

CRITERIOS DE EVALUACIÓN

PRUEBA DE INGLÉS

GENERALES:

- De cara a posibles segundas o terceras correcciones, el examinador no debe escribir ninguna nota numérica directamente en la parte escrita por el alumno. Solo se puede subrayar o escribir algún símbolo sencillo.
- Las notas parciales han de escribirse en la solapa externa (en gris), haciendo constar en ellas el número de la pregunta, las notas de cada una, y la suma del total. La suma se debe comprobar varias veces antes de la entrega. En la parte inferior de la solapa se insertará la firma del corrector, la pegatina de las notas y se repetirá la calificación en número bajo la misma. Cualquier enmienda o modificación posterior debe ser muy clara.
- El alumno no puede escribir ni su nombre ni sus apellidos en el cuadernillo. Si se da el caso hay que avisar a las coordinadoras.
- Como criterio general, la comunicación se valorará por encima de la corrección, por lo que en caso de duda se fallará a favor del alumno.

ESPECÍFICOS:

- **READING** No se penalizará si los alumnos cometen un error ortográfico al copiar el texto

0,5 puntos	Si la respuesta True/ False es correcta y el fragmento/sintagma que justifica la respuesta está bien copiado.
0,25 puntos	Si la elección True/ False es correcta pero el fragmento es muy extenso
0 puntos	Si contestan en español, (V o Verdadero / Falso) Si solo contestan True /False. Si la elección True/ False es correcta pero el fragmento no lo es. Si la elección True/ False no es correcta. Si no ha copiado ningún fragmento y hace referencia a líneas del texto o resumido la frase mediante puntos suspensivos. (...) Si contesta con sus palabras aunque sea correcto.

1. LEXICON

- Solo se tendrá en cuenta la primera palabra que escriban.

0,25 puntos	Si la palabra es correcta.
0 puntos	Si la palabra no es correcta o está mal escrita (le faltan o sobran letras) o si faltan partes de la misma en el caso de que sea una expresión.

2. PHONETICS

- Solo se tendrá en cuenta la primera palabra que escriban si escriben más de una y no es requerido

0,25 puntos	Si la respuesta es correcta.
0 puntos	Si la respuesta no es correcta.

3. USE OF ENGLISH

0,5 puntos	Si la transformación gramatical es correcta. Si la transformación gramatical es correcta y hay un pequeño fallo como la falta de una letra en una palabra (nombre o adjetivo).
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0,25 puntos	Si la transformación gramatical es correcta pero hay algún fallo importante como: <ul style="list-style-type: none"> - Un verbo mal escrito en participio, -s de la tercera persona, etc. - Si no incluyen las comas en una oración de relativo “non defining” - Si ponen el agente de activa a pasiva cuando no es necesario
0 puntos	Si la transformación gramatical es correcta pero tiene dos o más fallos importantes. Si la transformación gramatical no es correcta. Si los errores imposibilitan la comprensión.

4. COMPOSITION

- Se puntuará en tramos de 0,25 puntos.
- Los errores repetidos se tendrán en cuenta una sola vez.
- Se penalizará el hecho de que el alumno se desvíe del tema propuesto así como la inclusión de párrafos que no sean de su autoría (extraídos de una canción, por ejemplo).
- A modo de orientación se puede usar la siguiente tabla de equivalencia entre las puntuaciones 0 a 10 y de 0 a 3.

10,0	3	8,3	2,5	6,7	2	5,0	1,5	3,3	1	1,7	0,5
9,2	2,75	7,5	2,25	5,8	1,75	4,2	1,25	2,5	0,75	0,8	0,25

La siguiente rúbrica puede ser útil para la corrección.

		EVAU
Content and structure	<ul style="list-style-type: none"> • Does it stick to the title or task? (If it doesn't, the composition will be marked 0) • Ideas: interesting, creative, funny, documented, etc. • Structure • Connectors • Paragraphs: Introduction, body and conclusion 	1 mark
Grammar and Syntax	<ul style="list-style-type: none"> • Sentence order • Plurals and singulars • Subjects and subject –verb agreement • Tenses • Structures • Articles. • Appropriate level of difficulty 	1 mark
Vocabulary	<ul style="list-style-type: none"> • Variety, fluency and appropriate level. • Spelling • Appropriate choice of style (formal, informal, etc) 	1 mark
	total	Up to 3 marks



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- Las preguntas deberán ser respondidas en inglés.
- Duración de la prueba: 1 hora y 30 minutos.
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- Hay que responder todos los bloques de la propuesta elegida, A o B.

