



UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID
EVALUACIÓN PARA EL ACCESO A LAS ENSEÑANZAS UNIVERSITARIAS OFICIALES DE GRADO
Curso **2019-202**
MATERIA: INGLÉS (Lengua extranjera adicional)

INSTRUCCIONES GENERALES Y VALORACIÓN

Después de leer atentamente el examen, responda de la siguiente la siguiente forma:

- elija un texto A o B y conteste EN INGLÉS a las preguntas 1, 2, 3 y 4 del texto elegido.
- responda EN INGLÉS una pregunta a elegir entre las preguntas A.5 o B.5.

TIEMPO Y CALIFICACIÓN: 90 minutos. Las preguntas 1ª, 2ª y 4ª se calificarán sobre 2 puntos cada una, la pregunta 3ª sobre 1 punto, la pregunta 5ª sobre 3 puntos.

TEXTO A Cheating in Exams

A school in India has apologised after pictures emerged of pupils wearing cardboard boxes on their heads to prevent cheating in an exam. Students at Bhagat Pre-University College in the town of Haveri reportedly wore the cartons while sitting a chemistry test on Wednesday. Photos showed students with boxes on their heads with square holes cut out to allow them to see their exam papers.

SC Peerjade, deputy director of the local pre-university education board, described the preventive measure as “inhuman”. “A civilized society will never accept such an idea. I hope this is never repeated again,” he told the *Times of India*. “There are traditional ways of managing students and preventing malpractice in the examination hall and the college can resort to them.” Mr Peerjade added: “When I got a message about this, I immediately went to the college and ordered the management to stop the practice.”

Junior college administrator, MB Satish, apologised for the elaborate measure and said it had been implemented on an “experimental basis”. He added pupils had consented to wearing the boxes and even brought their own cartons. “There was no compulsion of any kind. You can see in the photograph that some students were not wearing it,” he told BBC Hindi. “Some who wore it removed it after 15 minutes, some after 20 minutes and we ourselves asked them to remove it after one hour.”

India has seen a string of cheating scandals across recent years. In 2015, parents risked their lives by climbing school buildings in Bihar state to help their children cheat in the country’s equivalent to British Secondary School Exams. It led to more than 600 pupils being expelled.

Adapted from “Cardboard boxes put on pupils’ head to stop cheating in exams at Indian Schools”, *The Independent*, 21 October 2019. <<https://bit.ly/31rtbkJ>>

QUESTIONS

A.1 (2 puntos) Are the following statements TRUE or FALSE? Copy the evidence from the text. No marks are given for only TRUE or FALSE.

- As soon as Mr Peerjade heard about the measure, he took action.
- Indian parents have never helped students cheat in exams.

A.2 (2 puntos) In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text.

- What is SC Peerjade’s opinion about the case? Explain.
- Mention two excuses MB Satish makes.

A.3 (1 punto) Find the words in the text that mean:

- taking (paragraph 1)
- admit (paragraph 2)
- agreed (paragraph 3)
- sort (paragraph 3)

A.4 (2 puntos) Complete the following sentences. Use the appropriate form of the word in brackets when given.

- By this time next year, I _____ (study) at University. This is something I have always dreamt _____.
- Mrs Bonfe, _____ daughter is one of my best friends, lets us check our notes when we _____ (give) an exam.
- If I _____ (know) about the consequences, I _____ (not cheat) in my Chemistry test last year.
- Complete the following sentence to report what was said.**
“Please, put your phones on my desk”, said Mr Smith.
Mr Smith asked us _____.

A.5 (3 puntos) Write about 150 to 200 words on the following topic.

Can cheating ever be acceptable? Justify your answer.



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- responda EN INGLÉS una pregunta a elegir entre las preguntas A.5 o B.5.

TIEMPO Y CALIFICACIÓN: 90 minutos. Las preguntas 1ª, 2ª y 4ª se calificarán sobre 2 puntos cada una, la pregunta 3ª sobre 1 punto, la pregunta 5ª sobre 3 puntos.

TEXTO B Water and Happiness

After her mother's sudden death, Catherine Kelly felt the call of the sea. She was in her 20s and had been working as a geographer in London away from her native Ireland. She spent a year in Dublin with her family, then accepted an academic position on the west coast. "I thought: I need to go and get my head cleared in this place, to be blown away by the wind and nature."

Catherine bought a little house in a remote area and surfed, swam and walked a three-mile-long beach twice a day. She didn't understand why that might be until some years later, when she started to see scientific literature that proved what she had long felt intuitively to be true: that she felt much better by the sea. For the past eight years, she has been based in Brighton, researching "outdoor wellbeing" and the therapeutic effects of nature – particularly of water.

In recent years, stressed-out urbanites have been seeking refuge in green spaces, for which the proven positive impacts on physical and mental health are often cited in arguments for more inner-city parks and accessible woodlands. The benefits of "blue space" – the sea and coastline, but also rivers, lakes, canals, waterfalls, even fountains – are less well publicised, yet the science has been consistent for at least a decade: being by water is good for body and mind.

Proximity to water – especially the sea – is associated with many positive measures of physical and mental wellbeing, from higher levels of vitamin D to better social relations. Even a fountain may do. Another study found that images of built environments containing water were generally rated just as positively as those of only green spaces. Researchers suggested that the associated soundscape and the quality of light on water might be enough to have a restorative effect.

