

Name:

Klasse/Jahrgang:



Standardisierte kompetenzorientierte  
schriftliche Reife- und Diplomprüfung

AHS

13. Jänner 2015

Englisch

(B2)

Lesen

# Hinweise zur Aufgabenbearbeitung

Sehr geehrte Kandidatin, sehr geehrter Kandidat!

Dieses Aufgabenheft enthält vier Aufgaben.

Verwenden Sie für Ihre Arbeit einen schwarzen oder blauen Stift.

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"/>
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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"/>
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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
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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.

<del>falsche Antwort</del>	richtige Antwort
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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

1

Remembering Amelia Earhart

0	1	2	3
<input checked="" type="checkbox"/> K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	9		
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Von der Lehrperson auszufüllen

richtig falsch	richtig falsch	richtig falsch	richtig falsch
	1	2	3
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
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8	9		
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\_\_\_ / 9 P.

2

Drinking at an early age

	T	F	First four words
0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>However, efforts by frontline</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"/>	
9	<input type="checkbox"/>	<input type="checkbox"/>	

Von der Lehrperson auszufüllen

richtig falsch	richtig falsch
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\_\_\_ / 9 P.

NAME:

ANTWORTBLATT

Can computers replace humans in assessment?

	T	F	First four words
0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Pearson, the American-based parent</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"/>	

Von der  
Lehrperson  
auszufüllen

richtig falsch

<input type="checkbox"/>	<input type="checkbox"/>
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\_\_\_ / 7 P.

3

Invasive species

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

Von der  
Lehrperson  
auszufüllen

richtig falsch

<input type="checkbox"/>	<input type="checkbox"/>
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\_\_\_ / 6 P.

4

\_\_\_ von 31 P.

Read the interview with pilot Silvia Barter about Amelia Earhart, the famous female US pilot. Some parts are missing. Choose the correct part (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.



## Remembering Amelia Earhart

**Did you know Amelia Earhart? What was she like?**

I didn't know Amelia Earhart. I was in high school when Amelia Earhart disappeared, but I (0) \_\_\_ because of the women's pilots groups I belong to. She's very much a model for us. She's a role model because of her willingness to complete the job (1) \_\_\_ – not only in the beginning, but when she decided to fly around the world. Even though she (2) \_\_\_, she was still a role model. She carried herself very well, with dignity.

**What do you think happened to Amelia Earhart when she disappeared over the Pacific Ocean, near Hawaii?**

I really wish I knew, along with the rest of the world! I do think though that they (3) \_\_\_ and went into the sea. I can't even speculate. There are so many different versions about what people think happened. But I feel like we shouldn't dwell on her disappearance, (4) \_\_\_. She was definitely on a trip that she felt was very important. I think it's like what other modern-day aviators are trying to prove – you can do (5) \_\_\_.

**Did Amelia have any backup crew to help her on that last flight?**

Her only backup crew was Fred Noonan, her navigator. She was the pilot in command and he was along as her navigator. It was not unusual to have a navigator when flying a twin-engine aircraft. It was also not unusual that (6) \_\_\_.

**What were people's reactions to Amelia Earhart's disappearance?**

I think the mystery of it was the same as it is today. We all wondered what happened. The whole navy was out there searching for her, but didn't find any trace. We were all concerned. I was especially concerned, being a woman knowing that one day I was going to fly. At first it was not a catastrophe, though, because we kept thinking they would find her. We thought for years that they would find her, or at least (7) \_\_\_.

(Fortsetzung 1)

We have read about a number of other women pilots that flew when Amelia did. Why do you think she became so popular compared with the others?

Because the other women were instructors and (8) \_\_\_\_\_. She was also setting records – and a newsworthy item all the time. But she was not flamboyant at all in the way she carried herself. Her personality (9) \_\_\_\_\_. Even in her speeches she was quiet in her approach to everything. I don't think she wanted the publicity – but I think she was proud that as a woman she was doing the job she set out to do.

A	discover a sign of her
B	but instead celebrate her life
C	also did unusual things
D	probably ran out of fuel
E	was very shy
F	didn't make it
G	whatever men can do
H	the pilot receives the recognition
I	were not as travelled as Amelia Earhart
J	whatever you set your mind to
K	know a lot about her
L	she had set out to do

Read the text about different ways of dealing with alcohol-related problems in England. First decide whether the statements (1-9) 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.

## Drinking at an early age

Alcohol is part of life for children and young people growing up in the North East and a recent national survey showed that children in the region drink alcohol at younger ages and in greater quantities than their peers anywhere else in the country.

However, efforts by frontline organisations have been successful in helping to reduce the number of youngsters tempted to drink. Recent studies show the overall number of children and young people drinking alcohol has reduced since 1995.

To further this success a number of events will be taking place to help raise awareness across the region.

