeutig als richtig oder falsch einzuordnen sind, wenden Sie sich bitte an unser Team aus Muttersprachlerinnen und Muttersprachlern sowie Testexpertinnen und Testexperten, das Sie über den Online-Helpdesk bzw. die telefonische Korrekturhotline erreichen. Die Rückmeldungen der Fachteams haben ausschließlich beratende und unterstützende Funktion. Die Letztentscheidung bezüglich der Korrektheit einer Antwort liegt ausschließlich bei der beurteilenden Lehrkraft.

## *Online-Helpdesk*

Ab dem Zeitpunkt der Veröffentlichung der Lösungen können Sie unter *http://bestellung.srdp.at/helpdesk* Anfragen an den Online-Helpdesk des BMB 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 BMB senden können. Sie brauchen zur Benutzung des Helpdesks kein Passwort. Sie erhalten von uns zeitnah eine Empfehlung darüber, ob die Antworten als richtig oder falsch zu bewerten sind. Sie können den Helpdesk bis zum unten angegebenen Eingabeschluss jederzeit und beliebig oft in Anspruch nehmen, wobei Sie nach jeder Anfrage eine Bestätigung per E-Mail erhalten. Jede Anfrage wird garantiert von uns beantwortet. Die Antwort-E-Mails werden zum unten angegebenen Zeitpunkt zeitgleich an alle Lehrer/innen versendet.

Anleitungen zur Verwendung des Helpdesks für AHS und BHS finden Sie unter:

- *http://bestellung.srdp.at/Anleitung_Helpdesk_AHS.pdf* (AHS)
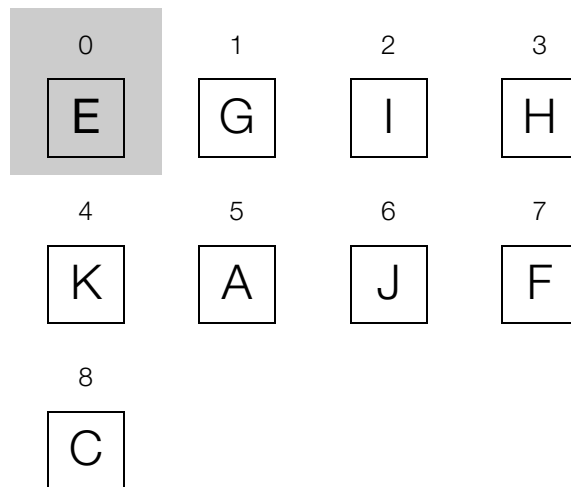- *http://bestellung.srdp.at/Anleitung_Helpdesk_BHS.pdf* (BHS)

| Online-Helpdesk Englisch | |
|---|---|
| Eingabe Helpdesk: | Freitag 05. Mai 2017 um 16 Uhr bis Montag 08. Mai 2017 |
| Eingabeschluss: | Montag 08. Mai 2017 um 12 Uhr |
| Versand der Antwort-E-Mails: | Donnerstag 11. Mai 2017 um 07 Uhr |

## *Telefon-Hotline*

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

| Telefon-Hotline Englisch | |
|---|---|
| Telefon-Hotline Termin 1: | Donnerstag 11. Mai 2017 von 08:30 bis 10 Uhr |
| Telefon-Hotline Termin 2: | Donnerstag 11. Mai 2017 von 11 bis 12:30 Uhr |
| Telefon-Hotline Termin 3: | Donnerstag 11. Mai 2017 von 14 bis 16 Uhr |
| Telefonnummern: | 01 533 6214 4062<br>01 533 6214 4064<br>01 533 6214 4059 |

## 1 Precious water



|     | 0   | 1   | 2   | 3   |
| --- | --- | --- | --- | --- |
|     | E   | G   | I   | H   |

|     | 4   | 5   | 6   | 7   |
| --- | --- | --- | --- | --- |
|     | K   | A   | J   | F   |

|     | 8   |
| --- | --- |
|     | C   |

**Begründungen**

**0**
The speaker says: "Ahm, yeah, scientists like to say that there is the same amount of water on the earth <u>as during the time of the dinosaurs</u> and that we are literally drinking the same water that the dinosaurs drank." Therefore, there is still as much water as in former times.

