

Standardisierte kompetenzorientierte schriftliche
Reifeprüfung/Reife- und Diplomprüfung/Berufsreifeprüfung

13. Jänner 2023

Englisch
Korrekturheft

Lesen B2

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* und *Richtig/Falsch mit Begründung* 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 Richtig/Falsch mit Begründung

Die Testmethode *Richtig/Falsch mit Begründung* sieht vor, dass für die Erreichung eines Punktes zwei Bedingungen erfüllt sein müssen:

1. Die Entscheidung, ob die jeweilige Aussage richtig oder falsch ist, muss korrekt sein.
2. Als „Begründung“ sind die ersten 4 Wörter jenes Satzes zu zitieren, der die Entscheidung belegt.

Das BMBWF empfiehlt im Sinne der Kandidatinnen und Kandidaten, Abweichungen von der Regel der ersten vier Wörter zu akzeptieren, wenn zweifelsfrei erkennbar ist, dass auf den die Entscheidung begründenden Satz Bezug genommen wurde (etwa, wenn 4 Wörter innerhalb des Satzes oder der ganze Satz zitiert werden).

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 erreichen. Die Rückmeldungen der Fachteams haben ausschließlich beratende und unterstützende Funktion. Die Letztentscheidung bezüglich der Korrektheit einer Antwort liegt bei der beurteilenden Lehrkraft.

Online-Helpdesk

Ab dem Zeitpunkt der Veröffentlichung der Lösungen können Sie unter der Webadresse <https://helpdesk.srdp.at/> 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 brauchen zur Benutzung des Helpdesks kein Passwort.

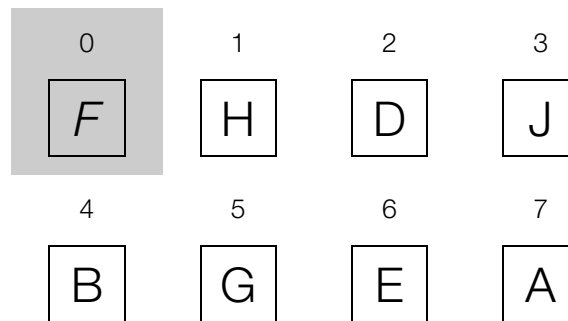
Sie erhalten von uns zeitnah eine Empfehlung darüber, ob die Antworten als richtig oder falsch zu werten sind. Sie können den Helpdesk bis zum Eingabeschluss jederzeit und beliebig oft in Anspruch nehmen, wobei Sie nach jeder Anfrage eine Bestätigung per E-Mail erhalten. Jede Anfrage wird garantiert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

Eine Anleitung zur Verwendung des Helpdesks finden Sie unter:

- https://helpdesk.srdp.at/Anleitung_Helpdesk.pdf

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 It's over, or isn't it?



Begründungen

0

The paragraph is about what happens after breakups and what two people do when they finally go their separate ways. The text says: "They throw out the snapshots and souvenirs, mourn and mope for a while, dig into the ice cream, and sooner or later, resume the search for a suitable mate. The exes never see each other again. Out of sight, eventually out of mind."

1

The paragraph elaborates that with using social media a final breakup is not so easy. The text says: "The newly decoupled might not call each other or meet up – that could be too direct – but there are other ways they stay connected. When you have 100 numbers in your cellphone and 700 friends on Facebook, links linger."

2

The paragraph is about the face or words of an ex may linger and popping up unexpectedly on social media sites anytime. The text says: "Deleting an ex's number or clicking 'Unfriend' takes work. Worse, it can feel like salt in a wound. An ex's words and smiles may continue to float across Facebook feeds or pop up in chat windows. It's easy to keep tabs on a former partner. In ways that weren't even imagined before the advent of instant messages and status updates, broken-up partners remain, for better or worse, a part of each other's lives."

3

The paragraph is about "soft breakups", which means ways that enable ex-partners to still be in contact with an ex-partner through social media or other online activities. The text says: "By impeding a definitive ending, technology has created what relationship researcher Scott Stanley dubs the 'soft breakup'. 'There are so many easy, cheap ways to stay in contact now,' says Stanley, a professor of psychology at the University of Denver. 'Social media have completely transformed the chances of persistent connection.'"

