

Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

8. Mai 2018

Englisch

(B2)

Hören

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input 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* 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 der Webadresse <https://bestellung.srdp.at/helpdesk> 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.

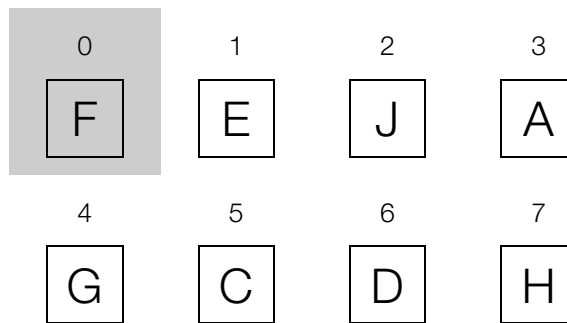
Sie erhalten von uns zeitnah eine Empfehlung darüber, ob die Antworten als richtig oder falsch zu werten sind. Sie können den Helpdesk bis zum Eingabeschluss jederzeit und beliebig oft in Anspruch nehmen, wobei Sie nach jeder Anfrage eine Bestätigung per E-Mail erhalten. Jede Anfrage wird garantiert von uns beantwortet. Die Antwort-E-Mails werden zeitgleich an alle Lehrerinnen und Lehrer versendet.

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

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

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 The origins of Ironman¹



Begründungen

0

The speaker says: "It was whilst competing in a triathlon event in San Diego in 1974 that American couple John and Judy Collins first became fascinated by the desire to push themselves and others to the limit. The couple who would go on to create the legendary Ironman competition are probably the most unlikely founders." The couple's experience of a triathlon therefore resulted in their setting up Ironman.

1

The speaker says: "John eventually transferred to naval engineering duties, which kept him firmly indoors, but living on the stunning and sunny island of Hawaii, the couple's interest in the outdoors and exercise soon increased." Therefore, due to their surroundings, John and Judy developed a liking for activities in the fresh air.

2

John says: "We were in good shape but we were not fast and we were not genetically gifted to be fast for a distance." Therefore, John says that although he and Judy were fit, they moved at a fairly slow pace.

3

The speaker says: "In 1974, John and Judy decided to take part in a new sporting event in San Diego [...]." Judy says: "We thought it was a whole lot of fun." Therefore, Judy says that they enjoyed their first triathlon.

4

The speaker says: "It was during an awards banquet for the Waikiki swim club that John and Judy thought up a challenge that would settle these arguments and test the toughest of athletes." Therefore, the couple designed a competition which determined the fittest sportspeople.

5

John says: "I was stationed at the naval shipyard at Pearl Harbor and among the shipyard runners there was a Japanese man who ran and ran and ran. It didn't make any difference whether it was a short distance or a long distance, he ran the same speed and he was nicknamed the Ironman." Therefore, one soldier got a special name because he had a particular ability.

6

The speaker says: "So the first Ironman was staged on Oahu, one of the smaller Hawaiian islands, on a very stormy day in 1978. But it wasn't making headlines yet, and there was a reason for that." Therefore, the initial competition got little media attention.

7

The speaker says: "It took John 17 hours, so many years on and much of it is now a blur. But he remembers it being a tough but exhilarating experience." Therefore, John says his own experience was challenging but exciting.

¹ Soundfile Transkription: Sprecherin: Byrne, Ashley: The Creation of Ironman. Gespräch mit Collins, John und Judy Collins; BBC. <http://www.bbc.co.uk/programmes/p024hhmy> [06.11.2017] (adaptiert).

2 Visions for the future²

	akzeptiert	nicht akzeptiert
0	<i>losing its home planet</i>	
1	<p>distances from parent stars</p> <p>distance from next star distance from parent stars distance from parent sun distance from parents star distance from the star distance from their star distance from their sun distance from there stars distance of their stars distance parent star distance to parent star distance to their sun distances from parents sun</p>	<p>context in the universe context with earth distance (<i>too vague, could also mean the distance to Earth</i>) distance from each other (<i>would mean one planet's distance from another planet</i>) distance from Earth distance to Earth distance to the world distance to their parent parent star (<i>too vague</i>) sizes surface conditions / structure the stars</p>
2	<p>are habitable are small are rocky</p> <p>are habidable are habitable or not are inhabitable or not are places to live are rocky or not are small and rocky habitable or not humans can live there it is habitable might be habitable will be inhabitable</p>	<p>appear are developing are discovered are existing are here are reachable for humans are stars or not can be created have parent planets might appear might be there receive light sizes will be found</p>
3	<p>planetary-scale environmental changes environmental changes</p> <p>changing earth climate changing of the climate climate change disappearing glaciers environmental change environmental changing environmental changings glacier melting global warming melting of glaciers raising temperature of earth rising temperature of earth speed of environmental changes</p>	<p>altering their course changes (<i>too vague</i>) course decay destruction of the earth development (<i>too vague</i>) earth environment glacing of sea ice globalization going destruction of earth growth of humanity heat hottest day humanity life of our earth moving of planets planets population growth small world stars</p>

