

Standardisierte kompetenzorientierte  
schriftliche Reifeprüfung / Reife- und Diplomprüfung

AHS

6. Mai 2015

Englisch  
Lesen (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 den Testmethoden *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 BIFIE 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 erweiterten 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.

## 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 Rückmeldung 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 Lehrerinnen und Lehrer versendet.

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

- [http://srp.bifie.at/Anleitung\\_Helpdesk\\_AHS.pdf](http://srp.bifie.at/Anleitung_Helpdesk_AHS.pdf) (AHS)
- [http://srp.bifie.at/Anleitung\\_Helpdesk\\_BHS.pdf](http://srp.bifie.at/Anleitung_Helpdesk_BHS.pdf) (BHS)

Online-Helpdesk Englisch	
Eingabe Helpdesk:	6. Mai 2015, 18:00 Uhr bis 8. Mai 2015, 23:59 Uhr
Eingabeschluss:	8. Mai 2015, 23:59 Uhr
Versand der Antwort-E-Mails:	11. Mai 2015 bis 12:00 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:	11. Mai 2015 von 13:00 bis 15:00 Uhr
Telefon-Hotline Termin 2:	11. Mai 2015 von 16:00 bis 18:00 Uhr
Telefon-Hotline Termin 3:	12. Mai 2015 von 11:00 bis 13:00 Uhr
Telefonnummern:	01 533 6214 4062 oder 01 533 6214 4064

## 1 Coping with traffic problems

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

### Begründungen

0

The text says: "The country is now trying to fight air pollution and traffic chaos by expanding public transportation." China therefore wants to cope with environmental problems by increasing transport services.

1

The text says: "As the country's middle class continues to grow, so too, has the demand for cars." The high number of new automobiles in China is therefore caused by people with money to spend.

2

The text says: "With so many new cars, air pollution has deteriorated rapidly and roads are badly congested." This many new vehicles has therefore led to more traffic jams.

3

The text says: "Too often, say analysts, developing countries end up copying the car-based transportation concept they see in industrialized countries." The traffic policy of less developed states is therefore mostly influenced by developed nations.

4

The text says: "Booming industries have attracted millions of people to Guangzhou, and the city – which is already home to some nine million people – is growing rapidly." The population growth of Guangzhou can therefore be put down to expanding businesses.

5

The text says: "The buses now transport nearly a million passengers a day, far more than most of China's subway systems." Guangzhou's BRT system is therefore more successful than China's underground networks.

6

The text says: "'When you organize transportation, you have to think about the people, not about the cars,' says Karl Fjellstrom, the regional director at the Institute for Transportation and Development Policy [...]." People who design urban traffic systems must therefore consider the needs of city residents.

7

The text says: "The measures have helped Guangzhou not only to ease its traffic chaos, but also to cut its greenhouse gas emissions. Thanks to the bus system alone, the city cut carbon emissions by around 45,000 tons in 2010." Guangzhou's transport policy has therefore led to an increase of air quality.

## 2 Kids addicted to technology

	R	F	akzeptiert	nicht akzeptiert
0	x		<i>It turns out her</i>	
1		x	I was impressed that Most parents are slowly	Closer to home, my This summer a mom
2	x		One of the reasons I admit, I needed	At home, somehow the Just as adults have No gadgets are allowed We have pretty strict I had a fantasy
3	x		At home, somehow, the	There are all sorts We have pretty strict But the lure was
4		x	But those cases of	When a Taiwanese 18-year-old One friend announced she
5	x		Closer to home, my	But those cases of Most parents are slowly
6		x	We have pretty strict	Like most aspects of Part of assimilating back
7	x		By the time most My twin daughters are	
8	x		Just as adults have	This is where it Technology is an incredibly The lure of technology

### Begründungen

0

The text says: “[...] a mom I know told me her 12- year-old bookworm daughter regretfully handed back her Kindle Fire, saying she couldn’t handle the temptation to play games rather than read.” It then continues: “She assumed that all of those hours on the Kindle were being spent pouring over the school summer reading list. It turns out her daughter couldn’t resist *Doodle Jumping* her days away.” This means that an e-book reader kept a girl from completing her school assignments.

1

The text says: “I was impressed that a young girl could admit this growing addiction and hand over her Kindle, but she’s the exception, and not the norm. Most parents are slowly recognizing that what starts out as an innocent distraction and fun way to integrate tech into our lives can easily turn into a full blown addiction to the games and gadgets that our kids now have access to all the time.” These sentences contradict the statement that children are realizing that they are over dependent on technological devices.

