

EVALUACIÓN DE BACHILLERATO PARA EL ACCESO A LA UNIVERSIDAD
203 INGLÉS. SEPTIEMBRE 2018

OPCIÓN A

SECTION I: READING COMPREHENSION**(30 marks)**

1. Read the text and decide whether statements 1, 2, 3, and 4 are true or false. Then, find the 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 5 marks = 20 marks]

"Did you see that?" Joe said to his friend Bill.

"You're a great shooter!"

Bill caught the basketball and bounced¹ it before throwing it again. The ball flew into the net.

"Bill, you never miss!" Joe said admiringly.

"Unless I'm in a real game," Bill complained. "Then I miss all the time."

Joe knew that Bill was right. Bill performed much better when he was having fun with Joe in the school yard than he did when he was playing for the school team in front of a large crowd.

"Maybe you just need to practice more," Joe suggested.

"But I practice all the time with you!" Bill objected.

He shook his head. "I just can't play well when people are watching me."

"You play well when I'm watching," Joe pointed out.

"That's because I've known you since we were five years old," Bill said with a smile. "I'm just not comfortable playing when other people are around."

Joe nodded² and understood, but he also had an idea.

The next day Joe and Bill met in the school yard again to practice. After a few minutes, Joe excused himself. "Practice without me," Joe said to his friend. "I'll be back in a minute."

Joe hurried through the school building, gathering³ together whomever he could find—two students, a math teacher, two secretaries, and a janitor. When Joe explained why he needed them, everyone was happy to help. Joe reminded the group to stay quiet as they all went toward the school's basketball court. As Joe had hoped, Bill was still practicing basketball. He made five baskets in a row without noticing the silent people standing behind him.

"Hey, Bill!" Joe called out finally. Bill turned. A look of surprise came over his face.

"I just wanted to show you that you could play well with people watching you," Joe said. "Now you'll have nothing to worry about for the next game!"

¹**Bounce:** (E.g., a ball) Move up or away after hitting a surface. ²**Nod:** Move your head down and then up (several times) to show approval or agreement. ³**Gather:** Collect.

E.g.: With Joe or when he plays alone, Bill seems to score baskets very easily.

TRUE. EVIDENCE: The ball flew into the ... Bill, you never miss!

- 1.1. Bill seems unsatisfied with his performance in real basketball games.
- 1.2. Joe and Bill have known each other for five years.
- 1.3. The next day, Joe started practicing basketball with Bill, but then he got tired and left the school.
- 1.4. Joe's plan was to encourage Bill by showing him he could play well in front of other people as well.

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, 1.2, 1.3, or 1.4. Write the two sentences on your answer sheet. [Score: 2 items x 5 marks = 10 marks]

2.1. Joe asked ...

2.2. Bill did not ...

SECTION II: OVERALL LANGUAGE ABILITY (USE OF ENGLISH)**(30 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 1 marks = 15 marks]

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

Moving away from home to live and study independently can be a big step for young people —and their parents. Here we offer some guidance on (1)___ to university life.

Almost half a million first-year students will be packing their bags (2)___ September and waving their parents goodbye. [...] It's natural to want young adults to cope (3)___ with the changes and demands of a new independent life; (4)___ the comforts of home and the structure of school, university can be unnerving even for the (5)___ confident.

Organising food, money and health are high on the (6)___ list. Parents can help their child by providing (7)___ basic cooking recipes, suggesting they enrol with a local doctor and discussing (8)___ to budget on limited funds. Students often think their grant will be there (9)___ day one, but it can take a week or more to show in their bank accounts, (10)___ they should be prepared.

It's advised to get accommodation organised (11)___ and to find out what facilities are available. Most halls have social-media (12)___, so new students can connect up and overcome first-day nerves before they arrive.

J. Lee, studying at (13)___ University of Exeter, expressed the fears of many. "I was worried (14)___ one would like me, but the opposite was true. Everyone was friendly. We're all in the (15)___ situation."

