

Inglés

· BACHILLERATO

Examen

Criterios de Corrección y Calificación



Universidad
del País Vasco

Euskal Herriko
Unibertsitatea

NAZIOARTEKO
BIKAIN TASUN
CAMPUSA
CAMPUS DE
EXCELENCIA
INTERNACIONAL



Choose between option A and option B. Specify the option you have chosen.

Please, don't forget to write down your code on each of your answer sheets.

OPTION A

Your computer knows you better than your friends do

A computer can get to know somebody's character better than a person's parents or close friends, research has shown. All it needs is the right input data – specifically someone's Facebook "likes". By analysing "likes", the software is able to predict personality better than friends and family. Only husbands and wives matched the computer's ability to estimate psychological characteristics. This finding is an important step towards emotionally-intelligent machines. In the future, computers may be able to understand our personalities and react appropriately, leading to more natural interactions between humans and computers or robots.

Scientists at the University of Cambridge showed that their software was able to predict somebody's personality more accurately than a work colleague by analysing just 10 Facebook "likes". Inputting 70 "likes" allowed it to give a truer picture of someone's character than a friend or flatmate could offer, while 150 "likes" outperformed a parent, brother or sister. It took 300 "likes" before the programme was able to judge character better than a husband or wife. Given that an average Facebook user has about 227 "likes", the researchers say this kind of artificial intelligence has the potential to know us better than our closest companions.

According to one of the scientists involved, Dr. Youyou, "Employers could match candidates with jobs better based on their personality. People may decide to improve their own intuitions with this kind of data analysis when making life decisions such as choosing their studies, jobs, hobbies or even romantic partners. Such computer-aided decisions may well improve people's lives."

But the researchers share the concerns of those who fear a future in which our characteristics and habits become an "open book" for computers to read. However, they hope that governments and technology developers will confront those problems by supporting privacy-protecting laws and technologies, and giving the users full control over their digital footprints.



OPTION A

I.- Answer questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT** (4 marks)

1. What do computers do in order to predict personality?
2. How could this finding change our interactions with computers?
3. How can the information provided by computers improve people's lives?
4. Why are researchers concerned about this software?

II.- Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (2 marks)

1. This software only needs to know about 70 "likes" to be able to predict somebody's personality better than his or her friends.
2. Researchers hope that governments will not take any action to protect our privacy.

III.- Find the words or expressions in the text that mean (1 mark)

1. investigation, study
2. precisely, exactly
3. normal, usual, standard
4. to make better

IV.- Write a **composition** of about 130 words on **one** of these topics. Specify your option. (3 marks)

1. What do you do to protect your privacy on the internet? Do you know anybody who has had problems because of information they have uploaded on the web? Discuss.
2. "In the future our lives and habits will become an open-book for computers to read." Do you agree or disagree? Write an opinion essay about this topic.



Universidad del País Vasco Euskal Herriko Unibertsitatea

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INGELESA

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UNIVERSIDAD

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INGLÉS

OPTION B

Student raises over £21,000 for homeless man who offered her money

Dominique Harrison-Bentzen, a 22-year-old student of art at the University of Central Lancashire in Preston, had lost her purse and needed to get home after a night out when a homeless man known only as Robbie approached her. He insisted that she should take his last £3 so that she could get a taxi home safely. She declined the offer, but was so grateful for his gesture that she started a campaign to raise enough money to help him get a flat. She set up a donation page and asked people to donate £3 each for her fundraiser.

“I was touched by such a kind gesture from a man who faces prejudice every day. He has been homeless for 7 months through no fault of his own and needs to get back on his feet but cannot get work due to having no permanent place to live. So that’s when I decided to change Robbie’s life and help him,” Dominique explains on her donation page.

The campaign has received global attention and has become very popular by spreading rapidly on social media. Since the fundraising page was set up, it has frequently reported technical difficulties due to an unusually high number of visitors. Many have tweeted their support, including Ian Brown of the Stone Roses.

Dominique says the money will be used to find a home for Robbie and help other homeless people in the city. In fact, with Robbie’s agreement, she wants to help as many people without shelter as she can. Robbie has already suggested some local charities within Preston who have helped not only him but others throughout their adversity.

“The next few days will be spent carefully deciding where to donate the money and how it can be used in the most efficient way to benefit the homeless community within Preston,” she says on her Facebook page.



OPTION B

I.- Answer questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT** (4 marks)

1. Why did Robbie offer Dominique his money?
2. For what purpose did Dominique start her campaign?
3. Why did the donation page have technical problems?
4. What does Dominique want to do with the money?

II.- Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (2 marks)

1. Few people have found out about the campaign through social networking websites.
2. Robbie likes Dominique's idea of helping other homeless people.