2

The text says: “One of the reasons I chose my daughters’ overnight camp this summer was because of their ‘no electronics’ rule.” The text then says: “I admit, I needed them to be completely unplugged, and it’s much easier to do that in a place where there are literally no plugs.” This sentence confirms that the author felt that her children needed a break from technology.

3

The text says: “At home, somehow, the one hour of allowed screen time easily morphs into two or three.” This sentence confirms that the author does not always insist her children follow the family’s rules.

4

The text says: “But those cases of extreme use aren’t what most modern parents are dealing with.” This sentence contradicts the statement that nonstop computer gaming is a problem concerned parents face everyday.

5

The text says: “Closer to home, my Facebook wall and real life chatter have been lighting up with tales of kids addicted to Minecraft, glued to their iPod Touches, and clocking in the hours watching YouTube videos or playing Angry Birds and Temple Run on iPads.” This sentence confirms that parents exchange information about which games their children are hooked on.

6

The text says: “We have pretty strict rules in our house – no screen time during the week at all, and the supposed one hour a day on the weekends.” This sentence contradicts the statement that the author’s children are not allowed to use any gadgets at home anymore.

7

The text says: “My twin daughters are 10 years old and they need to use a computer for school. By the time most kids reach middle school they will need to conduct research, write papers and, if their school is moving into the 21st century, they’ll most likely have classroom blogs, assignments and school communication online as well.” This sentence confirms that children need technology for school work.

8

The text says: “Just as adults have a difficult time shutting off the email when they get home — kids will need rules to merge their ‘work’ and home lives with technology.” This sentence confirms that it’s not easy for anybody to cut down on modern technology in their free time.

### 3 When Big Brother is watching Sydney

0	1	2	3	4	5	6	7	8	9
G	L	A	I	E	B	J	D	C	F

#### Begründungen

0

The first paragraph talks about rooms full of mostly men who monitor, correct and fix crises. Thus “stare intently into banks of computer screens” is the only option that fits the gap contextually.

1

The text continues to talk about different aspects of city life, water, traffic, buses and trains to planes, electricity, bushfires and security; thus, aspects which “touch almost every aspect of our daily lives” are monitored in these rooms.

2

The text then compares Sydney to a living creature and also compares these control centres to the creature’s organs. Thus “controlling all the vital processes” is the only option that fits the gap contextually.

3

The paragraph describes the control room with one wall full of video screens. Thus “interspersed with maps and bar charts” is the only option that fits the gap contextually.

4

The paragraph talks about specialists concentrating on their individual tasks and how they work together to solve potential problems. Thus “pop up minute to minute” is the only option that fits the gap contextually.

5

These specialists are ready to deal with problems like with a car that causes a problem or “a collapsing crane”. Thus, “inconsiderately left in a clearway” is the only option that fits the gap contextually.

6

The text continues to talk about the operators and their amazing skills, calling them true masters of what they are doing and watching. Thus “survey on their screens” is the only option that fits the gap contextually.

7

The text continues to talk about the one thing which can be more powerful than technology, natural events like the weather system. Thus “have enormous knock-on effects” is the only option that fits the gap contextually.

8

The sentence talks about the effect rain has and the problems it can cause. Thus “fiddling with umbrellas means” is the only option that fits the gap contextually.

9

The paragraph talks about another control centre containing “a huge diagram of the state's electricity network” and the weather affecting the electricity situation. Thus, “providing the right amount of power” is the only option that fits the gap contextually.

#### 4 The white rabbit

	akzeptiert	nicht akzeptiert
0	<i>look after Amy</i>	
1	<p><b>there are no distractions</b></p> <p>it was not distracting  no distraction from studying  no distractions  no distractions at Susan’s  of no distractions  she could concentrate well  she is not distracted  she wouldn’t be distracted  there is no distraction  there is no distractions  there nothing distracts her  there was no distraction  there was no distractions  there were no distractions  there wouldn’t be distractions  would be no distractions</p>	<p><i>Correct answers need to mention <u>why</u> Susan’s was a good place to study.</i></p> <p>Alice can learn there  Amy had to sleep  Amy went to bed  having a ulterior motive  it keeps her studying  it’s the older sister  learning for exam  new house  of an ulterior motive  of her psychology exam  of quietness  of the new house  psychology exam  she can learn  she can learn psychology  she could learn  she could learn psychology  she could study  she could study there  she fell asleep  she had enough time  she had to study  she has to study  she really enjoyed it  she was all alone</p>