Adapted from "Blue spaces: why time spent near water is the secret of happiness," *The Guardian*, 3 November 2019. <<https://bit.ly/36Yud9g>>

QUESTIONS

B.1 (2 puntos) Are the following statements TRUE or FALSE? Copy the evidence from the text. No marks are given for only TRUE or FALSE.

- Catherine was born in London.
- According to a study, parks and woodlands have been proved to be more beneficial than blue spaces.

B.2 (2 puntos) In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text.

- What did Catherine do after her mother passed away? Mention two things.
- According to the text, why is it important to create parks in cities?

B.3 (1 punto) Find the words in the text that mean:

- distant (paragraph 2)
- shelter (paragraph 3)
- closeness (paragraph 4)
- valued (paragraph 4)

B.4 (2 puntos) Complete the following sentences. Use the appropriate form of the word in brackets when given.

- It _____ (discover) that living next to water has a positive effect _____ our wellbeing.
- Catherine, _____ mother suddenly passed away, felt much better after _____ (move) to the coast.
- Scientists advise those _____ are stressed out _____ (spend) some time next to water.
- Complete the following sentence to report what was said.**
"Go swimming when you feel stressed."
The doctor advised Kate _____.

B.5 (3 puntos) Write about 150 to 200 words on the following topic.

Would you like to live on an island? Give reasons why you would or would not.

CRITERIOS ESPECÍFICOS DE CORRECCIÓN

El ejercicio incluirá cinco preguntas, pudiendo obtenerse por la suma de todas ellas una puntuación máxima de 10 puntos. Junto a cada pregunta se especifica la puntuación máxima otorgada. La valoración y los objetivos de cada una de estas preguntas son los siguientes:

Pregunta 1: Hasta 2 puntos. Se trata de medir exclusivamente la comprensión lectora. El estudiante deberá decidir si dos frases que se le presentan son verdaderas o falsas, copiando a continuación únicamente el fragmento del texto que justifica su elección. Se otorgará 1 punto por cada apartado. Se calificará con 0 puntos la opción elegida que no vaya justificada.

Pregunta 2: Hasta 2 puntos. Se pretende comprobar dos destrezas: la comprensión lectora y la expresión escrita, mediante la formulación de dos preguntas abiertas que el estudiante deberá contestar basándose en la información del texto, pero utilizando sus propias palabras en la respuesta. Cada una de las preguntas valdrá 1 punto, asignándose 0,5 puntos a la comprensión de la pregunta y del texto, y 0,5 a la corrección gramatical y ortográfica de la respuesta.

Pregunta 3: Hasta 1 punto. Esta pregunta trata de medir el dominio del vocabulario en el aspecto de la comprensión. El estudiante demostrará esta capacidad localizando en el párrafo que se le indica un sinónimo, adecuado al contexto, de cuatro palabras o definiciones. Se adjudicará 0,25 por cada apartado.

Pregunta 4: Hasta 2 puntos. Con esta pregunta se pretende comprobar los conocimientos gramaticales del estudiante, en sus aspectos morfológicos y/o sintácticos. Se presentarán oraciones con huecos que el estudiante deberá completar o rellenar. También podrán presentarse oraciones para ser transformadas u otro tipo de ítem. Se adjudicará 0,25 a cada “hueco en blanco” y en el caso de las transformaciones o ítems de otro tipo se concederá 0,5 con carácter unitario.

Pregunta 5: Hasta 3 puntos. Se trata de una redacción, de 150 a 200 palabras, en la que el estudiante podrá demostrar su capacidad para expresarse libremente en inglés. Se propondrá una única opción y se otorgarán 1,5 puntos por el buen dominio de la lengua – léxico, estructura sintáctica, etc. – y 1,5 por la madurez en la expresión de las ideas – organización, coherencia y creatividad. Para corregir esta redacción se utilizará la siguiente rúbrica de evaluación:

Puntuación: de 0 – 3

Cada apartado se valorará entre 0 y 0,5, según se ajuste a lo que figura en el descriptor de “Excelente” (con la nota máxima de 0,5) o de “Deficiente” (con la nota mínima de 0).

	Excelente	Nota	Deficiente
CONTENIDO	El mensaje es claro, preciso y coherente, con ideas interesantes, que se atienen al tema propuesto. Se sigue el requisito de extensión mínima.	--- / 0,5	El mensaje es demasiado confuso, ambiguo o incoherente, con ideas irrelevantes o repetitivas. No se sigue el requisito de extensión mínima.
	Se muestra capacidad para desarrollar un punto de vista personal, con opiniones originales. Las ideas se ilustran de forma adecuada.	--- / 0,5	Es difícil distinguir la postura personal del autor. Se incluyen generalidades sin fundamento, porque no se aportan datos o ejemplos que ilustren las ideas expuestas.
	Se emplean conectores de forma efectiva y variada.	--- / 0,5	Faltan conectores adecuados y se acusa una falta de transiciones temáticas lógicas.
FORMA	No hay errores importantes de gramática	--- / 0,5	Hay errores graves de gramática
	No muestra limitaciones en el uso del vocabulario que utiliza.	--- / 0,5	Hay errores graves de léxico.
	No hay errores importantes de ortografía y/o puntuación.	--- / 0,5	Hay múltiples equivocaciones en el uso de la ortografía y/o la puntuación.
Total		--- / 3	