EVALUACIÓN DE BACHILLERATO PARA EL ACCESO A LA UNIVERSIDAD
203 INGLÉS. JUNIO 2022

NOTA IMPORTANTE

La primera sección (Reading Comprehension) contiene dos textos. Es necesario elegir uno (Text A o Text B) y responder a las dos cuestiones asociadas al mismo (Task 1 y Task 2). Para la segunda sección (Use of English), las dos cuestiones (Task 3 y Task 4) son únicas. Es necesario responder ambas y, en la segunda (Task 4), se responderá sólo a tres de los cinco ítems. En la tercera sección (Writing), se elegirá sólo una de las cuatro opciones (email, texto descriptivo, argumentativo, o de opinión). Si se responde a un número de cuestiones o ítems superior al requerido, solo se corregirán las primeras respuestas dadas hasta llegar al número de ítems indicado en cada caso.

SECTION I: READING COMPREHENSION (3 marks)

Choose Text A or Text B. Then do Task 1 and Task 2.

Text A
Cheating

Students know cheating is wrong. They simply see themselves as moral in spite of it. They cheat just enough to maintain a self-concept as honest people, considering their behavior an exception to a general rule. Some cheat when they don't see the value of the work they are assigned, such as drill-and-kill assignments[1], or when they perceive an overemphasis on teaching content linked to exams. But students also rationalize cheating on assignments they see as having value. High-achieving students who feel pressured to attain perfection may turn to cheating to get an advantage over other students or to prevent a bad test score from ruining months of hard work. Research has also found that students who receive praise for being smart—as opposed to praise for effort and progress—are more inclined to exaggerate their performance and to cheat on assignments, likely because high expectations are placed on their academic performance.

Strategies for reducing cheating. First, turn down the pressure cooker. Students are less likely to cheat on work in which they feel invested[2]. A multiple-choice task may tempt likely cheaters, while a unique, multi-phase writing project can make cheating much harder and less attractive. Repetitive homework assignments may also encourage cheating, so teachers should look at creating take-home assignments that encourage students to think critically and expand on class discussions. Teachers could also give students one free pass[3] on a homework assignment each quarter, for example, or let them drop their lowest score on an assignment (i.e., not including it when calculating the final mark in a given subject). Additionally, metacognition, or "thinking about thinking," can help students understand their motivations, goals, and actions. Students need to be pushed to reflect on the steps they take to get the outcomes they desire. They must be made to consider why they act in the ways they do, what they will do to get what they want, and how doing those things will change who they are.

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[1]**drill-and-kill:**   Require lots of repetition and little creativity from the students.
[2]**feel invested:**   To think it is worth putting ("investing") your time and effort on it.
[3]**a free pass:**   Freedom to choose.

1. Read the text and decide whether statements 1.1 to 1.4 are true or false. Then, find a text fragment which confirms your answer in either case. Write "TRUE" or "FALSE" plus the fragment (one or two lines maximum) on your answer sheet. [Score: 4 items x 0.5 = 2 marks]

E.g.:   Students who cheat do not consider themselves immoral people. TRUE
        Evidence: They simply see themselves as moral in spite of it.

1.1.   Some students cheat in schoolwork (e.g., assignments, exams) which does not motivate them to learn.

1.2.   Students who obtain very good marks may cheat out of pressure to continue obtaining those good marks.
1.3.   To prevent cheating, teachers should assign homework that allows students to reflect on and learn from what they did in class.
1.4.   Metacognition can be understood as the ability that students have to get the outcomes they desire.

2. Complete each sentence with information from the text but using your own words (about 10-15 words of your own per sentence). DO NOT COPY LITERALLY from the text nor from statements 1.1 to 1.4. Write the two sentences on your answer sheet. [Score: 2 items x 0.5 =1]

2.1.   Drill-and-kill assignments …   2.2.   To avoid cheating, teachers …

TEXT B
Simple lives

When people hear "simplify your life", they may think it means moving into a home in the woods and living off the land. But that is not necessarily a simpler life—and it may not be for everyone. Instead, choose things that can keep you in the modern world, but still make life easier.