² Soundfile Transkription: Walkowicz, Lucianne: Let's not use Mars as a backup planet. TED Conferences, LLC.
https://www.ted.com/talks/lucianne_walkowicz_let_s_not_use_mars_as_a_backup_planet [09.11.2017] (adaptiert).

		<p>stars and planets stars fall on earth warmth of our planet</p>
4	<p>discovering life beyond Earth</p> <p><i>spelling live is acceptable</i></p> <p>alien real estate choice alien real estate discover aliens discovering alien life discovering habitable planets discovering life discovering life in space discovering new habitable planets extraterrestrial life find life on planets finding alien life form finding another habitable planet finding life beyond earth finding life on planet finding life on planets finding life out there finding new life finding other life finding planets like earth habitable planets life beyond earth life beyond our planet life in the universe life on a planet life on another planet life on other planets new form of life other life forms other life in univers other planets with life</p>	<p>a better environment a own planet a own planet colonize the other planets (<i>there is no mention of what she intends to do, once she has discovered life on another planet</i>) discover new planets discover other planets discovering new planet discovering them exploring new planets finding another planet finding new planet leaving their own planet life on own planet living on earth living on Mars new planets planetary habitability (<i>she does not 'dream' of planetary habitability, it is what she actually studies</i>) plants on Mars (<i>she does not mention looking for plants on Mars</i>) saving the world see the stars</p>
5	<p>appreciates Earth appreciates the Earth appreciates our own planet</p> <p><i>spelling earth is acceptable</i></p> <p>appericiates Earth appreciate the Earth appreciated her own planet appreciated the Earth likes the Earth loves planet Earth she apreiciates the Earth she apreiciates Earth itself she loves the Earth she values Earth values our planet</p>	<p>appreciates it (<i>this would refer to her research</i>) create her own planet get bored gets interested hates it is concerned planet Mars searches life in universe the origin life you accept the Earth (<i>appreciating is more than accepting something</i>) you look for planets</p>

<p>6</p>	<p>the origins of life</p> <p>the origin of life origin of live clues of origin life</p>	<p><i>a reference to origin or roots or beginnings in combination with life needs to be in the answer</i></p> <p>atmosphere on Mars clues about possible life clues for new life habitability of Mars hints for life history of this planet how Mars lost habitability it climate and atmosphere its history life life as we know life on Mars live on it living on Mars living there organs of life other lives our origin life past living and life people on Mars possibility of human living the atmosphere the environment of it the floor and structure the landscape the lost possibility the past of Mars the planet the solar system the surface trips to Mars why Mars isn't habitable</p>
<p>7</p>	<p>living on Mars space trips</p> <p><i>spelling mars is acceptable</i></p> <p>a life on Mars flights into space fly to Mars journeys to outer space life on Mars live on Mars living at Mars living life on Mars living on the Mars possibilities to inhabit Mars private space trips short trips to space tickets to the Mars tours to Mars travels to Mars trips to Mars trips to space</p>	<p><i>the idea of space or Mars needs to be in the answer</i></p> <p>information information about mars machines people on mars places on planets private spaces rocks short trips (<i>too vague</i>) the possibility of life tickets (<i>too vague</i>) trips (<i>too vague</i>) trips to planets (<i>no planets other than Mars are mentioned</i>) your private data</p>