Drop-in sessions will be running to help people of all ages understand units and levels of safer levels of consumption.

Also posters and leaflets with information, as well as a confidential helpline number have been distributed to accident and emergency departments and to youth facilities.

Information will also be available from a stall at North Tyneside Council, The Quadrant, Silverlink.

Balance, the North East of England's alcohol office, is working with schools in Gateshead and Newcastle to produce a large-scale artwork to demonstrate the impact that alcohol advertising has on children and young people.

The organisation is working with a local artist who will be undertaking art sessions with children to see what, if anything, they recall from alcohol adverts and using art to capture the results.

Acts, a multi-agency partnership which involves Newcastle Primary Care Trust, GPs, hospitals, mental health services and the voluntary sector as well as Sub 21 – which targets young people in North Tyneside – has been playing a vital part in raising awareness of the dangers of excessive alcohol consumption.

Acts staff currently work with people in settings including schools, communities and hospitals, to understand their thoughts, feelings and behaviour towards alcohol and to offer early intervention, screening and advice.

Lynda Seery, alcohol public health lead for NHS North of Tyne said: "We aim to use Alcohol Awareness Week to encourage young people to enter into safer recreational activities by raising their knowledge of how drinking can damage their health.

"Acts aims to promote a safe, sensible drinking culture and ensure that everyone with an alcohol problem is able to access the treatment and support they need and this includes young people.

"NHS North of Tyne has had a significant impact on the levels of binge drinking across the region through joint working and a three-pronged approach of prevention, early intervention and working in partnership with Northumbria Police and local councils to address the issues of licensing.

(Fortsetzung 2)

“We want to strengthen people’s understanding about their relationship with alcohol; the effect it has on them and services they can access for help with alcohol-related issues such as self-harming and social exclusion.”

Last year Newcastle had the second highest level of alcohol-related hospital admissions, second only to Liverpool, but the roll-out of Acts from Newcastle to North Tyneside and Northumberland, has been successful in getting the message across.

As part of the implementation, more staff received intervention and advice training across health, social care and education while awareness of the service was promoted through local involvement networks, overview scrutiny committees, community and voluntary sector groups, and MPs.

But the efforts continue. The results of a survey of 1,000 residents throughout the North of Tyne area conducted by Balance, discovered:

More than eight in 10 of the region’s parents said they had not purchased alcohol for their children aged 17 and under.

Three in five said they had never given alcohol to their children, aged 17 or under.

The survey reported the common consensus of respondents who said that children and young people drinking alcohol is most definitely unacceptable, with 80% agreeing that young people between the ages of 13 and 15 shouldn’t be drinking.

The survey also revealed that adults misusing alcohol around children is frowned upon – with four in five agreeing that adults should never drink too much in front of children.

0	Attempts to prevent young people from drinking have had a positive effect.
1	A series of activities will be organised to increase people’s understanding.
2	There is a phone number people can call if they need help with alcohol problems.
3	School children will make a film that shows the effects of alcohol abuse.
4	A number of hospitals are run by Acts.
5	Health authorities are trying to motivate young people into taking up more harmless types of entertainment.
6	The main objective of Acts is to restrict the availability of alcohol.
7	It is important to the NHS that people become more conscious of how they deal with alcohol.
8	Due to financial cuts it has not been possible to offer more support to staff.
9	There is a strong feeling that youngsters may be allowed to drink on certain occasions.

Read the text, published in 2009, about a new way of marking tests. First decide whether the statements (1-7) 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 four 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.

## Can computers replace humans in assessment?

The owner of one of England's three major exam boards is to introduce artificial intelligence-based automated marking of English exam essays in the UK from next month.

Pearson, the American-based parent company of Edexcel, is to use computers to "read" and assess essays for international English tests in a move that has fuelled speculation that GCSEs and A-levels will be next.

All three exam boards are now investing heavily in e-assessment but none has yet perfected a form of marking essays using computers – or "robots" – that it is willing to use in mainstream exams. Academics and leaders in the teaching profession said that using machines to mark papers would create a "disaster waiting to happen".

The Times Educational Supplement (TES) reports today that the Pearson Test of English Academic, an English-language exam, will launch on 26 October. It includes essay questions and will be used in 20 countries, including the UK, to rate applicants' English skills before they are admitted to university.

Computers have been programmed to scan the papers, recognise the possible right responses and tot up the marks. Pearson claims this will be more accurate than human marking.

John Bangs, head of education at the National Union of Teachers, said that computers could be useful in many areas of assessment but cautioned against their use in English exams: "I'm very concerned that it would constrain the nature of the questions being asked. You won't pick up nuances by machine and it will trigger a trend to answering narrower questions. It could be a disaster waiting to happen."

A Pearson spokesman told the TES that its system produced the accuracy of human markers while eliminating human elements such as tiredness and subjectivity.