**1**
The speaker says: "And so, there's, the problem is not that water is disappearing, there's, the problem is that we don't have enough clean water, so if you look at the planet it's like over 70% of the planet is made of water, but <u>less than 1% of that water is fresh</u>." Therefore, despite the Earth's structure, there is a lack of water without salt.

**2**
The speaker says: "So the water problems we're having today have to do with pollution a lot but also with <u>climate change</u> which <u>is moving where water is</u>." Therefore, water sources change their position because temperatures are rising.

**3**
The speaker says: "And <u>then also ground water over extraction</u>; like we're draining these fossil aquifers that have taken like thousands of years to accumulate and so those won't come back." Therefore, we take away too much of the water down in the earth.

**4**
The speaker says: "And so we're getting an increase now in salt water because of all of these things but <u>a decrease in clean, drinkable water</u>." Therefore, the amount of one type of water is rising, but there is less water which is safe.

**5**
The speaker says: "So for instance you have the WTO and that treats water as a – World Trade Organization – which <u>treats water as a commodity</u>, so their main rule regarding water is that <u>you should be able to trade it</u>." Therefore, a big international organization for business says water is a commercial product.

**6**
The speaker says: "And this has become an enormous issue in Canada because right now there are a lot of corporations from the United States wanting to tap – from all over the world – <u>wanting to tap into Canada's water supplies</u> and Canada doesn't want that to happen." Therefore, international companies want to use water from one particular country.

**7**
The speaker says: "Now there's a new regulation at the UN that is a good one, that is, the UN has declared <u>water as a human right</u>." Therefore, a recent guideline says everybody must have free access to water.

**8**
The speaker says: "But essentially <u>now if water is not supplied in an adequate level to people … ahm … those people can't sue</u> and demand that it be… you know that the government supply water to people." Therefore, currently citizens are powerless if there is too little water.


## 2 E-books for children

| | | akzeptiert | nicht akzeptiert |
|---|---|---|---|
| 0 | | *on a screen* | |
| 1 | | **13 percent**<br>**13%**<br><br>13 percent and rising<br>13% but rising<br>13% children's books<br>13% of all<br>13% of all books | *all other numbers*<br><br>many are electronic<br>30%<br>1/3% |
| 2 | | **he is not optimistic**<br><br>books are too expensive<br>cost much<br>expensive<br>expensive in producing<br>expensive to create<br>it costs a lot<br>more expensive<br>negative because of costs<br>normal books are expensive<br>not optimistic<br>paper is expensive<br>paper is more expensive<br>paper isn't cheap<br>pessimistic<br>printed books are expensive<br>printing, transporting is expensive<br>producing is too expensive<br>shipping is really costly<br>the expensive transport<br>they are too expensive<br>to expensive<br>too expensive to produce<br>too high costs<br>transportation is expensive | bad for environment<br>books are bad<br>cheaper production<br>children still reading books<br>eliminate costs<br>increasing the market<br>it's cheaper<br>kids look at screens<br>lower costs<br>money for paper<br>not so expensive<br>printing is cheaper<br>the costs *(can be high or low, no attitude)*<br>the quality of books |
| 3 | | **they are educational**<br><br>educate children<br>educational<br>educational aspect<br>encyclopaedic links<br>help look things up<br>it is educational | ebook are educatable<br>educational children<br>good reading<br>graphics<br>it's easy to use *(implied but not emphasized)*<br>links to save kids<br>looking up some things *(the books cannot look up anything)* |

