

Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

11. Mai 2016

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
<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 <http://srp.bifie.at/helpdesk> Anfragen an den Online-Helpdesk des BIFIE 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 BIFIE 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://srp.bifie.at/Anleitung_Helpdesk_AHS.pdf (AHS)
- http://srp.bifie.at/Anleitung_Helpdesk_BHS.pdf (BHS)

Online-Helpdesk Englisch	
Eingabe Helpdesk:	11. Mai 2016, 18:00 Uhr bis 14. Mai 2016, 11:59 Uhr
Eingabeschluss:	14. Mai 2016, 11:59 Uhr
Versand der Antwort-E-Mails:	17. Mai 2016 bis 9:00 Uhr

Telefon-Hotline

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

Telefon-Hotline Englisch	
Telefon-Hotline Termin 1:	17. Mai 2016 von 9:00 bis 11:00 Uhr
Telefon-Hotline Termin 2:	17. Mai 2016 von 12:00 bis 14:00 Uhr
Telefon-Hotline Termin 3:	17. Mai 2016 von 15:00 bis 17:00 Uhr
Telefonnummern:	01 533 6214 4062 01 533 6214 4064 01 533 6214 4059

1 Rockanomics

0	1	2	3
F	I	D	A
4	5	6	7
H	B	G	J

Begründungen

0

The speaker says: "In fact, Mr. Krueger gave a speech this week at the Rock and Roll Hall of Fame in Cleveland, where he said the music business offers valuable lessons about the broader U.S. economy." Therefore, Krueger spoke about how the music industry can teach us things about the U.S. economy.

1

The speaker says: "Springsteen boasted the second highest gross in concert tour last year, right behind Madonna [...]. That makes 'The Boss' a fitting emblem of our modern superstar economy." Therefore, Springsteen can be seen as representative of an economy that favors an elite.

2

The speaker says: "'In music, as in so many industries', Krueger says, 'the lion's share of the money now goes to a relative handful of top performers." Therefore, in many businesses most of the money is earned by a small number of high achievers.

3

Alan Krueger says: "The lucky and the talented - and it is often hard to tell the difference - have been doing better and better, while the vast majority has struggled to keep up."
The speaker says: "[...] And Krueger highlights that role of luck, noting that for every superstar there are other equally talented performers who don't catch the same breaks." Therefore, Krueger believes that some people are as gifted as others but just not as lucky.

4

The speaker says: "He notes that Columbia Records almost passed on the hit single that *Rolling Stone* later called the greatest rock 'n' roll song ever. Lucky for us, Bob Dylan's six-minute opus was released. And thanks to modern recording technology, Dylan was able to reach a worldwide audience." Therefore, an initially rejected song later became accessible to millions of people.

5

The speaker says: "Krueger says that's a big reason concert tickets have gotten more expensive. But as every good scalper knows, many artists still don't charge as much as they could for fear of breaking an implicit bargain with their fans." Therefore, a lot of musicians keep prices down because they do not want to put their fans off.

6

The speaker says: "Krueger says for much of the last century, the whole U.S. economy was governed by a similar social compact: the idea that economic gains should be widely shared." Therefore, Krueger believes economic benefits should be enjoyed by the majority.

7

The speaker says: "Since then, top earners have seen their incomes skyrocket while the middle-class has been treading water, and those at the bottom of the income ladder have actually fallen a few rungs." Therefore, people who earn less than the average are becoming progressively poorer.

2 A fascinating game

	akzeptiert	nicht akzeptiert
0	<i>which logos they represented</i>	
1	<p>slave to Logos Quiz</p> <p>addicted addicted one addicted person addicted to the game addictet person adicted to the game big fan fan of the app fan of this game fanatic player game addicted woman logo app slave slafe to logo quiz slave at logos slave by logos slave of it slave of logos slave of that game slave of the quiz slave of this game slave on logo quiz slave to an app slave to logo play slave to Logo Quiz slave to logo quize slave to logo quizzes slave to logo's quiz slave to logos slave to logos quis slave to logos quise slave to logos quiz slave to logos quizzes slave to logos-quiz slave to the game slave to the quiz</p>	<p>a slaved app app for the iPhone expert (<i>the idea of how well she plays the game or of becoming an expert is not mentioned</i>) free App free app for iPhone good player (<i>the idea of how well she plays the game or of becoming an expert is not mentioned</i>) iPhone i-Phone app know about the logos level higher level up logo logo app Logo Quiz logo quiz player (<i>the idea of "slave" or "addiction" is missing</i>) logo quizzer (<i>the idea of "slave" or "addiction" is missing</i>) mobile phone player new iphone new level phone game player of the game (<i>the idea of "slave" or "addiction" is missing</i>) profi of logo quizzes (<i>the idea of how well she plays the game or of becoming an expert is not mentioned</i>) sklave of logos slake of logo slave of the iPhone slave to logo squeeze slave to logo squills</p>
2	<p>a rush of joy a jolt of pleasure</p> <p>a feeling of pleasure a flash of joy a good feeling a kind of pleasure a lot of joy a pleassure a pleasure, a rush happiness happy feelings is rush of joy jolt of pleasure</p>	<p>a flash (<i>too vague</i>) a guilt of pleasure a lot of things (<i>too vague</i>) a new feeling (<i>too vague</i>) a rush (<i>too vague</i>) are getting harder every day everyone knows logos get more and more gets better grows up harder ones increases is better</p>