Get a basic cell phone. It would be nice to say that a cell phone is not necessary at all but pay phones have disappeared and, if you need to call someone in an emergency, you will need a cell phone. Instead of getting a smartphone with data and texting, opt for a basic cell phone that only makes and receives calls.

Get rid of credit cards. Credit cards allow people to buy things they otherwise could not afford and pay for them over time. But they may also become a burden that drags many people down each month. Instead of using credit cards, buy only what you can afford. Stick to that plan and the fear of not being able to pay the bills will quickly disappear.

Declutter the home. A search around the home will find many things that are not needed or no longer used, so get rid of them! It is even possible to make some money selling these things that can be used to help in other areas, such as paying off credit card debt!

Eliminate unnecessary monthly expenses. Many people pay for gym memberships, mobile internet service, and many other monthly services they barely use. They often put the monthly payments on their credit card, so they do not even realize how much they are spending and not using. There are ways to get these same things without paying for them. For example, gym memberships can be replaced with exercising at a local park or walking around the neighborhood. If you need internet service away from home, look for Wi-Fi hot spots. They are found at many restaurants, hotels, and coffee shops.

Track your time. Pay attention to how much time you are spending doing things. Look for ways to cut down on time you think is being wasted on unnecessary things. Time and money are two of the most valuable resources people have. When life gets simpler, the amount of these two things that a person has available will rise. That is the benefit of a simpler life in today's world.

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1. Read the text and choose the best option (A, B, or C) for items 1.1 to 1.4. On your answer sheet, draw a table like the one below and, for each item, copy only the letter that corresponds to your answer (A, B, or C). Use CAPITAL LETTERS. [Score: 4 items x 0.5 = 2]

1	2	3	4

1. In the first paragraph, the author suggests that …
    A. … not everybody can simplify their lives.
    B. … simple lives can only be lived in the middle of the woods.
    C. … people may misinterpret the meaning of "simplify your life."
2. According to the text, credit cards …
    A. … can be a solution but also a problem in themselves.
    B. … help people not to be anxious about being able to pay off their debt.
    C. … lead people to buy things they do not always need.
3. The author says that one way of cutting down on your monthly expenses is …
    A. … limiting your Internet use to Wi-Fi spots in restaurants or coffee shops near your home.
    B. … substituting gym membership with open-air exercise near your home or in a local park.
    C. … selling some things you have at home but are no longer necessary.
4. In the final paragraph, the author …
    A. … summarizes the main ways of simplifying one's life presented along the text.
    B. … tries to make the reader aware of the importance of not wasting one's time.
    C. … advises readers to be careful who they spend their time and money with.

2. Complete each sentence with information from the text but using your own words (about 10-15 words of your own per sentence). DO NOT COPY LITERALLY from the text nor from items 1.1 to 1.4. Write the two sentences on your answer sheet. [Score: 2 items x 0.5 = 1 mark]

2.1. Smartphones are not ….   2.2. In a simpler life, people …

SECTION II: OVERALL LANGUAGE ABILITY (USE OF ENGLISH) (3 marks)

3. Complete the text choosing the best option (A, B, or C) for each gap (1-15). On your answer sheet, draw a table like the one below and, for each gap (1-15), copy the letter that corresponds to your answer (A, B, or C). Use CAPITAL LETTERS.[Score: 15 items x 0.1 = 1.5]

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Inspired by Tony Stark and determined to follow in his heroic footsteps, fifteen-year-old super genius Riri Williams built her own suit of advanced armor and now (1) … a life of adventure, crime-fighting, and humanitarianism (2) … the superhero known as *Ironheart*.