4

The paragraph elaborates on the consequences of so-called "soft breakups". One of them is that a partner might be more willing to end a relationship they no longer believe in if they have the option of a "soft breakup". The text says: "Compared with a wall of silence, a friendly text message here and an email there can take the edge off a breakup. 'The soft breakup gives us a new way of saying 'I don't want to date you, but let's try to be friends,' says Galena Rhoades, a clinical psychologist who frequently collaborates with Stanley on research. 'Having the option to do a soft breakup might motivate people to get out of a relationship they know is a dead end.'"

5

The paragraph is about the fact that social media enable us to still be informed about what is going on in an ex-partner's life, which might raise hopes that the relationship could be renewed. The text says: "At a minimum, electronic ties tempt exes to look backward. By offering a perpetual gaze into the lives of former partners, social media platforms enable exes to hang on to hope. Yet every hour spent monitoring an ex is an hour not spent searching for a better match."

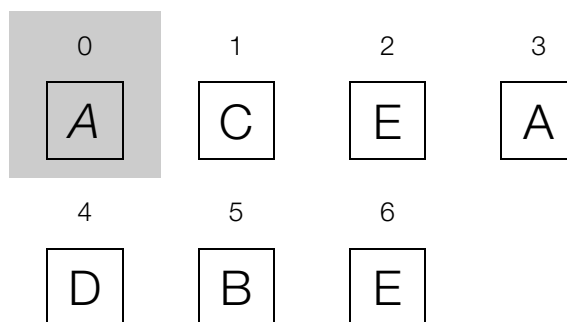
6

The paragraph is about the worries a new partner may have about exes who still stay in touch electronically. The text says: "Lingering links can also fuel anxiety in a new partner. Rhoades hears clients voice fears of being left for the ex who hovers electronically. Not every concern is so dire, but it's worrisome enough to feel that 'your partner may be sharing things that are not shared with you.'"

7

The paragraph elaborates on the fact that the opinion that ex-partners have of us is often still important to us. The text says: "Given the drawbacks of soft breakups, wouldn't it be easier for exes to sever all ties, analog and digital? Often, prior partners are people who merit respect and whose opinions we value. We prefer to think that they view us favorably despite the unhappy ending. 'If we're deleting somebody from our life, chances are the other person is doing the same, and that's uncomfortable,' Rhoades says."

2 How to use gamification in business



Begründungen

0

Paragraph A contains the answer: "Users were basically presented with a large graphic design of M&M's candy, with one small pretzel hidden among them. The task was to simply find the hidden pretzel." In this example of gamification the advertising strategy therefore used a search activity.

1

Paragraph C contains the answer: "Keas is a smart employee-wellness platform used by many organizations to keep group health insurance costs low and maintain low expenses related to occurrences such as unnecessary sick days." In this example of gamification companies therefore try to improve the physical well-being of the staff.

2

Paragraph E contains the answer: "This is a kind of customer experience that users won't easily forget." In this example of gamification a lasting memory is therefore created for the consumer.

3

Paragraph A contains the answer: "It boosted user engagement with the brand, bringing over 25,000 new likes on the company's official Facebook page, as well as more than 6,000 shares and 10,000 comments. The game was a miniscule part of a massive marketing campaign, but it offered a new fun way to engage with the company's new product and effectively helped to spread the word about it all over social media." In this example of gamification potential customers should therefore pass on information advertising the snack.

4

Paragraph D contains the answer: "Even if it sounds childish, ChoreWars proved to be a great tool to boost motivation at the office, especially for completing mundane tasks that simply need to be done." In this example of gamification the enthusiasm of workers is therefore improved.

5

Paragraph B contains the answer: “In NikeFuel, users compete against each other in their daily amount of physical activity. An app on their smartphone notes all activities performed by users and transcribes them into points.” In this example of gamification the company therefore tracks how much people exercise.

6

Paragraph E contains the answer: “The gamified experience here serves to engage customers, help them understand the core company values and appreciate the organization's dedication to bringing top quality in food, while supporting various charities at the same time.” In this example of gamification aid organizations are therefore funded.