- | | | | | | |
|----------------|-------------|-------------|-----------------|------------|-------------|
| 1. A) adapt | B) adapting | C) to adapt | 9. A) in | B) on | C) at |
| 2. A) this | B) on | C) coming | 10. A) so | B) even | C) for that |
| 3. A) good | B) best | C) well | 11. A) whenever | B) before | C) early |
| 4. A) after | B) for | C) due | 12. A) groups | B) bands | C) teams |
| 5. A) not | B) more | C) most | 13. A) a | B) -- | C) the |
| 6. A) would-do | B) must-do | C) have-to | 14. A) not | B) no | C) any |
| 7. A) a few | B) few | C) the few | 15. A) same | B) similar | C) common |
| 8. A) not | B) how | C) about | | | |

4. Finish each sentence so that it keeps the meaning of the sentence printed before it and includes **a clear change of linguistic structure**. COPY THE COMPLETE SENTENCES (including the beginnings already given to you) onto your answer sheet. [Score: 3 items x 5 marks = 15 marks]

- 4.1. Is this your first time driving a Porsche?
Have ...
- 4.2. I would like to speak Arabic.
I wish ...
- 4.3. My twin said it was my fault that our parents didn't give us any money.
My twin blamed ...

SECTION III: WRITING**(40 marks)**

5. **Descriptive writing.** *Your best friend.*

WRITE A PARAGRAPH of about 120 words describing your best friend. (Tip: Think of his/her appearance, how he/she acts or speaks, his/her personality, his/her emotions, or even how you feel about him/her). Write your paragraph on your answer sheet. [Score: 40 marks x 1 item = 40 marks]

EVALUACIÓN DE BACHILLERATO PARA EL ACCESO A LA UNIVERSIDAD
203 INGLÉS. SEPTIEMBRE 2018

OPCIÓN B

SECTION I: READING COMPREHENSION

(30 marks)

1. Read the text and choose the best option (A, B, or C) for items 1 to 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 5 marks = 20 marks]

1	2	3	4

The elephants left the shade, crossed an open piece of grass between bushes, and came towards the mud¹ pool where my truck was parked. One by one, they arrived on the shore, but, just as they seemed to be about to bathe in the inviting muddy liquid, they became aware of the silent truck with its revealing smell of man. The leading mother elephant merely spread² her ears and cautiously backed away taking the young elephants with her.

A smaller mother elephant continued to stand next to the pool, however, swinging³ her long trunk and swaying⁴ her head from side to side always keeping an eye on the truck. The baby elephant behind her held up his head, waving his trunk to sample the suspicious smell in the wind. The mother elephant seemed to be uncertain about whether to come on and investigate the truck or to back away with the others. Finally she made up her mind and slowly advanced on the truck. Her ears were half out, and her trunk moved inquiringly towards the vehicle and then back under her stomach in a rhythmic swing.

I was fascinated by this close approach. Never before had I been able to see the hairiness around the jaw⁶, nor smell the warm scent of elephant which now reached me in concentrated waves. The mother elephant's steps were slow but determined, and brought her within a couple of metres of me.

She gave the impression of being intensely curious about this metal object which had appeared in her world and behaved as if it were itself an animal. I wondered how far she would accept the situation and, if after all the centuries of men killing elephants, she would ever allow me to approach her on foot. To be able to move freely among the elephants without their minding was an exciting thought, but I certainly did not expect it would ever be possible.

¹Mud: Earth mixed with water. ²Spread: Make wider. ³Swing: Move back and forth. ⁴Sway: Move slowly from side to side. ⁵Sample: Taste (also metaphorically). ⁶Jaw: Lower part of the face.

1.1. It had been the elephants' intention to ...

- A. ... feed on the grass.
- B. ... swim in the pool.
- C. ... avoid the mud.

1.2. The presence of the writer and his truck ...

- A. made the smaller mother elephant angry.
- B. scared all the elephants away.
- C. made the leading mother elephant suspicious.

1.3. How did the smaller mother elephant react to the truck?

- A. She showed more curiosity than the other elephants.
- B. She kept her baby away from it.
- C. After some hesitation, she moved away with the other elephants.

1.4. While he watched the mother elephant approaching, the author ...

- A. was worried that the elephants were too close.
- B. found the smell very unpleasant.
- C. saw details he had not noticed before.