Born after the death of her father, and after (3) … she was named, Riri Williams was (4) … by her mother and stepfather in Chicago, Illinois. (5) … the age of five, a series of tests showed that she possessed an intelligence of super genius level. As Riri grew, she pursued her passion (6) … technology obsessively, choosing to spend time (7) … inventing new and advanced machines rather (8) … making friends, playing with toys, (9) … TV, or even eating regular meals.

By the time she was eleven, Riri was already studying at the MIT (Massachusetts Institute of Technology). Fascinated by the billionaire scientist, businessman, and superhero Tony Stark, Riri built herself a suit of armor like the ones worn by Iron Man. Riri used materials that she (10) … from around campus, including the robotics lab —and when a security team arrived at her dorm room (11) … confront her about it, Riri (12) … the armor and flew off, deciding to (13) … school.

While testing her armor in a flight across the United States, Riri captured a pair of inmates escaping from the New Mexico State Penitentiary, but her armor was damaged in the process. (14) … home to repair the suit and to explain to her mother that she left MIT, Riri found herself being paid a visit by none other than Tony Stark himself, who had (15) … of her activities. Stark expressed his support for Riri's decision to become a superhero, and this is how she became *Ironheart*.

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1.	a) lead	b) leads	c) leading	**9.**	a) watching	b) seeing	c) looking
2.	a) of	b) as	c) with	**10.**	a) steal	b) stole	c) stolen
3.	a) whom	b) whose	c) who	**11.**	a) in order to	b) so to	c) for
4.	a) raised	b) grown	c) brought	**12.**	a) put on	b) put up	c) put in
5.	a) On	b) In	c) At	**13.**	a) go	b) quit	c) start
6.	a) by	b) on	c) for	**14.**	a) Returning	b) Leaving	c) Escaping
7.	a) alone	b) lonely	c) about	**15.**	a) told	b) listened	c) learned
8.	a) then	b) than	c) thus				

4. Complete <u>THREE</u> of the following sentences so that each sentence keeps the meaning of the sentence printed before it and includes <u>a clear change of linguistic structure</u>. COPY THE COMPLETE SENTENCES (including the beginnings already given to you) onto your answer sheet. [Score: <u>3</u> items x 0.5 marks = 1.5 marks]

4.1. She is the most beautiful baby I have ever set my eyes on.
I have _____ beautiful baby.

4.2. If your purse isn't in your pocket, it will be in your bag.
If your purse isn't in your pocket, _____ in your bag.

4.3. Sheila told Arthur: "You should not quit studying, or you will regret it in the future."
Sheila told _____ regret it in the future.

4.4. Please, be patient. The flight attendant will bring your drink shortly.
Please, be patient. _____ the flight attendant shortly.

4.5. She promised that if she didn't receive a formal invitation, she would not attend the wedding.
She promised she _____ a formal invitation.

SECTION III: WRITING (4 marks)

5. Choose <u>ONE</u> of the four options below (a, b, c, <u>or</u> d) and write the corresponding text (150-175 words). Write your PARAGRAPH or TEXT on your answer sheet. [Score: <u>1</u> item x 4 = 4]

a) <u>Argumentative writing</u>. *The "Morning After Pill" should not need medical prescription. Discuss.* **WRITE AN ARGUMENTATIVE TEXT including arguments in favor of and against this statement. Make sure you provide a balanced discussion of the topic.**

b) <u>Descriptive writing</u>. *Your favorite summer party outfit.* **WRITE A PARAGRAPH describing your favorite outfit for summer parties. (Don't narrate a story about a summer party. Don't describe a summer party.)**

c) <u>Opinion writing</u>. *We should all be totally free to decide if we want to be vaccinated against COVID-19. Do you agree?* **WRITE AN OPINION PARAGRAPH/TEXT. Make sure you adopt a position and then provide the necessary arguments to convince your reader of it.**

d) <u>Email writing</u>. *"I need extra time!"* **WRITE AN EMAIL to your History teacher to ask her to give you extra time to submit your homework, a project about Al-Andalus. Give her reasons why you have not been able to finish the project on time and why a project like yours deserves extra time.**

