

EVALUACIÓN DE BACHILLERATO PARA EL ACCESO A LA UNIVERSIDAD  
**203 INGLÉS.**  
EBAU2020 - SEPTIEMBRE

**NOTA IMPORTANTE**

La primera sección (Reading Comprehension) contiene dos textos. Hay que 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. Hay que 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 a la cifra indicada 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 at School – Start the Discussion Early**

The first few weeks of school are special ones. Kids are still finding their way among classmates while trying to understand their teachers' approaches and expectations. Slates are clean and possibilities hang in the air. Parents often take the time to express to their children their own hopes and concerns for the school year. Looking back, I wonder why I never discussed cheating at school.

I start every September giving one son the "you-must-do-your-best" talk. Another son has just grown too old for the "you-need-to-be-more-organized" talk, and the third one I encouraged to move out of his comfort zone socially and extracurricularly. But I can say with some certainty that I never kicked off<sup>1</sup> a school year with a conversation about academic dishonesty.

Academic cheating is a widespread problem and if, as a parent, you have left the conversation until middle school or high school, it may be getting late. In America, the number of students who cheat is simply staggering<sup>2</sup>. According to the ETS, between 75% and 98% of college<sup>3</sup> students report having cheated in high school, and among middle schoolers, two-thirds admitted to cheating, while 90% said they had copied another student's homework.

Conventional wisdom suggests that we need to tell our children that cheating is wrong, that cheaters will probably get caught and certainly never prosper, and that grades are not that important. Yet here I believe the conventional wisdom is wrong. In this, as in all parenting activities, it is important to retain credibility. By telling our children that classmates who cheat will get caught and will not benefit by their deceit<sup>4</sup>, we will simply be seen as naïve and hopelessly out of touch with the 21<sup>st</sup> century classroom. They do not think cheaters fail to prosper; they think we fail to understand.

The only way to stop our children from cheating is to emphasize and re-emphasize how unacceptable it is in our homes and that any "achievement" gained by this means is not an achievement. It is only fair to recognize that our children are under greater pressure than we were, that competition is greater, and their workload is heavier.

<sup>1</sup>**Kick off:** Start

<sup>2</sup>**Staggering:** Very shocking and surprising.

<sup>3</sup>**College:** University.

<sup>4</sup>**Deceit:** Dishonesty.

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**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 marks = 2 marks]**

Example: At the beginning of the school year, kids do not know their teachers well yet.

TRUE (Evidence: Kids are still ... trying to understand their teachers' approaches and expectations.)

1. The writer claims he never discussed cheating at school with his children because of lack of time.
2. The writer has three children.
3. According to the ETS, at least 50% of students admit that they have cheated in middle school or high school.
4. The writer seems to believe that telling children that cheaters will get caught is not an effective measure to prevent this behavior.

**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 marks = 1 mark]**

1. Academic dishonesty or ...
2. Cheating can only ...

**TEXT B**

**Linksters**

Much has been said about Millennials, Generation X, and Baby Boomers, but have you heard of the Linkster Generation? Meagan Johnson, a generational expert, speaker, and author of *From Boomers to Linksters: Managing the Friction Between Generations at Work*, defines anyone born after 2002 (and therefore post-millennial) as the Linkster generation —sometimes referred to as Generation Z.

“We chose the term Linkster Generation because it is the first generation to be linked into technology from day one. Millennials brought technology into the cultural focus and have pushed other generations to use technology. However, there are Millennials that can remember using dial up or even a life before social media,” Johnson told *The Independent*.

Another aspect in which the Linkster Generation is different is family structure. The parents of Linksters will be a mixture of Baby Boomers (born between 1946 and 1964; the main events that shaped that generation include civil rights, equal opportunity fight for women, and the sexual revolution) and Generation Xers (typically born between 1965 and 1980; main events: the availability of the pill, cable TV, and both parents working out of the home).

As workers, the Linksters will most likely be the most technologically savvy of any generation in the workforce. They will know how to navigate apps and smart phones with ease and will probably be quicker to learn and adapt to the latest technological advances, both professionally and personally.

The Linksters might also be the first generation that may not know what it is like to have just one full-time job. After all, with so many flexible work options available, the Linksters might have a

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mix of part-time jobs, a full-time job along with a side gig<sup>1</sup>, or most likely, a few freelance gigs to help support themselves.

All in all, Johnson believes there is no need to criticise all members of one generation with negative connotations. Millennials have been labelled as lazy yet entitled<sup>2</sup>, as well as “snowflakes<sup>3</sup>”; Generation Xers, as working hard, playing hard, being cynical, and even self-obsessed; and Baby Boomers were accused by Millennials of having ruined the economy for them. Johnson says it is good to remember that each generation has a habit of unfairly demonizing the subsequent one to theirs.

<sup>1</sup>**Gig:** Job. (A side gig: A less important job)

<sup>2</sup>**Entitled:** Feeling that you have the right to do or have what you want without having to work for it, or that you deserve it just because of who you are.

<sup>3</sup>**Snowflake:** An insulting way of referring to someone who is considered by some people to be too easily upset and offended.