| | | | |
|---|---|---|---|
| | it's educational for children<br>learning<br>limited costs<br>more educational<br>they are cheaper | | no waste of paper<br>see what happen<br>the costs *(too vague, can be high or low)*<br>there is more information<br>they learn so much *(not clear enough; this would mean the tablets learn so much)* |
| 4 | **search-and-find books**<br>**maze books**<br><br>maize books<br>maze<br>Mazebooks<br>search and find<br>traditional maze books | | adventure books<br>amazing books<br>app books<br>books for children *(too vague)*<br>children books *(too vague)*<br>comics<br>conventional books *(too vague)*<br>Doors<br>electronic apps<br>fantasy<br>fiction books<br>find books<br>funny and educational ones<br>graphics<br>Meez books<br>mess books<br>old fashion kid books<br>science books<br>storys<br>traditional books *(too vague)*<br>traditional books for kids |
| 5 | **a graphics company**<br><br>grafics company<br>graphic company<br>graphic enterprise<br>graphic's company<br>graphics company<br>own a graphic company<br>owns a graphics company | | *anything with apps: app business,*<br>*making apps, creating apps*<br>*(he wanted to get into the app business)*<br><br>a big business<br>animation company<br>author<br>ebook business<br>electric versions of books<br>electronic books<br>mace books<br>maze books<br>owns a graphic *(different meaning, would mean he is the owner of a picture)*<br>owns an own company<br>printed books<br>printing books<br>she is a writer<br>she writes books<br>writing books |
| 6 | **space shuttle door**<br>**fire station door**<br><br>a spaceshuttle<br>door of a space ship<br>door to a Space-Shuttle<br>door to fire station<br>door to space shuttle<br>doors into different worlds<br>doors into wonderful worlds<br>fire station<br>fire station doors | | a bus door<br>a flat<br>different stations<br>house doors<br>lift a flat<br>mysterious doors<br>paper ingeneering<br>region book<br>science<br>space shuttle, silence station *(the incorrect element makes the answer not acceptable)*<br>spaceshuttle, flashlight *(the incorrect element* |

| | | |
|---|---|---|
| | fire stations<br>firestation<br>flipp open space shuttle<br>into wonderful worlds<br>of a space shuttle<br>space ship's door<br>space shuttle<br>Space shuttle's door<br>spaceship door<br>Spaceshuttle<br>space-shuttle doors<br>to a space ship | *makes the answer not acceptable)*<br>story changing doors<br>to the animal world |
| 7 | **moves finger across screen**<br><br>by moving the finger<br>children touch it<br>control with the fingers<br>finger across the screen<br>finger moving cross screen<br>move finger<br>move finger across screen<br>moving finger<br>moving finger around screen<br>moving finger on screen<br>moving the finger<br>moving the fingers<br>moving with the finger<br>tapping on doors<br>tapping the screen<br>they touch the doors<br>touch at the screen<br>touch on the screen<br>touch the screen<br>touching with your finger<br>using his fingers<br>with children's fingers<br>with finger navigation<br>with finger on screen<br>with fingers<br>with her/his fingers<br>with their fingers | a place<br>across the screen<br>animaded in the story<br>by reading and navigating<br>children read less<br>he gives steps<br>he sings, rhymes<br>in rhymes<br>lift the finger *(does not imply navigation)*<br>say what to do<br>talking<br>they open several doors<br>touch the scream<br>touching everything<br>with a reader<br>with a sound<br>with doors<br>with flashlights<br>with lights<br>with rhymes<br>with sound effects<br>with the mouse pad |
| 8 | **the content**<br><br>about the content<br>content<br>content of the book<br>depends on content<br>depends on the contend<br>on content<br>subject of the book<br>the book's content<br>the content<br>the content and topic<br>the content of books<br>the story<br>what book is about<br>what books are about<br>what it is about | animated things, touch something<br>animated, touching everything<br>animation<br>child can touch everything<br>if it's interesting *(the speaker says that some<br>    books are too interesting)*<br>it's less well written<br>no interruptions<br>nothing is destracting<br>old traditional things<br>read it less well<br>reading as well<br>should be exciting<br>the animation<br>they can touch it<br>they don't read stories<br>they will touch<br>touching and contact |

| | | touching everything<br>what the book can<br>you can touch it |
| --- | --- | --- |

**Begründungen**

**0**
The speaker says: "And you're also told, instead of screen time, get them reading more, which is all well and good, except that these days, many children do their reading <u>on a screen</u>, which raises some interesting questions about how children read today […]." Therefore, most children nowadays read on a screen.