III.- Find the words or expressions in the text that mean (1 mark)

1. refused, rejected
2. preconceived opinion that is not based on reason or actual experience
3. institutions or organizations set up to provide help, money, etc, to those in need
4. effective, operative, productive

IV.- Write a **composition** of about 130 words on **one** of these topics. Specify your option. (3 marks)

1. "A portion of our tax money already goes to social aid. We shouldn't have to give more as individuals in addition to what we already pay in taxes." Do you agree or disagree? Write an opinion essay to state your view on this topic.
2. Write a narrative essay about an experience that changed your life.



CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

INGELESA

I.- **Answer** questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT** (4 marks)

Atal honetan, **irakurriaren ulermenerako** eta **idatziaren adierazpenerako** ikasleen trebetasun maila neurtu nahi da, gai arrunteko testu bat aztertu eta lau galdera orokorrei (*wh-questions*) erantzunez. Adierazpenari dagokionez, erantzunak sormenezkoak izango dira, osoak eta zuzenki eratuak, eta lotura sintaktikoak, modu egokian eginak. Edukiei dagokienez, testuan ongi oinarrituak izango dira, eta bertan era zuzenean edota era inferituan adierazitakoak.

Ariketa honetako puntuaziorik altuena **4** puntukoa izango da. Galdera bakoitzari **1** puntu emango zaio, ulermena **0.5** baloratuko da, eta adierazpena, **0.5**. Erantzunak nabarmen demostratzen baldin badu ikasleak ulertu duela testuaren alderdi hori, adierazpen akats garrantzitsurik daukan arren ere, **0.5** emango zaio ulermenean eta, horrez gain, **0.0** eta **0.5** arteko balioak esleituko, adierazpeneko akatsen kopuru eta larritasunaren arabera.

Ikasleak, ariketaren argibideei kasurik egin gabe, galderari testutik literalki kopiauz erantzuten badio, erantzun bakoitzeko **0,25** puntuko balorazioa izango du.

II.- Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own way or quoting properly. (2 marks)

Erantzunak "TRUE" edo "FALSE" adierazpena sartu behar du lotuta era egokian eta gainera justifikazio bat eraman behar du lagun. Ikasleak, testuan oinarrituz, erantzuna bere hitzekin edo testuko esaldia era egokian aipatuz justifika dezake. Erantzunari dagozkion esaldiak osoak izan beharko dira, edota, kasuan kasu, behar bezala elkarlotuak, kakotx artean aipatu beharrekoa ondo txertatzeko.

Galdera bakoitzari **1** puntu emango zaio, ulermena **0.5** baloratuko da, eta adierazpena, **0.5**. Ez du baliorik izango TRUE edo FALSE soilik idazteak. Beraz, ariketa honen puntuaziorik altuena **2** puntukoa izango da.

Ikasleak, ariketaren argibideei kasurik egin gabe, galderari testutik literalki kopiauz erantzuten badio, aipamena behar den moduan sartu gabe, erantzun bakoitzeko **0,25** puntuko balorazioa izango du.

III.- Find the words or expressions in the text that mean (1 mark)

Ariketa honetan, ikasleak ingelesaren lexikoa edo terminologia noraino dakien neurtu nahi da. Lau hitz, definizio edo esaldi eskaintzen zaizkio, eta ikasleak horietako bakoitzak testuan esangura bera duen hitza edo esaera aurkitu behar du. Aditza bada, testuan ageri den bezala jokaturik jarri beharko du. Erantzun zuzen bakoitzak **0,25** puntuko kalifikazioa dauka. Beraz, lau erantzun zuzenek **1** puntu osatuko dute.



CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

IV.- Write a **composition** of about 130 words on **ONE** of the following two topics. Specify your option. (3 marks)

Ariketa honetan, ikasleak ingelesez ideiak egituratzeko eta adierazteko duen gaitasuna neurtu nahi da. Edukiak, berriz, ikasleak idazteko aukeratutako gaiaren arabera izango dira.

Ikasleak 80 hitzetik beherako testua idazten badu, azken puntuaziotik **0,5** puntuko penalizazioa ezarriko zaio., eta 200 hitzetik gorako testua idazten badu, ariketaren azken puntuaziotik **0,25** puntuko penalizazioa ezarriko zaio.

Positiboki jardun behar da atal hori zuzentzen. Balioetsi beharra dago ikasleak burutu ahal izan dituen gauza positibo guztiak, eta ez erreparatu edo begiratu alderdi negatiboei bakarrik (akats gramatikalak batez ere).