CRITERIOS DE CORRECCIÓN Y EVALUACIÓN_GENERAL

SECTION I: READING COMPREHENSION	(3 marks)

1. Read the text and choose the best option (A, B, or C) for items 1.1 to 1.4. On your answer sheet, draw a table like the one below and, for each item, copy only the letter that corresponds to your answer (A, B, or C). Use CAPITAL LETTERS. [Score: 4 items x 0.5 marks = 2 marks]

- **0.5 marks for a correct answer**
- **0 marks for an incorrect answer**
- **0 marks for a blank answer**
- **0 marks for an illegible answer**

1. Read the text and decide whether statements 1.1, 1.2, 1.3, and 1.4 are true or false. Then, find the text fragment which confirms your answer in either case. Write "TRUE" or "FALSE" and copy the fragment (one or two lines maximum) on your answer sheet. [Score: 4 items x 0.5 marks = 2 marks]

- **0.5 marks for a complete and correct answer (i.e., an answer which includes either "True" or "False" and the fragment from the text that evidences comprehension).**

- **0 marks for an incomplete answer:**
  - a) **an answer which includes either "True" or "False" but misses the fragment from the text that evidences comprehension, or**
  - b) **an answer which includes the fragment from the text that evidences comprehension but does not include "True" or "False".**

- **0 marks for an incorrect answer:**
  - a) **an answer which the candidate has marked as "True" when the correct answer is "False", or vice versa, even if it includes a fragment from the text that would serve as evidence of comprehension,**
  - b) **an answer which the candidate has correctly marked as "True" or "False" but includes an incorrect fragment from the text or the fragment from the text does not clearly evidence comprehension, or**
  - c) **an answer which the candidate has correctly marked as "True" or "False" but includes some sort of reference to the part of the text which would serve as evidence of comprehension instead of the actual words in the text (e.g., "True", line 15; "True", 2nd paragraph, or the like).**

2. Complete each sentence with information from the text but using your own words (about 10-15 words of your own per sentence). DO NOT COPY LITERALLY from the text nor from items 1.1, 1.2, 1.3, or 1.4. Copy the sentences onto your answer sheet. [Score: 2 items x 0.5 marks = 1 marks]

- **Linguistic accuracy: 0.2 marks per item**
  0.2 marks = answer is free of "penalizable" errors
  0.15 marks = answer contains one "penalizable" error
  0.1 marks = answer contains two "penalizable" errors
  0.05 marks = answer contains three "penalizable" errors
  0 marks = answer contains more than three "penalizable" errors

- **Comprehension: 0.3 marks per item**
  0.3 marks = full comprehension
  0.15 marks = incomplete or partly inaccurate comprehension
  0 marks = total lack of comprehension

| SECTION II: OVERALL LANGUAGE ABILITY (USE OF ENGLISH) | (3 marks) |

3. Complete the text choosing the best option (A, B, or C) for each gap (1-15). On your answer sheet, draw a table like the one below and, for each gap (1-15), copy the letter that corresponds to your answer (A, B, or C). Use CAPITAL LETTERS. [Score: 15 items x 0.1 marks = 1.5 marks]

- **0.1 marks per correct answer. Thus, 15 items x 0.1 marks = 1.5 marks.**
- **0 marks for an incorrect answer, a blank answer, or an illegible answer.**

4. Complete each sentence so that it keeps the meaning of the sentence printed before it and uses a different grammatical structure. COPY THE 3 COMPLETE SENTENCES (including the beginnings and endings already given to you) onto your answer sheet. [Score: 3 items x 0.5 marks = 1.5 marks]