Other exam boards said the adoption of computers to mark beyond their current use in multiple choice tests was inevitable. Tim Oates, director of research for Cambridge Assessment, which owns the exam board OCR, said: "It's extremely unlikely that automated systems will not be deployed extensively in educational assessment. The uncertainty is 'when' not 'if'. But all systems need to meet exacting quality criteria and should definitely not be adopted just to make life easier for testing organisations."

(Fortsetzung 3)

"Some approaches look like technology in search of a test, rather than assessment designed to accurately report attainment."

An Edexcel spokesperson said that the board was not planning to use automated marking in mainstream exams such as A-levels and GCSEs. She said that previous trials of the technology in GCSE essay questions had not been expanded.

0	A US enterprise is planning to make use of electronic software to mark written performance.
1	A lot of money is being put into the development of automated assessment tools.
2	University professors are convinced that electronic assessment will prove to be successful.
3	The Pearson English language test will be limited to colleges in Britain.
4	A teaching union spokesperson believes computers are able to recognize minor differences in responses.
5	The programme is described as precise and without human weaknesses.
6	According to some testing organizations, electronic rating will only ever be for tests where you select the correct answer.
7	The new technology will not be applied in standard school exams in the near future.

Read the text about animals that have been introduced into another country, then choose the correct answer (A, B, C or D) for questions 1-6. Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.

## Invasive species

Britain is facing a surge of invaders with scientists recording 3,800 alien species, including 44 mammals, 326 birds, 1,821 flowering plants and 865 insects.

One of the worst invaders is the harlequin ladybird, a voracious predator that cannibalises other ladybirds and threatens many other insect species. It arrived in Essex in 2004 but has already reached the Orkneys. Its arrival in an area appears to herald rapid declines in native species.

Another is the ring-necked parakeet, which is spreading so fast that the government has just allowed landowners to shoot them without a licence.

Macdonald and Burnham wrote their report, *The State of Britain's Mammals*, for the People's Trust for Endangered Species. They suggest that each invasive mammal species should be considered on its merits and not persecuted just for being foreign. They write: "There comes a point where a non-native has been exerting its influence on native biodiversity for so long that a new community has emerged to which the intruder is integral so its removal would no longer rescue or restore the original natural state. At that point the intruder's origins no longer justify killing it."

They add: "The decision to consider a naturalised non-native species as an ecological citizen should hinge solely on the nature of the damage it causes to native biodiversity."

The grey squirrel would probably be among the candidates for such a reassessment.

Introduced to Britain in 1828, it has spread across most of the country, driving out the

smaller red squirrel and possibly damaging wild bird populations by eating their eggs.

The researchers argue, however, that in many areas the animal is now part of Britain's wildlife and it would be difficult to get the public support and money needed for eradication. But they say that the animals must still be heavily controlled in areas such as Scotland, where the red squirrel still survives.

Some invaders are already ecological citizens. One such is the brown hare, which was introduced to Britain by the Romans but which is so widely accepted that its recent decline has prompted the government to list it as an endangered species.

Similarly, rabbits, brought to Britain in the 11th century and now responsible for £115m of losses to farmers each year, are also seen as British. Macdonald points out that although they do damage they also maintain grasslands and provide food for predators.

Soon, such "ecological citizens" could be joined by the Chinese water deer, which is facing rapid decline in its home regions in China and Korea. In Britain, its population has surged to several thousand, accounting for 10% of the global population. "Britain has become an ark for these creatures, so conserving it might help protect the species," Burnham said.

The American mink, by contrast, would probably fail the ecological citizenship test, because of the damage it causes to Britain's native wildlife, especially the water vole.

(Fortsetzung 4)

0 **The harlequin ladybird**

- A is the main food source of some other animals.
- B appears to be a native species.
- C feeds on its own species.
- D outnumbers other alien species.

1 **A new approach is to**

- A assess each alien species individually.
- B support alien mammals, but not insects.
- C hunt down every alien species.
- D keep track of alien species.

2 **Some alien species**

- A are not mentioned in the report.
- B have reduced in number.
- C are unpopular due to their origins.
- D are now a natural part of the ecosystem.

3 **The grey squirrel**

- A is found throughout Britain.
- B has crossbred with the red squirrel.
- C is hunted due to the damage it causes.
- D gets a lot of public attention.

4 **The brown hare**

- A is part of a farming programme.
- B was brought to Britain a long time ago.
- C is accepted as a useful alien species.
- D is a threat to endangered species.

5 **Rabbits**

- A are hunted down by angry farmers.
- B help other animals to survive.
- C are responsible for the loss of biodiversity.
- D need to be strictly controlled.

6 **The Chinese water deer**

- A can only survive in certain areas of Asia.
- B will survive anywhere but in China.
- C has been classified as an ecological citizen.
- D survives in Britain.