3 Congressman John Lewis

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

Begründungen

0

The text says: “It was Sunday, March 7, 1965, and a voting-rights march from Selma to Montgomery had barely begun when Alabama state troopers charged a line of nonviolent demonstrators led by the twenty-five-year-old John Lewis.” John Lewis therefore marched at the front of the protesters.

1

The text says: “‘I’m going to die here.’ Yet for Lewis there was, strangely, no sense of panic, no gasping, no thrashing, no fear: He was at peace.” In the face of death, Lewis therefore felt calm.

2

The text says: “What had begun as an ordinary day in a small Southern town was soon to be known as Bloody Sunday, and the scene at the bridge became that rarest of things: a crossroads in the long story of civilization.” The incident in Selma was therefore soon given a special name.

3

The text says: “Within months came the Voting Rights Act of 1965, a landmark victory in the decades-long battle against Jim Crow.” As a consequence of the incident in Selma, laws for elections therefore changed.

4

The text says: “[...] but he still embodies the spirit of Bloody Sunday: His was—is—a vision of nonviolent social change that has more in common with the martyrs of old than with the politics of a given hour.” Lewis therefore stands for the idea of peaceful resistance.

5

The text says: “Born in 1940 to sharecropper parents, Lewis overcame a childhood stutter by preaching to chickens on the family farm in Pike County, Alabama.” At a young age, Lewis therefore talked to animals to practice speaking.

6

The text says: “After the Montgomery bus boycott catapulted Martin Luther King, Jr., to fame, Lewis sought out the emerging civil-rights icon, became chairman of the Student Nonviolent Coordinating Committee, and began a fabled life in the movement.” John Lewis therefore was at university when he became a political activist.

4 Forest School

0	1	2	3
D	H	F	A
4	5	6	7
I	E	B	C

Begründungen

0

The paragraph gives an introduction to the Forest School concept. The text says: "A Forest School offers a different approach to curriculum delivery because it is child- rather than content-centred. Children are supported in their learning and encouraged to explore the outdoor environment and develop a sense of appreciation for nature. Forest School leaders use accelerated learning and teaching techniques [...]."

1

The paragraph is about the setting of Forest Schools. The text says: "Forest School provides enjoyable, experiential learning experiences, based on regular visits to the same area within a local woodland in close proximity to their school for an extended period of time (usually at least 10-12 weeks)."

2

The paragraph is about the development of Forest Schools in the UK. The text says: "Since this methodology was introduced to the UK during the 1990s, originally as an early years (Forest Kindergarten) approach, it has been broadened and adapted to evolve into Forest Schools. The growth of Forest Schools has been unprecedented, spreading across the UK as schools recognise the potential for the model to meet the needs of all ages and abilities."

3

The paragraph is about the training of Forest School staff leaders. The text says: "Key to this success is the quality and support given to the staff leaders. Extensive training and opportunities to gain practical experience are offered before reaching a qualification standard. The issues of, for example, risk assessment, health and safety, first aid, site selection, ecological impact assessment, and continued learning and development are all assimilated within the training."

4

The paragraph is about the different parts of a day at a Forest School. The text says: "The day begins with a walk or journey to the woodland environment, which offers pupils plenty of opportunities to engage in observations and discussions about the day ahead. At their site, a safety briefing appropriate to the age group attending is delivered, which encourages pupils to self-risk-assess and be more aware of their surrounding environment."

5

The paragraph is about the activities at the Forest School. The text says: "Forest School Leader training empowers staff to be able to set up small achievable activities (in response to the participants' ideas) that are within the capabilities of every person in their group. A structured activity approach is not a Forest School approach, but it can allow progression if participant-directed."

6

The paragraph lists a number of games and activities, which are done outdoors, as well as their benefits for the children. The text says: "Games and activities, including hide-and-peek or going on a mini-beast hunt, support exploration, whereas lighting fires and using tools promote trust, self-awareness, management of risks, self-confidence, while helping to develop gross and fine motor skills."

7

The paragraph is about further benefits of Forest Schools. The text says: "There is significant anecdotal evidence that pupils are more highly motivated to learn at Forest School because the learning provides tangible results and it caters to all learning styles. Activities pursued are achievable and often open-ended, ensuring that a sense of achievement is gained by pupils that can be transferred back to the classroom."

Textquellen

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

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

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

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

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

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

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