	<p>joy joy about it joy and pleasure of joy pleasure pleasure, rush of joy rush of joy satisfaction satisfaction and joy that rush of joy the pleasure of logos the rush of joy</p>	<p>know what it is logos many other logos new stuff part of your knowledge rise rise up that you are proud that you know it the feeling of logos the knowledge the levels the right place the tiny little things tiny blogs of logos tiny logos to blog on Twitter to win well-being what you know will be higher will get more you know all your memory</p>
<p>3</p>	<p>saying goodbye to work</p> <p>“goodbye to work” “to say goodbye work” a goodbye to work addiction, time-loss adiction becoming a slave don’t work all day don’t work any more forgetting the other work forgetting your work getting addicted getting addicted to playing good by to work goodbye to work good-bye to work no time for work no work is done no working not working for hours say bye to work say good-bye to work saying bye to work saying good-bye to work stop working stop you from working stopping to work to be addicted to disturb your work to stop work to stop working you become addicted you can forget work</p>	<p>a free App a rush of joy (<i>not with starting to play the game</i>) blogging with Facebook disturb others disturbing and asking others disturbing people feeling a pleasure forget the rest day goodbye to the world memory no interesting in memory no other time not going to work other brands have power rush of joy say goodbye to world saying good bye saying goodbye to job (<i>the meaning of this phrase is quitting your job. “Work” and “job” are not exact synonyms here</i>) saying goodbye to reality start a new life staying at home stop work at home taking time to be distracted to be on twitter to connect with facebook to cooperate with twitter to disturb other persons to do anything else to find the logo to finish work to forget everything around</p>

	<p>you can't stop you can't work you get addicted</p>	<p>to learn about brands to play to realize the logos to say goodbye to say goodbye to to share on twitter to stop doing everything to waste your day (<i>this idea is not mentioned</i>) to work loss work you loose your job</p>
4	<p>memory branding</p> <p>branding, memory brands brending how you remember logos in memory in memory or branding interested in memory logos and brands logos in your memory memorie/branding memory (and branding) memory and branding memory and brending memory or branding memory or logos our memory remembering the brain's memorizing power the memory the power of brands their memory skills</p>	<p>all these logos brain brain work brands should begin playing facebook game's gaming guessing keeping things in memorie knowing logos making brain wash memaring memmoring things memories memoring memorising (<i>includes the concept of actively studying for something/learning off by heart</i>) memorizing something (<i>includes the concept of actively studying for something/learning off by heart</i>) memory and braining memory are branding people who like memorizing playing playing memories playing memory or branding quiz games recognise recognising things representing brands some logos tattooed in your head this app work your work</p>
5	<p>increase our reading speed</p> <p>improve the reading speed increas reading speed increase our reading spead increase reading speed increase the reading speed increase the reding speed learn fast reading read faster read more rapidly</p>	<p>brainwashing buy more buy these products choose what you eat connect things create a reading speed get hungry get logical spaces identify fast food identify others identify with fast food</p>

	<p>reed faster to read faster</p>	<p>improve our logical thinking increase our reading (<i>the idea of "increase" and "speed" needs to be included</i>) increase our reading spade increase reading speech increase the reading know the company before know the name know the names know the restaurant know their name learn reading logical change neurological neurological fadings read read fast (<i>the idea of "increase" needs to be included</i>) read the name speed reading speed (<i>the idea of "increase" needs to be included</i>) recognice it easily recognise recognise bevor their name recognize recognize and getting hungry recognize before reading recognize company recognize from toddlers recognize it recognize it again recognize of their food remember remember because of fast food remember more things remember something without names remember the logo remember the name remember the products remember things remember us on fastfood rememeber brands show us fast food think about fast food think logical trigger our reading speed understand wash our brain</p>
<p>6</p>	<p>names of neighbours names of neighbors plots of novels</p> <p>a novel's plot a persons name name of a neighbor name of a neighbour names neighbours names of a neighbour</p>	<p>a book name a film / a name a text advertisement advertisements advertising an advertise articles blackbusters blockbuster</p>