PROPUESTA A

ANDRES INIESTA BEGINS GLORIOUS GOODBYES

Slowly, swallowing hard, eyes red, Iniesta, the great Barcelona player, made his way across the pitch, team-mates coming to embrace him as he went, and all around the Metropolitan supporters got to their feet, applauding. They stood in the Barcelona end and they stood in the Sevilla end, too. Iniesta's name rolled around, accompanying him until he vanished of sight, taking a seat on the bench. He sat there for a little while, tears forcing their way through, and then he got up again and went to collect the Copa del Rey, alone.

It was the 34th title of his career and a 35th would follow, but it was this one that felt like it marked the end. As he climbed up to collect the trophy, down on the grass Barcelona's players waited for him, as they had waited for him when he scored the fourth goal, ensuring that this would always be his night: the Iniesta Final. Eyes closed, Messi held him in an embrace that may become the image of the final, maybe even of a generation; he held on just that little bit longer, like he didn't want to let go.

Although Iniesta wouldn't say so, something broke last year, and while a "lifetime" contract was signed, he didn't want to leave too late and he didn't want to play against the club he joined aged 12 from Albacete Balompie, his original club. Iniesta described that day in September 1996 when he arrived at La Masia as the worst of his life. Iniesta couldn't stop crying. A few hundred metres away in the hotel, nor could his parents. His father, José Antonio, couldn't sleep and the same went for Andrés's grandfather. Together, they planned to go and get him, take him home. Mari, Iniesta's mum, stopped them. "Let him try," she insisted. So, they did. And all the football fans should be grateful for that.

Adapted from www.theguardian.com

QUESTIONS

I.READING COMPREHENSION. (2 POINTS)(0.5 points for each correct answer)

Add TRUE or FALSE and copy the evidence from the text to support your answer. No marks are given for only TRUE or FALSE. NO marks are given for T or F.

- 1.Barcelona and Sevilla players hugged Iniesta when he left the pitch...**FALSE. Iniesta made his way across the pitch, team-mates coming to embrace him as he went**
- 2.Iniesta received the trophy together with his team-mates **FALSE. He got up and went to collect the Copa del Rey, alone.**
- 3.Iniesta wasn't interested in facing Barcelona.**TRUE. He didn't want to play against the club he joined aged 12.**
- 4.All Iniesta's relatives were sure that Andrés should stay in La Masía the first day he arrived there. **FALSE. -Together, they planned to go and get him, take him home.**



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- Mari, Iniesta's mum, stopped them. "Let him try," she insisted.

II. LEXICON/PHONETICS (2 POINTS).

A.LEXICON. (1 POINT) (0.25 points for each correct answer)

Find words or phrases in the text that mean the same as these given.

1-Moved in a circular way-**rolled**

2-Disappeared-**vanished**

3-Making certain-**ensuring**

4-Kept-**held**

B.PHONETICS.(1 POINT) (0.25 points for each correct answer)

1.Is the final "-s" pronounced / s /, / z / or / ɪz / in "supporters"? **/z/**

2.How is the "-ed" pronounced in "waited", / t /, / d / or / ɪd /? **/ɪd/**

3.Write a word from the text that includes the sound /tʃ/ as in "church". **Pitch, bench**

4.Write a word from the text that includes the sound /i:/ as in "meet". **Team, feet, seat, sleep...**

III. USE OF ENGLISH(3 POINTS) (0.5 points for each correct answer)

Rewrite the following sentences starting with the words given:

1. Andres Iniesta was chosen the best player in the final. He was born in La Mancha.

Andres Iniesta, **who was born in La Mancha, was chosen the best player in the final.**

2.We didn't go to the match because we didn't have money for the tickets.

If we **had had money for the tickets, I would have gone to the match.**

3.I regret telling them the story

I wish **I hadn't told them the story.**

4."Did you play a game last weekend?" she asked us.

She **asked if we had played a game the previous weekend/the weekend before.**



Evaluación para el Acceso a la Universidad. Convocatoria 2018

IDIOMA EXTRANJERO: INGLÉS.

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5.The game was so interesting that we stayed at home to watch it.

It was **such an interesting game that we stayed at home to watch it**

6.Somebody has repaired the TV this morning.