**1**
The speaker says: "He [Poynter] says kids are still reading traditional printed books, but 13 percent of children's book sales are now e-books, and that number is rising." Therefore, 13 percent of all children's books sold are electronic.

**2**
The speaker says: "All of that means Dan is <u>not optimistic</u> about the future of printed books." Therefore, Poynter's attitude concerning conventional books is not optimistic.

**3**
The speaker says: "And in a children's e-book, you can have links to kid-safe encyclopaedia. So if they click on the lion, it takes them to Africa and tells them all about lions. So now, the e-book is <u>educational</u>." Therefore, the aspect Poynter emphasizes is that electronic books are educational.

**4**
The speaker says: "Not all authors are embracing the new technology. One who is, wholeheartedly, is Roxie Munro. She had written traditional children's books for years, mostly <u>search-and-find books</u>, <u>maze books</u>, that type thing." Therefore, the type of printed children's books Munro had mainly written were search-and-find books and maze books.

**5**
The speaker says: "And about 18 months ago, I got an email from the fellow again, who owns <u>a graphics company</u>, and he wanted to dip his toes into apps, and thought that my books would be perfect." Therefore, the kind of business Munro's Dutch admirer runs is a graphics company.

**6**
The speaker says: "That sizzling sound is the <u>space shuttle door</u> opening up. And then the door there opens up to the <u>fire station</u>." Therefore, some of the doors the reader can open in the app book *Doors* are a space shuttle door and a door to a fire station.

**7**
The speaker says: "And the child's able to actually - they're <u>moving their finger across the screen</u> and picking where they want to go next and finding objects." Therefore, in the app book *Doors* the reader navigates by moving their finger across the screen.

**8**
The speaker says: "For example, studies have been done where if it's just a story and you're reading it but some things are animated that aren't pertinent to the story and the child gets distracted just touching everything, they have found that they actually retain less of the story and read it less well. […] So it really depends upon the <u>content</u> and <u>what the book is all about</u>." Therefore, whether a children's book works well as an e-book depends on the content.

## 3 Video game attraction

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| B | C | A | D | B | D | D | C | A |

**Begründungen**

**0**
The speaker says: "But why are games so popular and <u>should we be worrying about what our games are doing to our brains</u>?" Therefore, the interviewer asks what influence games have on our mind.

**1**
The speaker says: "I think play is ubiquitous. <u>Everybody likes to play</u>; in fact, it's not just our species that enjoys playing. <u>Lots of other species seem to engage in play</u>." Therefore, according to a psychologist, playing games is attractive to many living beings.

**2**
The speaker says: "<u>Play serves a function that enables us to learn new skills</u>, explore new ways of handling old challenges and <u>perhaps learn new techniques for new challenges</u> as well." Therefore, when we play, we find out how to solve unfamiliar problems.

**3**
The speaker says: "But we also know that people play games for lots of different reasons. So, <u>some people like to explore other realities</u>. Other people like games for their social content. Other people like them because they enjoy encountering every single thing you can encounter in the game, gaining every power you can gain in the game." Therefore, one motivation for playing games is the pleasure of discovering different worlds.

**4**
The speaker says: "Other people like them <u>because of a sense of mastery or power over other individuals</u>. I think there are also design elements to games […]." Therefore, it is attractive for some gamers to feel superior to others.

**5**
The speaker says: "So for instance, if we go right the way back to Pavlov's dogs, what we know about conditioning is that if you want to condition an individual to engage in behaviour they're not subsequently going to stop performing, then the best way to do it is <u>to intermittently reinforce them</u>. So, <u>you don't reinforce them every time they engage in the behaviour. You just reinforce them occasionally</u>. Now, games actually tend to do this." Therefore, games make people continue to play by rewarding them now and again.

**6**
The speaker says: "However, <u>if anything is enjoyable</u>, anything at all, whether it's video games, chocolate, TV, or whatever, <u>you can become addicted to it</u>. So, there is always going to be a danger there." Therefore, people might spend too much time playing games because they like it so much.