	<p>names of people names/ things other things, or names our neighbours' names plot of a novel the name of neighbour the names of neighbours the names of neighbours the neighbour's name</p>	<p>Blockbuster movies Blockbuster Store blockbusters brands coins facebook fast food knowing knowing our own name knowing what it is names of the logos neighbours numbers or letters other brands our name our neighbours people slogans something only heard something that is written stamps or coins starbucks, facebook text text's the company names the goods the logo of stamps the name of novel the titles their meaning we know them words (<i>too vague</i>) words or name writing written things your own name</p>
<p>7</p>	<p>who we are</p> <p>a part of us become part of us become who we are character know who we are our character our personalities our personality personality</p>	<p>advertising affect our lifes any other brain brain working brainwashing compete with others familiarity family life feel safe help friends identifeye memory capacity not think of label other people other things others our attitude towards logos our brain our daily life our environment our experience</p>

		our experiences our imagination our interests our knowledge our lifestyle our memory our own experiences our social life our surroundings surrounding the different colours the family the interests things we see everyday think about them vanish what we do
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Begründungen

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The speaker says: "For two days last week I didn't want to do anything. I didn't want to read or talk to people. I certainly didn't want to work. All I wanted to do was stare at little squiggles on a screen and guess which logos they represented." Therefore, the speaker looked at symbols to find out which logos they represented.

1

The speaker says: "It all started when one of my sons shoved his iPhone under my nose and pointed it [...]. This was all it took. From that minute I was a slave to Logos Quiz, a game that for the past couple of weeks has been the most downloaded free App for the iPhone." Therefore, it didn't take long until she became a slave to Logos Quiz.

2

The speaker says: "It starts off gently with images everyone knows: Starbucks, Facebook and so on, but then gets harder tantalizing you with tiny parts of logos that you know you know, but can't quite place. There's the rush of joy on realising that a thin white line with a red surround is part of CNN. A further jolt of pleasure comes with seeing that the two black Ss that had been alluding you are Hugo Boss." Therefore, the moment you identify a logo you experience a rush of joy or a jolt of pleasure.

3

The speaker says: "I used to wonder what this microblogging site was for. Now I know. It's to disturb as many people as possible and ask them if they can identify the red swan with the circle around it. I'm aware that I ought not to be pushing this electronic form of crack cocaine to *Financial Times* readers. If you download this thing you can say goodbye to work for the rest of the day." Therefore, pressing 'play' means saying goodbye to work.

4

The speaker says: "But still, I urge you to do so. [...] It's essential for everyone who is even slightly interested in memory or in branding. The first thing you come to realise is how these logos are tattooed on your brain." Therefore, all those should play who are fascinated by memory or branding.

5

The speaker says: "There was a study done a few years ago showing that toddlers recognise the McDonald's arches before they know their own names. Another more recent study showed that seeing the golden arches triggers neurological changes that increase our reading speed. [...] I used to think that this was just the McDonald's effect, so was never terribly worried. I despised the soppy columnists who wrote articles about the pernicious brainwashing power of brands. But now I'm not so sure." Therefore, new research shows that the McDonald's logo helps us to increase our reading speed.

6

The speaker says: "I looked at this for about half a second before I found myself yelling: Blockbuster! at my iPad. How did that happen? [...] What was the image doing lurking there so easy to find when other things, the name of a neighbour or the plot of a novel I've read recently have vanished altogether?" Therefore, we seem to remember logos rather than names of neighbours or plots of novels.

7

The speaker says: "Our stock of logos is so engrained that they've become part of who we are, so much so that we are taken aback when people close to us don't have the same stock." Therefore, our own set of logos also contributes to who we are.

3 American infrastructure

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

Begründungen

0

The speaker says: "After that I-35 bridge collapsed in 2007, it was reported that more than 73,000 bridges around the country were rated structurally deficient by the Federal Highway Administration and another 80,000 rated functionally obsolete." In 2007, reports said that many U.S. bridges therefore showed faults and shortcomings.

1

Obama says: "I am announcing a new plan for rebuilding and modernizing America's roads and rails and runways for the long term. I want America to have the best infrastructure in the world. We used to have the best infrastructure in the world. We can have it again." Obama therefore wants the United States to improve their traffic system.

2

The first speaker says: "And if that bridge collapse in 2007 was a big wake-up call to the country, do you think that there's been significant progress made since then?"
The second speaker says: "No, unfortunately, really not. [...] And despite all the talk that followed the I-35 collapse, we haven't done anything significant to reverse that trend." Therefore, since public demand for measures in 2007, nothing relevant has happened.