Jarraian adierazten diren irizpideak orientagarriak dira zuzentzailearentzat, eta beraren iritzira geratzen da beste puntuazio dezimalik erabiltzea, beherago iradokitakoez gain, bi dezimal ere sartzeko aukerarekin. Ez da baloratuko ariketa proposatutako bi gaietarik bati inola ere ez badagokio. Horrek ez du esan nahi ikasleak ezin garatu ditzakeela bere argumentu-lerroak, baina beti egin behar du proposatutako gaien esparruaren barruan.

Coherence and cohesion		Lexical richness		Overall correction	
1	The text is very well-structured and highly cohesive.	1	Very appropriate vocabulary and idiomatic expressions.	1	There are basically no significant mistakes.
0,8	The text is very cohesive and properly structured.	0,8	Vocabulary and idiomatic expressions are generally appropriate.	0,8	There are few mistakes and they do not affect text comprehension.
0,6	The text is basically cohesive and structured	0,6	Vocabulary and idiomatic expressions are generally appropriate but sometimes choices are not completely adequate.	0,6	There are some mistakes that may occasionally affect text comprehension.
0,4	The text is only partially structured and/or cohesive.	0,4	Vocabulary and idiomatic expressions are only partially adequate.	0,4	Several mistakes, some of them clearly affecting text comprehension.
0,2	The text has serious structural and cohesive problems.	0,2	Vocabulary and idiomatic expressions are frequently inadequate.	0,2	Numerous mistakes that clearly affect text comprehension.
0	The text is neither structured nor cohesive.	0	Vocabulary and idiomatic expressions are inadequate.	0	A huge number of errors that makes text comprehension impossible.



CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

INGLÉS

I.- **Answer** questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT** (4 marks)

En esta sección se intenta comprobar la competencia en **comprensión lectora** y la competencia en **expresión escrita** por parte del/de la estudiante, a partir del análisis de un texto genérico y respondiendo a cuatro preguntas de tipo general (*wh-questions*). Las respuestas **serán de producción propia** en cuanto a la expresión y el contenido se basará en las ideas vertidas en el texto.

Se valorará el ejercicio con un máximo de **4** puntos. Cada una de las preguntas valdrá **1** punto, asignándose **0.5** puntos a la comprensión y **0.5** a la expresión. Si la respuesta demuestra evidentemente que el alumno ha entendido ese aspecto del texto, aunque tenga importantes errores de expresión, se le asignará el **0.5** de comprensión y, adicionalmente, se le adjudicarán valores entre **0.0** y **0.5** dependiendo del número y gravedad de los errores de expresión.

Si el/la alumno/a, ignorando las instrucciones del ejercicio, responde a la pregunta copiando literalmente del texto sólo será valorado con **0.25** puntos por respuesta.

II.- Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own way or quoting properly. (2 marks)

La respuesta debe introducir la expresión "TRUE" ó "FALSE" enlazada de forma apropiada y además debe acompañarse de una justificación. El alumnado podrá justificar su respuesta con sus propias palabras tomando evidencia del texto o también citando adecuadamente la frase del texto. Las frases de la respuesta deben ser completas o, en su caso, debidamente enlazadas. En caso de que el alumno decida citar literalmente, debe hacerlo con la puntuación adecuada y acompañando la cita de las expresiones empleadas para introducir el estilo directo.

Cada una de las preguntas valdrá **1** punto, asignándose **0.5** puntos a la comprensión y **0.5** a la expresión. No se valorará un escueto TRUE ó FALSE. Cada respuesta completa será valorada con **1** punto y, por tanto, la valoración máxima del ejercicio será de **2** puntos.

Si el/la alumno/a, ignorando las instrucciones del ejercicio, responde a la pregunta citando literalmente del texto sin insertar su cita adecuadamente, será valorado con **0.25** puntos por respuesta.

III.- Find the words or expressions in the text that mean (1 mark)

En este ejercicio el/la alumno/a demostrará su competencia léxica. Se proporcionan cuatro palabras, definiciones, expresiones, etc. y el estudiante debe encontrar la palabra o expresión que tenga ese significado en el texto. Cada respuesta correcta tiene una puntuación de **0.25** y las cuatro respuestas correctas suman, por tanto, **1** punto.



CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

IV.- Write a **composition** of about 130 words on **ONE** of the following two topics. Specify your option. (3 marks)

En esta sección se pretende medir la capacidad del/de la estudiante para estructurar sus ideas y darles la expresión adecuada en inglés. El contenido debe ajustarse al tema elegido de entre los dos propuestos.

Si el/la alumno/a escribe menos de 80 palabras, se le penalizará descontándole **0.5** puntos de la puntuación total del ejercicio. Si, por el contrario, su escrito supera las 200 palabras, la penalización será de **0.25** puntos.

El acercamiento a la corrección de esta sección ha de hacerse desde una óptica positiva. Se ha de valorar cuanto de positivo haya podido llevar a cabo el o la estudiante, y no fijarse o anclarse solo en aspectos negativos (errores gramaticales sobre todo).