		<p>Susan went out  the house was new  the narrator can study  the narrator had an exam  the time to learn  there was no Amy  time to study</p>
2	<p><b>Disney films captivate her</b></p> <p>captivated her  Disney film captivate her  Disney films are captivating  Disney films captivated her  Disney films captivated them  Disney films captivates her  Disney films captives her  he loved Walt Disney's  it captivated her  it captivates her  liked Disney films  she liked the film  she liked those films  she likes Disney films  such films captivate her  the film captivate her</p>	<p>Amy dropped off  Amy eventually dropped off  Amy fell asleep  Amy went to bed  determined to good use  didn't want to study  Disney films capitiate  films captivate her  films captivate me  her eyelids drooped down  she carried Amy upstairs  she started studying  she won't go sleeping  the kid crashed out  Wonderland</p>
3	<p><b>fell asleep</b></p> <p>fall asleep  fall asleep during studying  she fall asleep  went asleep  began to sleep  sleped  slept  fell to sleep</p>	<p>bizarre creatures  dreamed (<i>It is not possible to dream intentionally; "unintentionally" does not collocate with "dream".</i>)  dreamt of strange creatures  drooped her eyelids  dropped her eyelids  drunk to much  had a dream  had bizarre dream  her eyelids dropped  maked fun of Susan  saw a white rabbit  saw the rabbit  sleped in (<i>has the meaning of oversleep and is not correct</i>)  started dreaming  urge to follow rabbits  was wandering  was wandering in some  was wandering sinister garden  woke up</p>
4	<p><b>she hadn't highlighted anything</b></p> <p>any highlighted sentence  anything wasn't highlighted  didn't highlight any sentences  hadn't highlighted a sentence  hadn't highlighted single sentence  having no sentences highlighted  her text wasn't highlighted  highlighted nothing</p>	<p>a lack of highlights (<i>difference in meaning: highlights refer to dye in one's hair</i>)  a single sentence  a stiff neck  a white rabbit  any highlighted sentence  chilled Chardonnay  her opened binder  her something  highlighted a single sentence</p>

	<p>no highlighted sentence  no sentence was highlighted  no words were highlighted  not one highlighted sentence  not to have studied  nothing highlighted  nothing was done yet  nothing was highlighted  she didn't highlighted anything  she had highlighted nothing  she had learnt nothing  she had not studied  she had not worked  she had read nothing  she had studied nothing  she had underlined nothing  she hadn't done anything  she hadn't done much  she hadn't highlighted  she hadn't highlighted it  she hadn't highlighted sentences  she hadn't learnt anything  she hadn't learnt it  she hadn't read it  she hadn't studied it  she hadn't studied anything  she has done nothing  she hasn't highlighted anything  she hasn't marked anything  she learned nothing  that nothing was highlighted  that she did nothing  that she highlighted nothing</p>	<p>it was a dream  she had been asleep  she had been sleeping  she had drunk the wine  she have not write  that anything was highlighted  that she didn't write  that there is nothing  that there was nothing  the binder lay open  the empty wine glass  there is no text  very confused  what she had seen</p>
<p><b>5</b></p>	<p><b>to rub her eyes</b>  <b>to blink hard</b></p> <p>amazement  blinked hard  blinking and rubbing eyes  can't believe  can't believe her eyes  disbelief  not believing it  not to believe it  rabbed her eyes  rubbed and blinked hard  rubbed her eyes  rubbing and blinking eyes  rubbing eyes and blink  rubbing her eyes  rubbing her eyes hard  rubbing, blinking the eyes  she couldn't believe it  she didn't trust eyes  she rubbed her eyes  she was amazed  she was surprised  surprise</p>	<p>being afraid  can't believe your eyes  running the tap  she couldn't believe them  she was shocked (<i>'shock' is a much stronger emotion than "surprise" and moral in nature, therefore it is not accepted</i>)  she was tired  shock  to drink water  to follow it  to resist it  to watch it  typical  very shocked</p>