3

The speaker says: "The stimulus package was about \$787 billion. Somewhere in the neighborhood of about 70 to 100 billion actually went into tangible, physical infrastructure. Now, \$70 billion is a lot of money, but when you compare that against the shortfall that we have in transportation alone of \$550 billion, it helps, but it doesn't get us there." Public money has therefore proved useful but did not solve the problem.

4

The speaker says: "Now, one of the challenges with the stimulus package was a significant portion of that money had to be spent very quickly, and so it quite often didn't go into large projects that take a lot of time to develop and get approved and get bid out. It went for a lot of routine maintenance things – pavement maintenance, for instance." Public resources were therefore mostly used for urgent repairs.

5

The speaker says: "In the 1960s, we were spending five percent of our gross domestic product on infrastructure. By the '90s, it was two and a half percent. Today, it's less than two percent." Since the 1960s infrastructure spending has therefore gone down noticeably.

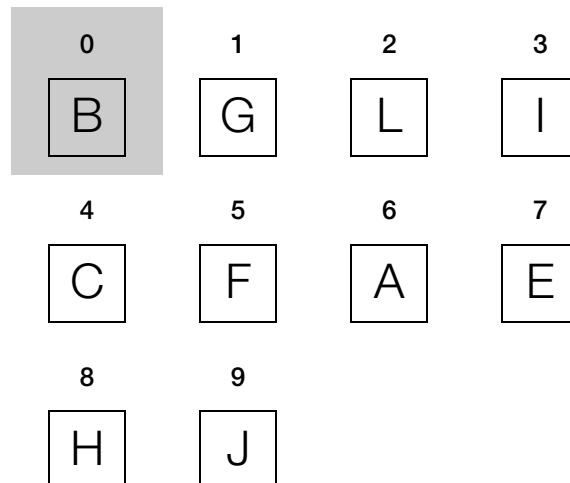
6

The speaker says: "And we built an infrastructure that was the envy of all the world. Unfortunately, we then sort of patted ourselves on the back and moved on to some other priorities and enjoyed the value of this great infrastructure." Therefore, after completing their infrastructure, Americans praised themselves for having done it so well.

7

The speaker says: "[...] we [...] enjoyed the value of this great infrastructure. And what we built in the '50s through the '70s is now 30 to 50 years old. And most of it has fallen into disrepair. It's just old and needs to be renovated and replaced. It's time for us to sort of pick up that ball and run with it again." Blaine Leonard therefore thinks that America's infrastructure must be fixed and changed.

4 Pet therapy



Begründungen

0

The speaker says: "Research suggests that your interaction with a pet can help you live longer [...]." People who have contact with animals can therefore extend their lifespan.

1

The speaker says: "Meredith Daly works at the Children's Inn on the campus of the National Institutes of Health in Bethesda, Maryland. It houses the families of children who are undergoing experimental therapies. The idea is to make the inn feel like an actual home. And one of the ways they do that is by having a resident dog." One institution is therefore made more attractive by the presence of a dog.

2

The speaker says: "There's a lesson going on at the work table, but four-year-old Thelma Balmaceda is much more interested in Vi, who's sprawled on her back on the floor, wanting a belly rub." During class, one little girl is therefore distracted by a dog.

3

The speaker says: "Vi, who's a retired seeing-eye dog, has been a tremendous addition to the staff, says Daly. But Vi may well be doing more than just bringing smiles to the faces of stressed out parents and children." According to an expert, the company of animals can therefore brighten the spirits of children and parents alike.

4

The speaker says: "She says one of the most important discoveries has been that interacting with an animal increases a person's level of the hormone oxytocin. That's good because oxytocin helps people feel happy and trusting." The body therefore produces more of a particular hormone when people spend time with animals.

5

The speaker says: "Oxytocin has some powerful effects for us in promoting the body's ability to be in a state of readiness to heal, and also to grow new cells, so it predisposes us to an environment in our own bodies where we can be healthier." The same hormone therefore helps the body recover.

6

The speaker says: "She used to see Ryan in an office. But as she jogs alongside Happy, Coleman says the horseback riding actually helps Ryan talk more." Riding therefore encourages Ryan to speak.

7

The speaker says: "But sometimes it's not just people who benefit. Rebecca Jonson says some of the research is focused on the other end of the leash."

The other speaker says: "We want to know how the animals are benefitting from the exchange." Scientists therefore want to find out about the advantages for animals.

8

The speaker says: "They were significantly more likely to be adopted if they were in the dog walking group." Dog walking programs therefore help shelter dogs get a place more easily.

9

The speaker says: "Helping the animals is helping the veterans to readjust to being at home." In one program, dogs are therefore helping people to feel comfortable back in their country.