**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]**

1	2	3	4

1. According to the text, Meagan Johnson ...
  - a) ... invented the term Linksters to refer to Generation X people.
  - b) ... uses the term Linksters as another way to refer to Baby Boomers.
  - c) ... considers that anyone born after 2002 belongs to the Linkster Generation.
2. Meagan Johnson told *The Independent* that ...
  - a) ... Millennials were used to technology since day one.
  - b) ... Linksters use technology practically since the day they are born.
  - c) ... Millennials live their lives without social media.
3. The parents of Linksters are ...
  - a) ... Generation Xers.
  - b) ... Baby Boomers.
  - c) ... Baby Boomers and/or Generation Xers.
4. Linksters ...
  - a) ... prefer to have several part-time jobs rather than one full-time job.
  - b) ... may never have the opportunity to find out what it means to have a single full-time job.
  - c) ... prefer to have a main job and one or more less important jobs to support themselves.

**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 marks = 1 mark]**

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1. Generation Z ...
2. Linksters ...

**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]**

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

Life is what is happening all around us while we wait for the thing we hope will give us \_\_\_ (1) sort of inner peace, contentment, or joy. The problem is that, when \_\_\_ (2) if that thing happens, we usually enjoy it for a few minutes only \_\_\_ (3) realizing nothing in us has fundamentally changed... So we decide that maybe it's the *next* big moment \_\_\_ (4) will finally make us truly happy. Meanwhile, we're ignoring the fact that \_\_\_ (5) woke up that morning with air in our lungs, a cup of \_\_\_ (6) coffee in our hands and laughed \_\_\_ (7) the phone with a friend. I once heard a teenage boy say: "It's Saturday night and I've got a new \_\_\_ (8) of shoes: the possibilities are endless." I thought: "Yes! Let us embrace the wonder hidden in the ordinary, because \_\_\_ (9) are the moments that are full of possibility and promise."

Sometimes it happens when we are in the middle of the daily grind: driving to work, going to the grocery store, \_\_\_ (10) class, working in a cubicle, or tucking in the kids into bed at night. One of those normally ungrateful children will hug us extra-tight and whisper: "You're the \_\_\_ (11) mom ever." Or a friend texts to say, "I've been thinking of you." Or we laugh and laugh \_\_\_ (12) our insane dog is jumping on the other side of the kitchen window. When we start to \_\_\_ (13) attention, we realize life is full of small wonders that can make all of the difference in a day, hour, or lifetime. Those small moments are no \_\_\_ (14) holy than the big ones. In fact, maybe they are more holy because it is the million little pieces of our lives that really shape the people we \_\_\_ (15).

- |               |          |            |                  |              |                 |
|---------------|----------|------------|------------------|--------------|-----------------|
| 1. a) some    | b) --    | c) the     | 9. a) some       | b) these     | c) our          |
| 2. a) as      | b) and   | c) but     | 10. a) assisting | b) attending | c) attempting   |
| 3. a) before  | b) after | c) when    | 11. a) best      | b) good      | c) better       |
| 4. a) we      | b) and   | c) that    | 12. a) unless    | b) although  | c) because      |
| 5. a) you     | b) they  | c) we      | 13. a) pay       | b) give      | c) borrow       |
| 6. a) heat    | b) hot   | c) heating | 14. a) more      | b) less      | c) least        |
| 7. a) through | b) by    | c) on      | 15. a) become    | b) became    | c) would become |
| 8. a) couple  | b) pair  | c) set     |                  |              |                 |

**4. Finish THREE of the following sentences so that each sentence 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 0.5 marks = 1.5 marks]**

1. They had an awful time at Susan's birthday party. They said they would never go again.



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They had such ...

2. Alice: 'Children, I'll cook dinner in a few minutes, since you seem to be so hungry.'  
Alice said to her children ...
3. We did not have a picnic because it was raining.  
If ...
4. Peter's old school friends surprised him with an amazing birthday present.  
Peter ...
5. Taking the bus to go to work is quicker and easier than walking or cycling.  
Walking or cycling are not ...

**SECTION III: WRITING (4 marks)**

5. Choose **ONE** of the four options below (a, b, c, or d) and write the corresponding paragraph/text (150-175 words). [Score: 4 marks x 1 item = 4 marks]

- a) Email writing. "What a great surprise, Uncle Tom!"

**WRITE AN EMAIL** to your uncle thanking him for the birthday present he sent to you. In your email, say what the present is and what it is like; when it arrived and in which conditions; who delivered it; whether you like it or not; if there are any issues with it, etc.). Write your email on your answer sheet.

- b) Descriptive writing. A hotel room.

**WRITE A PARAGRAPH/TEXT** describing a hotel room in which you would like to spend your next summer vacation. (Please, do not tell a story about a time when you stayed in a hotel room. Describe a hotel room). Write your paragraph/text on your answer sheet.

- c) Opinion writing. "Governments should impose higher taxes on fast food." Do you agree?

**WRITE AN OPINION PARAGRAPH/TEXT** indicating whether you agree (or not) and providing the necessary arguments to convince the reader of your opinion. Write your paragraph/text on your answer sheet.

- d) Argumentative writing. "Sexual education should be a compulsory subject in Secondary Education." Discuss.

**WRITE AN ARGUMENTATIVE PARAGRAPH/TEXT** providing reasons for and against the introduction of sexual education as a compulsory subject in the secondary education curriculum. Remember you need to provide a balanced discussion. Write your paragraph/text on your answer sheet.

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## 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 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 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, 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 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", 2<sup>nd</sup> 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. 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

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**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]**

- 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. 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 0.5 marks = 1.5 marks]**

- 0.5 marks per answers free of "penalizable" errors.
- 0.4 marks for answers containing one "penalizable" error.
- 0.3 marks for answers containing two "penalizable" errors.
- 0.2 marks for answers containing three "penalizable" errors.
- 0.1 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 (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 PARAGRAPH/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]**

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**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)

**Summary of maximum scores 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 longer than 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).**