The TV **has been repaired this morning.**

IV. COMPOSITION(3 POINTS)

Write a composition of at least 125 words on the following topic:

Advantages and disadvantages of being a professional footballer



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PROPUESTA B

Sexism in Reggaeton

Gilmarie Muñiz cannot stand reggaeton, the wildly popular music genre with roots in Latin and Caribbean music: “You can’t find anything significant in the genre that has positive contributions to society,” the 34-year-old from Tampa says in Spanish. “In spite of the music industry improving the quality of music and diversity through the fusion of genres over the years, it’s not the same for the development of the lyrics... they’re primitive and caveman-like.”

Sexism in reggaeton, including music videos and lyrics, has long been a problem for many who are concerned with the implications it has for women and future generations who grow up listening to the genre. Experts, though, say the sexism is not unique to reggaeton and only a small piece of larger problems in society. Some reggaeton performers reproduce sexist narratives and fantasies through which women are faceless fragmented bodies whose main purpose is to serve as sexual objects for men, according to Frances Negrón, professor at Columbia University. “What we know is that they want to create an image and this image is that they are a man that has a lot of women... they’re also articulating a rejection of marriage, of commitment, of middle-class respectable norms of men... it’s a little bit more complicated than they’re just sexist.” For many, it may represent a world of male friendships and unity against marriage, fatherhood, and other forms of commitment. In certain ways, it is a conversation between men rather than with women.

Experts say that the larger implication of sexist lyrics (not just in reggaeton but generally) is that women are valued only for their looks and sexuality while men are valued for their skills, intelligence and other qualities. The problem is that sexism is present not only in other musical genres, but in entertainment media and advertisement and the reason why many people find reggaeton more offensive is that the performer are using a different language, associated with a lower social class, which does not follow middle class norms.

Adapted from www.independent.co.uk

QUESTIONS

I. READING COMPREHENSION .(2 POINTS)(0.5 points for each correct answer)

Add TRUE or FALSE and copy the evidence from the text to support your answer.

NO marks are given for only TRUE or FALSE. NO marks are given for T or F.

- 1.The music and the lyrics in reggaeton have evolved in a different way. **TRUE.”In spite....they are primitive and caveman-like”**
- 2.Sexism is thought to be a big social problem, not only in reggaeton.**TRUE. Experts say that sexism is not unique to reggaeton and only a small piece of larger problems in society**



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3. According to these sexist lyrics, they don't care about women abilities. **TRUE.**

Women are valued only for her looks and sexuality.

4. Reggaeton is more offensive because they sing in Spanish **FALSE. The reason why many people find reggaeton more offensive is that the performers are using a different language, associated with a lower social class**

II. LEXICON/PHONETICS (2 POINTS).

A. LEXICON. (1 POINT) (0.25 for each correct answer)

Find words or phrases in the text that mean the same as these given.

1-origins-**roots**

2-people who sing or act-**performers**

3-agreement-**commitment**

4-abilities-**skills**

B. PHONETICS. (1 POINT) (0.25 for each correct answer)

1. Write TWO words from the text that have the final "-s" pronounced /z/-**contributions, genres, years, videos, implications, generations, performers, narratives, fantasies, ways, skills, qualities, norms**

2. How is the "a" pronounced in "man", /ɑ:/, /æ/ or /ʌ/? **/æ/**

3. How is the "i" pronounced in "middle", /aɪ/, /i:/ or /ɪ/? **/ɪ/**

III. USE OF ENGLISH (3 POINTS) (0.5 for each correct answer)

Rewrite the following sentences starting with the words given:

1. Do people consider this school to be a good place to study?

Is **this school considered a good place to study?**

2. My brother knew how to ride a bike when he was five.

My brother **could ride a bike when he was five/ was able to ride a bike when he was five**

3. Michael is a regular visitor to Italy. He always spends his holidays there.



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Michael is **a regular visitor to Italy, where he always spends his holidays**

4."I have listened to this song twice today", Mary said.

Mary said **(that) she had listened to that song twice that day.**

5.Despite being very tall, Mark doesn't play basketball well.

Although **Mark is very tall, he doesn't play basketball well.**

6.They are painting Susan's house right now.

Susan is having **her house painted right now.**

IV. COMPOSITION(3 POINTS)

Write a composition of at least 125 words in answer to the following question:

Do you think there is sexism in music?