

Realizar una de las dos opciones propuestas (A o B)

Bi aukeretatik bat hartu behar duzu (A edo B)

OPCIÓN B/ B AUKERA

FASE GENERAL/FASE OROKORRA

QUEUE HERE FOR EVEREST

As Nepal began a week of celebrations to mark the 60th anniversary of the first 1
conquest of Everest, the world's highest peak, by Edmund Hillary and Tenzing
Norgay, the International Mountaineering Federation expressed concern at the number
of inexperienced climbers buying their way on to Everest expeditions, jeopardising
the lives of fellow mountaineers and Sherpa guides. President Frits Vrijlandt 5
explained: *"Mount Everest is not a place for people who have never put on crampons,
a harness or used an ice axe. I have witnessed loads of people on the mountain who
only know ice by the ice cubes in their drink. Please consider demanding climbers
who want to reach the summit of Mount Everest have experience on other high-
altitude mountains. Those who could not prove their experience should first have to 10
climb one of Nepal's numerous peaks above 6000 meters before attempting Everest"*.

Hillary Carlile, deputy chairwoman of the Himalayan Trust, told an Australian
newspaper she was saddened by the increasing commercialization of Everest. *"In a
way, the adventure that the first mountaineers experienced is all over. Climbing 15
Everest these days is a thing to be knocked off the list. There's even a booze tent at
base camp"*. In addition to this, many climbers also believe that Everest should be
closed temporarily because it has become too crowded. This time last year
photographs and footage showed what turned out to be a traffic jam, with a line of 200
people climbing single file on their way to the summit. Four people died on that day
and a total of 10 in the short 2012 Everest climbing season because they had to wait 20
many hours in order to ascend and descend the summit, which forced them to stay too
long in the "death zone" where climbers are exposed to fatal altitude sickness.

Ministry of Culture and Tourism secretary Sushil Ghimire agreed that imposing
stricter requirements on climber ability was a good idea. However, she also explained
that tourism and employment of the Sherpa guides made closure a highly unlikely 25
prospect. There are thousands of people in the region who solely depend on the
trekkers and mountaineers for their income. If they don't come, these people and their
families will starve.

1. Answer these questions about the text. Use your own words whenever possible (2 points, 1 each).

- What's President Frits Vrijlandt's suggestion?
- Does Sushil Ghimire think that closing the entrance to Mount Everest is probable? Why?

2. Read the following statements, decide whether they are true or false and justify your answer by quoting evidence from the text (2 points, 0, 50 each).

- Frits Vrijlandt has seen very inexperienced mountaineers attempting to climb Everest.
- Hillary Carlile thinks that current mountaineers are very much like the first ones.
- When climbing Everest, you can drink alcohol at base camp.
- Some people died due to long queue times while climbing up and down.

3. Find in the text the word or group of words which match these definitions (1 point, 0, 20 each).

- Worry. (Paragraph 1)
- Having the same job or interests as you, or in the same situation as you. (Paragraph 1)
- Worn. (Paragraph 1)
- Full of people. (Paragraph 2)
- Causing or capable of causing death. (Paragraph 2)

4. Complete the text using the correct words from the box below. There are 2 words that you won't need (2 points, 0, 25 each).

Andrew Lock is regarded as (a) _____ most accomplished mountaineer, but he has decided to retire from the sport that has consumed his life (b) _____ 21 years. High on the slopes of Mt Everest a fortnight (c) _____, and haunted by hallucinations of giant bats, 50-year-old Lock (d) _____ the decision to give up high-altitude mountaineering. The climber was just 300 vertical meters from the summit of the world's tallest mountain, climbing solo in the dark, and getting (e) _____ to death with every step. Lock (f) _____ it to the top of Everest before, but this time it was different: he was climbing without support and without supplementary oxygen. (g) _____ one of the world's most experienced high-altitude climbers, he easily recognized the warning signs of vomiting, extreme lethargy and double vision. Then, Lock decided not just to abandon his climb, but also to walk away from the big mountains for good. *"Now, my family has much to be happy (h) _____"*, Lock said.

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5. Write a composition of about 150 words on ONE of the following topics (3 points).

- Explain your opinion about people who risk their lives doing dangerous activities.
- Last year a friend of yours did something really dangerous. Write his or her story.

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OPCIÓN A/ A AUKERA

FASE GENERAL/FASE OROKORRA

FINAL EXAMS

The students in the last year of school think it is the biggest year of their lives. They feel that their lives, forever more, will be defined by the marks on a piece of paper that some strangers give them. As a consequence, the focus on the tests becomes all-consuming, debilitating and soaked in so much more anxiety and terror these days than ever before (and this from someone who still had nightmares, well into her 30s, about sitting in an exam room and not remembering the answers). Also, it coincides with an era of helicopter parenting, with some adults trying to micromanage their children's lives to a ridiculous extent. This can lead to the adult identifying so closely with their progeny that the young person's triumphs become theirs, and so do the failures. Some children simply can't cope with this pressure. 5

Head teacher Rachel Tomlinson of England's Barrowford Primary addressed pupils directly in a letter to place standardized exams in context: "These tests do not assess all of what it is that makes each of you special and unique. The examiners do not know that you know how to tell a great story or that you really love spending time with special family members. They do not know that you can be trustworthy, kind or thoughtful, and that you try, every day, to be your very best. The scores you get will tell you something, but they will not tell you everything. Enjoy your results and be very proud of these but remember there are many ways of being smart." Of course there are. We adults know this all too well simply by looking at the success stories around us from some of the school mates who failed their exams. 10