	<p>that she couldn't believe  to blink hard  to blink in disbelief  to mistrust her eyes  to rub the eyes  to rubb the eyes  to rubbe her eyes  to rubbed her eyes</p>	
<b>6</b>	<p><b>to follow it</b></p> <p>follow it  to follow  to follow him  to follow the rabbit  to walk after  wanted to follow  wanted to follow it</p>	<p>one glass of wine  to be wearing her glasses  to be wearing her shoes  to escape  to follow them  to have her glasses  to have her shoes  to resist it  to see it  to see the darkness  to sleep  to watch it vanish  wake up</p>
<b>7</b>	<p><b>strange creatures</b></p> <p>bizarre creatures  bizarre creatures all night  bizarre cretaures around her  half animals  strange creatures chattering  strange half-human creatures  the chattering creatures  the strange creatures</p>	<p>a big white rabbit  Amy  an irrational urge  chattering nonsensically  drinking tea  learning Freud's dream theory  no wearing shoes  reality and dream  such creatures  the animals  the rabbit  the rabbit's chatting  the strange creature  wearing no shoes  yelling animals</p>
<b>8</b>	<p><b>was not a dream</b></p> <p>belonged to a lady  belonged to a neighbour  belonged to Susan's neighbour  belonged to the lady  belonged to the neighbour  belonged to the neighbours  belongs to Mrs Carroll  belongs to their neighbour  came from Mrs Carroll  had been real  had really been there  is from the neighbour  is real  is the neighbour's one  is the neighbour's pet  lived next door  must have escaped  really exists  the neighbours one</p>	<p>Amy was the rabbit  can do all things  do not wear anything  escaped from the garden  is Amy's rabbit  is not real  is the cleverest  is the cleverest one  is the cleverest rabbit  owns Mrs Carroll  reminds her  sat in their garden  still exists  was a dream  was an illusion  was her own  was in her dream  was in the neighbourhood  was just a dream  was their pet  was there before</p>

	<p>was from her neighbour  was from their neighbors  was genuine  was Mrs Carroll's rabbit  was no hallucination  was no illusion  was not a imagination  was probably the neighbour's  was real  was the lady's  was the neighbour's  was the neighbour's pet  was the neighbour's rabbit  was the neighbours</p>	<p>was very clever  wasn't real</p>
<b>9</b>	<p><b>the narrator's joke</b></p> <p>Alice's joke  her aunt's joke  her aunt's reaction  her funny aunt  the joke  the joke Alice made  the joke Alice told  the joke from Alice  the joke of Alice  the joking narrator  the narrator's answer  the narrator's comment  this joke  what Alice said  what Auntie Alice said  what the narrator said</p>	<p>a bad joke  Alice  Alice dream and reaction  Auntie Alice  hearing the story  her joke (<i>not clear enough, could mean Amy's joke</i>)  her rabbit  laughing  laughing at her joke  laughing at the joke  learning the news  Susan  Susan's joke  that thought  the Chardonnay  the clever rabbit  the invitation  the joke from Amy  the joke of Amy  the narrator  the new white rabbit  the purpose of the visit  the story of her  the white rabbit  their laughing  visiting the rabbit  what she said</p>

## Begründungen

**0**

The text says: "Susan, my older sister, and Amy, my little niece, had only just moved into their new house when I saw the white rabbit. I had offered to stay over to look after Amy [...]." The narrator was therefore at Susan's in order to look after Amy.

**1**

The text says: "I knew there would be no distractions at Susan's to keep me from studying [...]." Susan's was therefore a good place to work because there were no distractions.

**2**

The text says: "Disney films captivate me and [...] I finished watching alone [...]." The narrator therefore watched the film to the end because Disney films captivate her.

**3**

The text says: “But the exertions of the day caused my eyelids to droop, and the next thing I knew, [...]. It must have been well after midnight when I woke, [...].” The narrator therefore unintentionally fell asleep.

**4**

The text says: “My binder lay open on my lap; I hadn’t highlighted a single sentence.” Therefore, when the narrator looked again at her text, she noticed that she hadn’t highlighted anything.

**5**

The text says: “I did all those things you’re supposed to do when you can’t believe your eyes: I rubbed them and blinked hard.” The narrator’s first reaction when she saw the rabbit was therefore to rub her eyes and blink hard.

**6**

The text says: “It [...] hopped off slowly and deliberately. I felt an irrational urge to follow it.” When the rabbit moved away, the narrator therefore really wanted to follow it.

**7**

The text says: “The strange creatures had plagued me all night.” In her dreams, the narrator was therefore annoyed by strange creatures.

**8**

The text says: “[...] the lady next door [...] got a rabbit - a big white one! [...] It can even get out of its cage on its own [...] I felt a rush of relief.” On hearing Susan’s news, the narrator therefore assumed that the white rabbit was not a dream.

**9**

The text says: “Amy [...] laughing at the joke louder than was absolutely necessary.” Amy was therefore very amused by the narrator’s joke.