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. Write the two sentences on your answer sheet. [Score: 2 items x 5 marks = 10 marks]

- 2.1. The baby elephant ...
- 2.2. The author never ...

SECTION II: OVERALL LANGUAGE ABILITY (USE OF ENGLISH) (30 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 1 marks = 15 marks]

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

Moving away from home to live and study independently can be a big step for young people —and their parents. Here we offer some guidance on (1)___ to university life.

Almost half a million first-year students will be packing their bags (2)___ September and waving their parents goodbye. [...] It's natural to want young adults to cope (3)___ with the changes and demands of a new independent life; (4)___ the comforts of home and the structure of school, university can be unnerving even for the (5)___ confident.

Organising food, money and health are high on the (6)___ list. Parents can help their child by providing (7)___ basic cooking recipes, suggesting they enrol with a local doctor and discussing (8)___ to budget on limited funds. Students often think their grant will be there (9)___ day one, but it can take a week or more to show in their bank accounts, (10)___ they should be prepared.

It's advised to get accommodation organised (11)___ and to find out what facilities are available. Most halls have social-media (12)___, so new students can connect up and overcome first-day nerves before they arrive.

J. Lee, studying at (13)___ University of Exeter, expressed the fears of many. "I was worried (14)___ one would like me, but the opposite was true. Everyone was friendly. We're all in the (15)___ situation."

- | | | | | | |
|----------------|-------------|-------------|-----------------|------------|-------------|
| 1. A) adapt | B) adapting | C) to adapt | 9. A) in | B) on | C) at |
| 2. A) this | B) on | C) coming | 10. A) so | B) even | C) for that |
| 3. A) good | B) best | C) well | 11. A) whenever | B) before | C) early |
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| 6. A) would-do | B) must-do | C) have-to | 14. A) not | B) no | C) any |
| 7. A) a few | B) few | C) the few | 15. A) same | B) similar | C) common |
| 8. A) not | B) how | C) about | | | |

4. Finish each sentence so that it keeps the meaning of the sentence printed before it and includes a clear change of linguistic structure. COPY THE COMPLETE SENTENCES (including the beginnings already given to you) onto your answer sheet. [Score: 3 items x 5 marks = 15 marks]

- 4.1. It was very strange for me to drive on the left.
I was ...
- 4.2. I do not have enough money to buy that car, I'm afraid. (NOTE: Do not use "and" in your answer)
I'm afraid that car ...
- 4.3. I only told you because I thought you would be interested.
I wouldn't ...

SECTION III: WRITING (40 marks)

5. **Argumentative writing.** *Videogames have negative effects on adolescents. Discuss.*
WRITE AN ARGUMENTATIVE TEXT of about 120 words, including arguments for and against to provide a balanced discussion of the topic. Write your text on your answer sheet. [Score: 40 marks x 1 item = 40 marks]

EVALUACIÓN DE BACHILLERATO PARA EL ACCESO A LA UNIVERSIDAD
203 INGLÉS.**CRITERIOS DE CORRECCIÓN Y EVALUACIÓN_GENERAL****SECTION I: READING COMPREHENSION****(30 marks)**

1. Read the text and choose the best option (A, B, or C) for items 1 to 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 5 marks = 20 marks]

- 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, 2, 3, and 4 are true or false. Then, find the 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 5 marks = 20 marks]

- 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, 2, 3, or 4. Write the two sentences on your answer sheet. [Score: 2 items x 5 marks = 10 marks]

- Linguistic accuracy: 2 marks per item
 - 2 marks = answer is free of "penalizable" errors
 - 1.5 marks = answer contains one "penalizable" error
 - 1 marks = answer contains two "penalizable" errors
 - 0.5 marks = answer contains three "penalizable" errors
 - 0 marks = answer contains more than three "penalizable" errors
- Comprehension: 3 marks per item
 - 3 marks = full comprehension
 - 1.5 marks = incomplete or partly inaccurate comprehension

0 marks = total lack of comprehension

SECTION II: OVERALL LANGUAGE ABILITY (USE OF ENGLISH)

(30 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 1 marks = 15 marks]

- 1 marks per correct answer. Thus, 15 items x 1 marks = 15 marks.
- 0 marks for an incorrect answer, a blank answer, or an illegible answer.