Remember, these leaving exams aren't the be-all and end-all. Don't lose perspective. These tests are just a precursor to all the anxieties and pitfalls of adulthood: one small step, in many. It's all part of an extraordinary but frustrating journey to make you stronger. This journey will be made up of many failures and stumbles, of moments of gritting your teeth and picking yourself up, of trying and trying again. Life is a long journey of discovery that is much more rich, mysterious and interesting than how you perform in the hectic few weeks that are the final exams. If you do well - great; if you don't, no biggie. 15

1. Answer these questions about the text. Use your own words whenever possible (2 points, 1 each).

- Why do the final exams cause so much anxiety and terror?
- What does Rachel Tomlinson say to her students?

2. Read the following statements, decide whether they are true or false and justify your answer by quoting evidence from the text (2 points, 0, 50 each).

- The author of the text seems to have enjoyed exams.
- Parents identify with their children's triumphs but not with their failures.
- There is a straightforward relationship between failing your exams and failing in life.
- It is no big deal if you don't succeed in your exams.

3. Find in the text the word or group of words which match these definitions (1 point, 0, 20 each).

- Permanently. (Paragraph 1)
- Deal successfully with a difficult situation. (Paragraph 1)
- Wrote to. (Paragraph 2)
- A danger or difficulty, especially one that is hidden or not obvious at first. (Paragraph 3)
- Extremely active. (Paragraph 3)

4. Complete the text using the correct words from the box below. There are 2 words that you won't need (2 points, 0, 25 each).

Montgomery County high school students failed their January final exams in math at rates as high as 60% (a) _____ recent efforts to help weak students. The numbers are consistent with (b) _____ that first came to public attention (c) _____ spring, leaving school leaders scrambling to explain a failure phenomenon that had gone on quietly (d) _____ years. Superintendent Joshua P. Starr explains: "I found it really puzzling that after the school action plans there wasn't (e) _____ change". Some suggest students have been advanced (f) _____ quickly in math. Others suggest that exams are worth 25 percent of a course grade but they tend to have (g) _____ influence for students with consistent (h) _____ grades in their classroom work. Meanwhile, math exam failure persists.

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FOR	SINCE	MUCH	LAST	TOO

5. Write a composition of about 150 words on ONE of the following topics (3 points).

- Express your opinion about exams.
- Remember an exam you took and which, for some reason, you will never forget.

PRUEBA DE ACCESO A LA UNIVERSIDAD 2015

ASIGNATURA: INGLÉS

CRITERIOS DE CORRECCIÓN:

Apartado 1. Preguntas de comprensión e interpretación del texto.

a) Preguntas de comprensión y expresión. Puntuación máxima: 2 puntos. Se pretende medir las capacidades de comprensión de las ideas principales del texto y la expresión escrita. Se otorgará 1 punto por la comprensión y 1 punto por la corrección lingüística. Deberá evitarse copiar frases literales del texto.

b) Preguntas de comprensión. Puntuación máxima: 2 puntos. Se medirá exclusivamente la capacidad de comprensión de las ideas globales o aspectos más específicos del texto por medio de la identificación y reproducción de partes pertinentes del mismo, selección de la opción correcta, etc.

Apartado 2. Léxico.

Puntuación máxima: 1 punto. Las diferentes preguntas propuestas irán orientadas a comprobar la capacidad de comprensión del vocabulario del texto.

Apartado 3. Gramática.

Puntuación máxima: 2 puntos. Las preguntas de este apartado medirán la capacidad de utilización correcta de las estructuras morfosintácticas.

Apartado 4. Redacción

Puntuación máxima: 3 puntos. Este apartado pretende medir la capacidad de transmitir un mensaje eficazmente, con corrección y coherencia. Se tendrá en cuenta la riqueza léxica y morfosintáctica utilizadas en la exposición. Igualmente se valorará la creatividad y la madurez demostrada.

Se calificará en función de los siguientes criterios específicos:

Contenido y presentación (1 punto)

- Citar y responder a lo que propone el título.
- Que sea una respuesta personal, elaborada en el examen, no un discurso prefabricado y memorizado o una mera repetición de las ideas o frases del texto.
- No se valorará la información irrelevante, tanto en cuanto al contenido como al léxico (exceso de fórmulas de relleno, frases memorizadas fuera de lugar, etc.)
- Clara organización y secuenciación de ideas, tanto a nivel de párrafo como a nivel textual.
- Se valorará la creatividad donde corresponda.
- Longitud: Deberá tenerse en cuenta la extensión exigida. Se quitará puntuación cuando la respuesta sea demasiado corta o demasiado larga.

Lengua: Forma y corrección (2 puntos)

- Corrección morfosintáctica: concordancias; morfología, uso de conectores, riqueza oracional (estructuras subordinadas); puntuación, etc.
- Variedad y adecuación léxica: tono y registro adecuado al tema elegido; ortografía; riqueza léxica, evitar calcos lingüísticos del castellano o euskera, evitar copiar el vocabulario del texto, etc.

***NOTA:** En cada prueba se especificará al final de cada sección de cada uno de los apartados la puntuación que se le adjudica.

****NOTA:** En caso de que la calificación final no sea un número múltiplo de 0,25 el profesor deberá redondear la nota al múltiplo de 0,25 más cercano.