8	<p>thick with oxygen</p> <p><i>the spelling of oxigen is acceptable</i></p> <p>filled with oxygen full of oxygen full with oxygen has enough oxygen has much more Oxygen including oxygen rich in oxygen rich of oxygen sweet with oxygen sweet, thick with oxygen thick by oxygen thick of oxygen with good oxigen with oxygen</p>	<p><i>oxygen needs to be in the answer</i></p> <p>consists of oxygen (<i>consist of means exclusively of</i>) for CO2 good is acceptable is cleaner is full of CO2 is healthy than Mars less oxygen more lush not dangerous (<i>too vague</i>) not thick oxygen full of freshness save us more sticked with oxygen sweet and full sweet and thick very cool</p>
9	<p>disagrees is worried</p> <p>completely disagrees criticizes it deeply disagrees disagree with the idea disagrees with that disagrees with this idea doesn't support this idea doubt that's the answer has big concerns has doubts is against it is against the plans is in doubt is not convinced is sceptical about it is worried about is worrying about that isn't very happy refuses this idea says it's bad thinks it's bad thinks its not good worries</p>	<p>agree with this idea cares a dark shadow compares it to lifeboats didn't assume doesn't want to move doubt it becomes true (<i>she does not doubt the feasibility</i>) fears about our planet fears Earths destruction is afraid is dangerous is not possible it's a terrible life just dreams about it long dark shaddow love the planet earth says it's a backup terrible to live want to stay here worries about Earth more worries about the Earth</p>

Begründungen

0

The speaker says: "We're at a tipping point in human history, a species poised between gaining the stars and losing the planet we call home." Therefore, at this moment in time mankind is in danger of losing its home planet.

1

The speaker says: "Kepler is a space telescope that measures the subtle dimming of stars as planets pass in front of them, blocking just a little bit of that light from reaching us. Kepler's data reveals planets' sizes as well as their distance from their parent star." Therefore, the telescope provides information on how big planets are and their distances from parent stars.

2

The speaker says: "Together, this helps us understand whether these planets are small and rocky, [...], and also how much light they receive from their parent sun. In turn, this provides clues as to whether these planets that we discover might be habitable or not." Therefore, based on their calculations, scientists can tell if new planets are habitable or small or rocky.

3

The speaker says: "2014 was the hottest year on record. Glaciers and sea ice that have been with us for millennia are now disappearing in a matter of decades. These planetary-scale environmental changes that we have set in motion are rapidly outpacing our ability to alter their course." Therefore, at present, mankind is failing to deal with the speed of the environmental changes or planetary-scale environmental changes.

4

The speaker says: "I study planetary habitability as influenced by stars with the hopes of finding the places in the universe where we might discover life beyond our own planet. You could say that I look for choice alien real estate." Therefore, concerning other planets, Walcovicz is dreaming of finding life beyond Earth.

5

The speaker says: "Now, as somebody who is deeply embedded in the search for life in the universe, I can tell you that the more you look for planets like Earth, the more you appreciate our own planet itself." Therefore, the longer Walcovicz is involved in her research, the more she appreciates Earth.

6

The speaker says: "Our rovers, like Curiosity, crawl across its surface, scratching for clues as to the origins of life as we know it." Therefore, on Mars, the space vehicle Curiosity is trying to gain information about the origins of life.

7

The speaker says: "Private spaceflight companies now offer not just a short trip to near space but the tantalizing possibility of living our lives on Mars." Therefore, some exclusive agencies now try to sell living on Mars and space trips.

8

The speaker says: "Consider the extent to which we have not colonized the deserts of our own planet, places that are lush by comparison with Mars. Even in the driest, highest places on Earth, the air is sweet and thick with oxygen [...]." Therefore, Earth is a better place to live because the atmosphere is thick with oxygen.

9

The speaker says: "I worry. I worry that this excitement about colonizing Mars and other planets carries with it a long, dark shadow [...]. As much as I love interplanetary exploration, I deeply disagree with this idea. There are many excellent reasons to go to Mars, but for anyone to tell you that Mars will be there to back up humanity is like the captain of the Titanic telling you that the real party is happening later on the lifeboats." Therefore, concerning the plans to move people to Mars, Walcovicz disagrees.

3 Saving chocolate³

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

Begründungen

0

The speaker says: “With around a third of the world’s cocoa crop lost to pests and diseases every year and demand outstripping supply [...]. And we’re heading towards a global chocolate meltdown.” Therefore, there are concerns that there will be too little cocoa soon.

1

The speaker says: “But fear not. According to Professor Paul Hadley from the International Cocoa Quarantine Centre, his job is to keep our cocoa supplies safe, for the moment.” Therefore, as the cocoa crops are threatened by diseases, it can be inferred that Professor Hadley is concerned with ensuring that enough cocoa is produced.

2

Prof. Hadley says: “It’s very much a subsistence crop grown in the humid tropics, and if you can visualize it, it’s probably at the most one or two acres of cocoa being grown by a smallholder farmer [...] that’s really the level at which cocoa is grown, and that’s the level at which about 75%, I should think, of the world’s cocoa is produced.” Therefore, most cocoa is harvested by individual suppliers.