4. Finish each sentence so that it keeps the meaning of the sentence printed before it and includes a clear change of linguistic structure. COPY THE COMPLETE SENTENCES (including the beginnings already given to you) onto your answer sheet. [Score: 3 items x 5 marks = 15 marks]

- 5 marks per answers free of "penalizable" errors.
- 4 marks for answers containing one "penalizable" error.
- 3 marks for answers containing two "penalizable" errors.
- 2 marks for answers containing three "penalizable" errors.
- 1 marks for answers containing four "penalizable" errors.
- 0 marks for answers containing more than four "penalizable" errors.
- 0 marks for answers consisting of the same structure provided in the source sentence with minor changes or changes which do not reflect the required change of linguistic structure.

E.g.:

"I'll call you later tonight", Mike promised.

The candidate writes:

Mike promised: "I'll call you later tonight." 0 MARKS

Mike promised, "I'll call you later tonight." 0 MARKS

Mike said, "I'll call you later tonight." 0 MARKS

Etc.

SECTION III: WRITING

(40 marks)

5. Opinion writing. [Prompt]

WRITE AN OPINION TEXT of about 120 words. Make sure you provide the necessary arguments to convince the reader of your opinion. Write your text on your answer sheet. [Score: 40 marks x 1 item = 40 marks]

5. Descriptive writing. [Prompt]

WRITE A PARAGRAPH of about 120 words describing XXX. (Tip: XXX). Write your paragraph on your answer sheet. [Score: 40 marks x 1 item = 40 marks]

5. Argumentative writing. [Prompt]

WRITE AN ARGUMENTATIVE TEXT of about 120 words, including arguments for and against to provide a balanced discussion of the topic. Write your text on your answer sheet. [Score: 40 marks x 1 item = 40 marks]

Criteria:

- a) Content selection and organization: 15 marks (12 marks for answers between 90 and 110 words // 8 marks for answers shorter than 80 words)
- b) Use of English (i.e., grammar & vocab): 20 marks (15 marks for answers between 90 and 110 words // 10 marks for answers shorter than 80 words)
- c) "Mechanics" (spelling, punctuation, and capitalization): 5 marks (3 marks for answers between 90 and 110 words // 2 marks for answers shorter than 80 words)

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

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

- **120 words: 40 marks (15 for CS&O + 20 for UoE + 5 for Mechs)**
- **90 - 110 words: 30 marks (12 for CS&O + 15 for UoE + 3 for Mechs)**
- **80 words or fewer: 20 marks (8 for CS&O + 10 for UoE + 2 for Mechs)**

Summary of maximum scores for each block of the scoring rubric for each of the three scoring possibilities indicated above (120, 90-110, 80):

A) 120 words / 40 marks: [As in the scoring rubric]

- Content selection...: 15 marks (i.e., 4.5 + 6 + 4.5) +
- Use of English: 20 marks (i.e., 10+10) +
- Mechanics: 5 marks (i.e., 3+1+1)

VERY IMPORTANT!! For the sake of word count, any answer containing 111 words or more will be considered as belonging to the "120 words / 40 marks" category.

B) 90-110 words / 30 marks:

- Content selection...: 12 marks (i.e., 3.6 + 4.8 + 3.6) +
- Use of English: 15 marks (i.e., 7.5 + 7.5) +
- Mechanics: 3 marks (i.e., 1.8 + 0.6 + 0.6)

VERY IMPORTANT!! For the sake of word count, any answer containing from 81 words to 110 words will be considered as belonging to the "90-110 words / 30 marks" category.

C) 80 or fewer words / 20 marks:

- Content selection...: 8 marks (i.e., 2.4 + 3.2 + 2.4) +
- Use of English: 10 marks (i.e., 5 + 5) +
- Mechanics: 2 (i.e., 1.2 + 0.4 + 0.4)

VERY IMPORTANT!! For the sake of word count, any answer containing from 80 or fewer words will be considered as belonging to the "80 or fewer words / 20 marks" category.

IMPORTANT NOTE: Answers longer than 120 words will be corrected and marked normally up to the first end-of-sentence after the 120 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).