Los criterios que a continuación se expresan son orientativos para el corrector/a, queda a su criterio el uso de otras puntuaciones decimales distintas a las abajo sugeridas, incluyendo hasta dos decimales. No se valorará un ejercicio que no corresponda en absoluto a ninguno de los dos temas propuestos. Esto no significa que el alumno/a no pueda desarrollar sus propias líneas argumentales, pero siempre dentro de la temática propuesta.

Coherence and cohesion		Lexical richness		Overall correction	
1	The text is very well-structured and highly cohesive.	1	Very appropriate vocabulary and idiomatic expressions.	1	There are basically no significant mistakes.
0,8	The text is very cohesive and properly structured.	0,8	Vocabulary and idiomatic expressions are generally appropriate.	0,8	There are few mistakes and they do not affect text comprehension.
0,6	The text is basically cohesive and structured	0,6	Vocabulary and idiomatic expressions are generally appropriate but sometimes choices are not completely adequate.	0,6	There are some mistakes that may occasionally affect text comprehension.
0,4	The text is only partially structured and/or cohesive.	0,4	Vocabulary and idiomatic expressions are only partially adequate.	0,4	Several mistakes, some of them clearly affecting text comprehension.
0,2	The text has serious structural and cohesive problems.	0,2	Vocabulary and idiomatic expressions are frequently inadequate.	0,2	Numerous mistakes that clearly affect text comprehension.
0	The text is neither structured nor cohesive.	0	Vocabulary and idiomatic expressions are inadequate.	0	A huge number of errors that makes text comprehension impossible.



CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

OPTION A

NOTE: there may be different alternatives to the given answers. Students don't have to write the paragraphs/lines where they have taken their answers from.

I.- Answer questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT** (4 marks)

1. What do computers do in order to predict personality?
They analyse "likes" that people have on their Facebook pages. (p.1)
2. How could this finding change our interactions with computers?
This finding could make computers understand us better so that we can work with them more naturally. (p. 1)
3. How can the information provided by computers improve people's lives?
The information provided by computers can help us decide who to choose as a boyfriend or girlfriend, where to work or what to study at university. (p. 3)
4. Why are researchers concerned about this software?
They are concerned because this software may risk our privacy by allowing computers to know a lot about us. (p.4)

II.- Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (2 marks)

1. This software only needs to know about 70 "likes" to be able to predict somebody's personality better than his or her friends.
This sentence is true. According to the text, "Inputting 70 "likes" allowed it to give a truer picture of someone's character than a friend or flatmate could offer." (p. 2)
2. Researchers hope that governments will not take any action to protect our privacy.
This sentence is false. The text states that the researchers hope that governments "will confront those problems by supporting privacy-protecting laws and technologies, and giving the users full control over their digital footprints." (p. 4)

III.- Find the words or expressions in the text that mean (1 mark)

- | | |
|----------------------------|--------------------------------|
| 1. investigation, study | research (p. 1, l. 2) |
| 2. precisely, exactly | accurately (p. 2, l. 2) |
| 3. normal, usual, standard | average (p. 2, l. 6) |
| 4. to make better | to improve (p. 3, l. 2) |



CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

OPTION B

NOTE: there may be different alternatives to the given answers. Students don't have to write the paragraphs/lines where they have taken their answers from.

I.- Answer questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT** (4 marks)

1. Why did Robbie offer Dominique his money?
Robbie offered Dominique his money because it was late at night and she didn't have any money to get home safely. (p.1)
2. For what purpose did Dominique start her campaign?
Dominique started her campaign because she wanted to help Robbie find a place to live and therefore change his life. (p.1+2)
3. Why did the donation page have technical problems?
The donation page had technical problems because it had more visits than the expected ones. (p.3)
4. What does Dominique want to do with the money?
Apart from helping Robbie, with the collected money Dominique wants to help as many homeless people in Preston as possible. (p.4)

II.- Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (2 marks)

1. Few people have found out about the campaign through social networking websites.
This statement is false. According to the text, "the campaign has received global attention and become very popular by spreading rapidly on social media." (p.3)
2. Robbie likes Dominique's idea of helping other homeless people.
This sentence is true because the text states, "with Robbie's agreement, she [Dominique] wants to help as many people without shelter as she can." (p.4)

III.- Find the words or expressions in the text that mean (1 mark)

1. refused, rejected **declined (p.1, l.4)**
2. preconceived opinion that is not based on reason or actual experience **prejudice (p.2, l.1)**
3. institutions or organizations set up to provide help, money, etc, to those in need **charities (p.4, l.3)**
4. effective, operative, productive **efficient (p.5, l.2)**