3

Prof. Hadley says: “Well, it is a large greenhouse. It’s quite a sophisticated greenhouse.” Therefore, at Professor Hadley’s institute, the plants are kept inside a glass building.

4

Prof. Hadley says: “We maintain 400 cocoa varieties in as near as we can make it tropical conditions, but also in conditions of very high health status, so there’s no pests or diseases around [...].” Therefore, Professor Hadley’s institute creates an ideal environment for plants.

5

Prof. Hadley says: “We are passing those varieties [...] on to cocoa-producing countries in West Africa, South East Asia, and we’ve sent material to Australia and places like that.” Therefore, the institute’s task is to transfer different types of cocoa plants to interested parties.

6

Prof. Hadley says: “It’s largely in the Amazon rainforest and up towards Central America [...] that’s where a lot of the wild cocoa is growing.” Therefore, South and Central America are the places where uncultivated cocoa can still be found.

7

The speaker says: “In fact, Brazil was one of the most important cocoa-producing countries until about twenty years ago, [...]. A disease called witches’ broom disease got into the main cocoa-producing area in Brazil and within a matter of just a few years absolutely destroyed the industry there.” Therefore, Brazil was hit by serious plant infection about two decades ago.

8

The speaker says: “West Africa produces about 75% of the world cocoa [...].” Therefore, today West Africa is the world’s leading cocoa producer.

³ Soundfile Transkription: Sprecher: Hadley, Paul: Saving chocolate. Radio New Zealand.
<http://www.radionz.co.nz/national/programmes/thiswayup/audio/20168983/saving-chocolate> [06.11.2017] (adaptiert).

4 Interview with Sally Gardner⁴

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

Begründungen

0

The speaker says: "Because I had never written a children's book before, a historical book, I did an obscene amount of research." Therefore, Sally tells the interviewer that she had never attempted anything like *I, Coriander* in her career.

1

The speaker says: "I began to know everything there was to know. And then I realized that what this is a bit like, it's, you know, there's people who take lots and lots of pictures on their holiday." Sally therefore compares intensive fact-finding to taking too many photos on vacation.

2

The speaker says: "And what you got to remember is the eye level of the character you are dealing with. So *Coriander* starts at 5, and really what she's encountering is knee caps, basically, of grownups and sort of the chests of grownups. So her vision is what interested me, and that's where I then got all my research down to." Sally therefore learned that she had to look at the world with the character's perception.

3

The speaker says: "And the thing that I love about books and stories is particularly if they are open enough for you to tell your own story on top of it. And *Coriander* is one of the ones I hope, when you are on a long walk and you are a bit bored, you could suddenly think, 'yes you could do that now.' And I like that idea." Therefore, Sally expects from literature that it should leave space for the reader's imagination.

4

The speaker says: "But do you feel enough is being done to help dyslexic children at school today?" Sally Gardner says: "No. [...] Really, at the moment, we have an education system which is a tick-box system, in the sense that I don't believe we are working to the strengths of what we have in our students." Sally therefore says that schools largely fail to make the most of children's abilities.

5

The speaker says: "We are going to judge your entire life on the first 7 to 16 years of it. We are going to absolutely mark it for life. And I think this is completely wrong." Sally therefore believes too much importance is given to our early years.

6

The speaker says: "We develop at a different time, we develop at different ages. We have different strengths. We need to educate in a more diverse way, in a more understanding of different levels of intelligence, which we don't do." Therefore, according to Sally, schools should use a variety of teaching approaches.

7

The speaker says: "It's immensely difficult. I don't think, just because I'm in the same year as, you know, 60 other students, I'm not on the same level intellectually or creatively, they might not be the same level intellectually or creatively for me, and I just think there should be a different way of doing it, but it's really hard to come up with a new way, a new school system, really." The young man therefore says developing a fresh approach to teaching is a challenging job.

8

The speaker says: "One of the great things this country produces is eccentricity and imagination." Britain therefore is good at creating original thinkers.

⁴ Soundfile Transkription: Sprecher/innen: Patrick und Sally Gardner; Produktion: Krysiak, Eva: I wandered so far into the dark, dark wood I forgot to come out again - children's books podcast. <https://www.theguardian.com/childrens-books-site/audio/2015/aug/05/sally-gardner-interview-i-coriander> [06.11.2017] (adaptiert).