**7**
The speaker says: "A lot of gamers will spend time out of the game, thinking about the game itself. <u>But this is often very productive work. This is cognitive work</u>. This is people thinking about how they can overcome challenges, so <u>from a psychological perspective it might actually be quite healthy</u>." Therefore, reflecting on a game when you are doing something else is seen as a useful activity.

**8**
The female speaker says: "In terms of some of the other potential risks of gaming, the media sometimes talks about perhaps violent video games, the Shoot 'Em Ups, do they encourage violent behaviour? What's the current thinking on that?"

The male speaker says: "<u>The current thinking is a little bit controversial</u>. I think it's important to note that we don't have definitive answers. Indeed, I don't think there will necessarily be definitive answers." Therefore, opinions are divided concerning the relationship between games and aggressive attitudes.

## 4 Changing health care by design

| 0 | 1 | 2 | 3 |
|---|---|---|---|
| F | B | D | A |

| 4 | 5 | 6 | 7 |
|---|---|---|---|
| I | J | E | H |
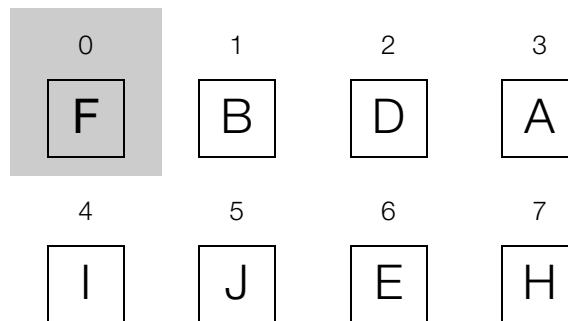
**Begründungen**

**0**
The speaker says: "And consumer goods, like digital book readers, require product designers. Those are the people who <u>make goods functional and aesthetically pleasing</u>." Therefore, the job of product designers is to ensure things are useful and pretty.

**1**
The speaker says: "Now they're involved with the Centres for Disease Control on a project to <u>combat childhood obesity</u>." Now IDEO is therefore helping to control children's weight problems.

**2**
The speaker says: "The role of design thinking is to help create new alternatives, new choices, things that we haven't had before, ideas that we haven't had before. And <u>it starts with focusing on people</u> […]. <u>It starts with people</u> and then applies creative tools to deliver the solution." First, "design thinkers" therefore concentrate on humans.

**3**
The speaker says: "Well, one of the first experiences we had was working for a health care system in Minnesota called the DePaul Health Care system, where they were interested in how <u>to improve the emergency room experience</u>. For anybody that's gone through an emergency room, we've all had that <u>chaotic, confused, what's-going-on-around-us kind of experience</u>." An early project therefore aimed to make a hospital unit less hectic.

**4**
The speaker says: "[…] we designed these very simple kind of uniforms for them to wear <u>so that it was really clear who was who</u>. And it even said it on big graphics on their uniforms, so that you weren't asking a nurse the question you might be asking a doctor or you weren't asking a porter a question you might ask a doctor." Therefore, special clothes helped patients to recognise health professionals.

**5**
The speaker says: "[…] and we see this all the time, don't we, in larger organisations, that when something's designed on the outside and then pushed into the organisation, there's often a lot of resistance. But when you involve the people themselves, then they already own the new solution, and it's so much <u>easier then to get the change to happen</u>." Taking part in the process therefore helps those involved to accept a new system.

**6**
The speaker says: "In my view, ultimately we're only going to solve the health care system and make it sustainable if everybody, as consumers or patients or citizens <u>end up managing a lot more of our own</u>

health care, just like we have done with our personal finances and many other parts of our lives."
Therefore, in the end, all of us need to take over responsibility for personal health.

**7**
The speaker says: "So one of the things I'd love to design is the sort of electronic medical record of the future that belongs to the patient, that not belonging to the doctor, that includes ways of keeping track of our blood pressure or our heart, all those other things that we need to as we get older and that we're trying to prevent some of these chronic diseases." In future, Mr Brown therefore wants to develop a new documentation system.