

OPCIÓN A/ A AUKERA

**UNSCHOOLING: EDUCATION WITHOUT SCHOOL**

On a late Monday morning, Dayna and Joe Martin’s four children are all 1  
 home. They are all engrossed in different activities (hammering, twirling on a  
 hoverboard, using the computer...). It looks a lot like school vacation, or a weekend.  
 But it’s not. This, for the Martin kids, is their version of “unschooling,” an  
 educational theory that suggests children should not go to school and should follow 5  
 their own interests because this is the best way for them to learn and grow. Ms.  
 Martin doesn’t much care if her kids know how to read by age 6. She trusts they will  
 read when they are ready to read. “It has been lonely at times”, she admits,  
 “disconnected from families whose lives revolve around school, but the happiness it  
 has brought to our lives outweighs any drawback”. 10

The rise of unschooling parallels a growing dissatisfaction among American  
 parents about the country’s public education system and its focus on stressful  
 standardized testing. Several studies have also shown that unschoolers are often  
 accepted into top colleges showing that unschooling increasingly represents a viable 15  
 alternative to a public school system that has received a lot of bad press in recent  
 years. Particularly interesting is the growth of unschoolers among black families.  
 Many of these families have essentially decided that it is a greater risk to keep their  
 children – particularly boys – in school than to take them out. For reasons that  
 ranged from the perceived quickness of administrators to label black boys as  
 “troublemakers,” to potential violence and bullying at schools. 20

Several voices have raised concerns about unschooling. Many have warned about  
 the limitations it entails for these children’s social lives. In a recent survey, though, most  
 unschoolers appeared to have had no particular difficulty meeting other children and  
 making friends. Also, some critics have accused unschoolers of undermining the  
 public school system by abandoning it rather than working for reform. To them, 25  
 parents of unschoolers reply that by the time the system offers better schools their  
 children won’t be children any more. It would be too late for them to get a more  
 meaningful education and a more meaningful life.

1. Answer these questions about the text. Use your own words whenever possible (2  
 points, 1 each).  
 a. Why has unschooling grown particularly among black families?  
 b. Why don’t parents work to reform the education system instead of opting for  
 unschooling?

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).

- a. Ms. Martin fears that her children won’t be able to read by the age of 6.
- b. Ms. Martin recognizes that unschooling has sometimes made her feel isolated.
- c. Unschoolers don’t usually get into any good colleges.
- d. Most unschoolers seem to be unable to socialize.

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

- a. With one’s attention or mind completely absorbed in something (Paragraph 1)
- b. Disadvantage (Paragraph 1).
- c. Criticism from the media (Paragraph 2).
- d. Involves (Paragraph 3).
- e. Making weaker (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).

A (a) \_\_\_\_\_ unschooler wrote: As a kid, I felt happy to have so much time out of my  
 day to play and have fun. I could spend more time (b) \_\_\_\_\_ the fun stuff (reading  
 books, building tree forts, knitting, making up plays, riding my bike, baking, etc. etc.). (c) \_\_\_\_\_  
 able to sleep when and (d) \_\_\_\_\_ I needed was also great. As an adult now, I  
 feel I’ve had the time to explore my own interests. For example, I’ve independently read a  
 lot of classic books (e) \_\_\_\_\_ I was young, (f) \_\_\_\_\_ I don’t think I would have  
 wanted to do if (g) \_\_\_\_\_ forced on me. How did unschooling help me in my transition  
 to adulthood? Well, in many ways I started as an adult, responsible for my (h) \_\_\_\_\_  
 thinking and doing, so there was no sudden transition at all.

SINCE	THEY HAD BEEN	28-YEARS-OLD	AS LONG AS
BEING	THEY HAVE BEEN	OWN	WHICH
	28-YEAR-OLD	DOING	

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

- a. Narrate a particularly stressful situation you or a friend of yours experienced in school.
- b. Write a blog entry explaining to your followers that you want to abandon school and  
 become an unschooler.

OPCIÓN B/ B AUKERA

**HAVING A CHILD WITH DOWN SYNDROME**

I am Julia Becker, mother of two children. Penny is four. William is two. Penny has  
 Down syndrome. William is a "normal" child. Everybody says having Penny must be  
 difficult. It is. Sometimes, however, William is harder. Penny's early years were clearly  
 easier. She barely cried. Even her physical limitations were useful. I never had to worry  
 about her climbing onto a bookshelf and pulling it down on top of her. She was more  
 cautious than he, so it was William who ended up in the emergency room for five  
 stitches in his ear when he was 13 months old.

As Penny grows up, she's going to face the real challenges. It is at best uncertain  
 whether she will go to college or get married, and very unlikely that she could have  
 children of her own. She may not be able to fully support herself financially. Penny is  
 vulnerable. She is limited. She is needy. I went to college, and I have skills that can  
 produce income for our family. And yet I have had to unlearn one of the things my  
 education and productivity taught me: Needing is not bad. Needing is very good. Instead  
 of categorizing into able and disabled, now, I see us all as interconnected and  
 interdependent and this shared needing and giving makes us happier than pretending to  
 be autonomous.

The largest source of stress associated with having Penny in my life has nothing to  
 do with her particular needs. Rather, it comes from knowing that people assume that she  
 takes more from us than she will ever be able to give or that she is a "cross to bear". I  
 have the privilege of being the mother of a child with Down syndrome. I don't know  
 what it will be like when she gets older but parents of adult children with Down  
 syndrome often comment upon the fact that their son or daughter with Downs is the  
 "easiest" of the bunch. Harder times might come but, come hell or high water, I cannot  
 imagine a day when I would regret her presence in my life or in our community.

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

- Why did Julia consider Penny's physical limitations useful?
- What has Julia unlearned thanks to having Penny?

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).

- In her early years, Penny often cried.
- Penny will probably have her own children when she becomes an adult.
- The main problem with having Penny is other people's reactions.
- Parents of adult children with Down syndrome find them easier than their siblings.

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

- Careful about avoiding danger or risk (Paragraph 1)
- Totally (Paragraph 2).
- Money that is earned from doing work (Paragraph 2).
- Expression meaning "a burden" (Paragraph 3).
- Expression meaning "no matter the difficulties involved" (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).

**Meet a Superhero**

Jonathan Stoklosa is a young man who has incredible power. Unlike (a) \_\_\_\_\_ super heroes, Jonathan, 31, (b) \_\_\_\_\_ lives with his parents, doesn't wake up ready (c) \_\_\_\_\_ save the world and was born with Down syndrome. Jonathan works at the Acme supermarket in Wilmington. He helps customers carry (d) \_\_\_\_\_ shopping to the car and rescues grocery carts (e) \_\_\_\_\_ the parking lot. Also, he is an incredible powerlifter and competes in regular matches, often placing in the top three. His boss said "You couldn't ask for a (f) \_\_\_\_\_ employee. He's strong (g) \_\_\_\_\_ to bend a cart, but he has not even (h) \_\_\_\_\_ a banana". A superhero with a soft touch, who actually takes your groceries to the car.

FROM	BETTER	ENOUGH	OTHER	BRUISED	TOO
	BEST		STILL	TO	THEIR

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

- Last year your parents needed your help. Tell your story and explain how you felt.
- Do you feel needy or vulnerable? Why? When? How often? Express your thoughts.

**CRITERIOS DE CORRECCIÓN/ZUZENTZEKO IRIZPIDEAK**  
**ASIGNATURA/IRAKASGAIA: INGLÉS/INGELESA**  
**CURSO 2016/2017 IKASTURTEA**

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**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.