



Read the text about polar bears. Match the paragraphs (1-7) with the headings (A-I). Write the numbers in the boxes. Use each number only once. There are two extra headings. One heading (A) has already been matched.

Polar Bears

5 (1) Polar bears, whose natural habitat lies largely within the Arctic Circle, are a powerful symbol of the strength and endurance of the Arctic. At least two thirds of the world's polar bears live on Canadian territory, giving Canadians a special relationship with these animals. The polar bear's Latin name, *Ursus maritimus*, means "sea bear." It's a fitting name for this species. It is the only bear that is considered a marine mammal because it depends upon the marine environment for survival.

10 (2) Over thousands of years, polar bears have also been an important part of the beliefs and economies of Arctic Canadian indigenous people. Although these people have experienced rapid changes in their lifestyles in the last few generations, they have maintained a vital link to these animals. It has even been suggested that Arctic peoples' skills in seal hunting and igloo construction may have been in part picked up from the polar bears themselves.

15 (3) Sea ice is the foundation of Arctic marine life and makes up the ecosystem on which polar bears rely for every aspect of their lives. It is where they mate and raise their cubs in their maternal dens. Sea ice is also the essential habitat of their primary food: ringed seals. With their keen sense of smell, polar bears can detect a seal's breathing hole in the ice from up to a kilometre away.

20 (4) The World Wildlife Federation and Earth Hour recently released a report that said these beasts could become extinct in their natural habitats by the end of the century. "Each year the thinning and earlier break-up of sea ice due to global warming in the Arctic is becoming more severe. This diminishes the bears' opportunity to hunt and causes a reduction in the body weight of female polar bears. In the near future the average body weight may be too low for them to reproduce," the report stated.

25 (5) The decision of the governments along the Arctic Circle to drill for oil in the Arctic National Wildlife Refuge was anticipated by the WWF but cannot be simply accepted. If polar bears come into contact with oil and other industrial chemicals through grooming, consumption of tainted food, or direct consumption of chemicals, this may be lethal to the animals.

30 (6) As sea ice melts, more and more polar bears can be found along Arctic coastlines. Greater numbers of bears are forced onto land for longer periods, both to find food and to give birth. It is in these areas where their powerful sense of smell attracts them to garbage, stored food, dog teams and animal carcasses — bringing them into greater conflict with Arctic people.

35 (7) Current knowledge shows that polar bears have some capacity to adjust to the warming Arctic, but the loss of their sea-ice habitat may be happening too rapidly to allow for adaptation and there are no substitutes on land for the fat-rich ringed seals on which the bears depend for their survival. Experts predict that two-thirds of the world's polar bears may disappear by 2050, putting them on the endangered species list.



	Heading	Paragraph
A	It's all in the name	(1)
B	An unknown future	
C	Ecological role	
D	Further threats	
E	Vanishing habitat	
F	Safety in numbers	
G	A frozen home	
H	Adjusting to a new lifestyle	
I	History of coexistence	



Lösung

	Heading	Paragraph
A	It's all in the name	(1)
B	An unknown future	7
C	Ecological role	-
D	Further threats	5
E	Vanishing habitat	4
F	Safety in numbers	-
G	A frozen home	3
H	Adjusting to a new lifestyle	6
I	History of coexistence	2

Hinweise zur Korrektur

Jede richtige Lösung wird mit **1 Punkt** bewertet. Mehrfachantworten bei einer Teilaufgabe führen zu Punktverlust. Die Höchstpunktzahl beträgt **6 Punkte**.

Kurzbeschreibung des neuen Formats

Die Prüflinge ordnen vorgegebene Teilüberschriften den sechs Abschnitten des Lesetextes zu.

Dazu lesen die Schülerinnen und Schüler den Text sehr genau durch und setzen sich intensiv mit dem Inhalt der einzelnen Abschnitte auseinander. Sie abstrahieren deren Hauptinhaltsaspekte und wählen dementsprechend die jeweils passende Überschrift aus. Diese ordnen sie zu, indem sie die Zahlen (1-6) in die Kästchen eintragen.

Erschwert wird die Zuordnung durch insgesamt zwei Sätze, die nicht gebraucht werden (Distraktoren).

Begründung des Leistungsniveaus

Grundlage sind die Kompetenzerwartungen zum Bereich Leseverstehen aus dem LehrplanPLUS, die ein mittleres Anforderungsniveau beschreiben.

Das erhöhte Leistungsniveau bei dieser Aufgabe ergibt sich u. a. aus

- der inhaltlichen und sprachlichen Komplexität des Textes, u. a.
 - wenig vertraute Thematik,
 - Fachwortschatz, der nur mithilfe des Wörterbuches erschließbar ist,
 - Komplexe Strukturen und schwieriger Satzbau.
- Der anspruchsvollen Lösungsfindung, u. a. durch die Notwendigkeit,
 - den Text als Ganzes zu verstehen und die Hauptinhaltsaspekte der einzelnen Textabschnitte zu abstrahieren,
 - inhaltliche Zusammenhänge zwischen den vorgegebenen Teilüberschriften und den einzelnen Textabschnitten herzustellen,
 - zwei zusätzlich angebotene Teilüberschriften (Distraktoren) auszuschließen.