- **0.5 marks for a completely correct answer** (i.e., the candidate changes the structure in the sentence given and demonstrates accurate knowledge of and ability to use the L2 form(s) assessed in the item).
- **0.25 marks for a partially correct answer** (i.e., the candidate has attempted to use the L2 form(s) assessed in the item, but with some inaccuracy/ies).
- **0 marks for an incorrect answer** (i.e., it is clear that the candidate does not know the L2 forms assessed in the item or does not know how to use them correctly; or uses the same structure of the sentence given with a different arrangement of words).

| SECTION III: WRITING | (4 marks) |

5. Opinion writing. *[Prompt]*
WRITE AN OPINION TEXT (150-175 words). Make sure you provide the necessary arguments to convince the reader of your opinion. Write your text on your answer sheet. [Score: 4 marks x 1 item = 4 marks]

5. Descriptive writing. *[Prompt]*
WRITE A DESCRIPTIVE TEXT (150-175 words) describing XXX. (Tip: XXX). Write your paragraph on your answer sheet. [Score: 4 marks x 1 item = 4 marks]

5. Argumentative writing. *[Prompt]*
WRITE AN ARGUMENTATIVE TEXT (150-175 words), including arguments for and against to provide a balanced discussion of the topic. Write your text on your answer sheet. [Score: 4 marks x 1 item = 4 marks]

5. Email writing. *[Prompt]*
WRITE AN EMAIL (150-175 words). ... Write your text on your answer sheet. [Score: 4 marks x 1 item = 4 marks]

Criteria:

a) **Content selection and organization: 1.5 marks for answers containing between 175 and 150 words; 1.2 marks for answers containing between 150 and 120 words; 0.8 marks for answers shorter than 120 words)**
b) **Use of English (i.e., grammar & vocab): 2 marks for answers containing between 175 and 150 words; 1.5 marks for answers containing between 150 and 120 words; 1 mark for answers shorter than 120 words)**
c) **"Mechanics" (i.e., spelling, punctuation, and capitalization): 0.5 marks for answers containing between 175 and 150 words; 0.3 marks for answers containing between 150 and 120 words; 0.2 marks for answers shorter than 120 words)**

Summary of maximum marks granted for the three criteria (a, b, and c) for each type of answer:

- **Between 175 and 150 words: 4 marks (1.5 for CS&O + 2 for UoE + 0.5 for Mechs)**
- **Between 150 and 120 words: 3 marks (1.2 for CS&O + 1.5 for UoE + 0.3 for Mechs)**
- **fewer than 120 words: 2 marks (0.8 for CS&O + 1 for UoE + 0.2 for Mechs)**

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Summary of <u>maximum scores</u> for each block of the scoring rubric for each of the three scoring possibilities indicated above (175-150 / 150-120 / fewer than 120 words):

A) 175 - 150 words / 4 marks: [As in the scoring rubric]

- Content selection…: 1.5 marks (i.e., 0.45 + 0.6 +0.45) +
- Use of English: 2 marks (i.e., 1+1) +
- Mechanics: 0.5 marks (i.e., 0.3+0.1+0.1)

B) 150 - 120 words / 3 marks:

- Content selection…: 1.2 marks (i.e., 0.36 + 0.48 + 0.36) +
- Use of English: 1.5 marks (i.e., 0.75 + 0.75) +
- Mechanics: 0.3 marks (i.e., 0.18 + 0.06 + 0.06)

C) Fewer than 120 words / 2 marks:

- Content selection…: 0.8 marks (i.e., 0.24 + 0.32 + 0.24) +
- Use of English: 1 mark (i.e., 0.5 + 0.5) +
- Mechanics: 0.2 marks (i.e., 0.12 + 0.04 + 0.04)

IMPORTANT NOTE: Answers <u>longer than</u> 175 words will be corrected and marked normally up to the first end-of-sentence after the 175 words. The exceeding part of the answer will not be considered by the rater for UoE and Mechs (i.e., no penalization regarding these two criteria).