

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
Girls and STEM

Women represent half of the UK workforce, yet only 22 per cent of people working in STEM (science, technology, engineering and maths) jobs in the UK are female. But things are starting to change. WISE (Women in Science and Engineering), which campaigns for gender and balance in STEM roles, has set a goal of one million women working in core STEM jobs by 2020. As Helen Wollaston says: “We simply have to get better at showing girls that maths, science and technology open doors to exciting, well-paid jobs where they can make a real difference to the world.”

Schools are doing their bit too, encouraging girls to study STEM subjects and showcasing the exciting opportunities in the workplace. A survey by software company Exasol in 2018 showed that the percentage of female students taking STEM subjects at A level had increased from 6.5 per cent to 11.8 per cent in the last five years. Lowena Hull, a pupil at Portsmouth High School, recently won £7,500 in a UK Space Agency competition for her idea to use satellites to track down lost supermarket trollies. A team from James Allen’s Girls’ School also reached the final of this year’s TeenTech Awards with an app that helps you find your theatre or cinema seat in the dark.

At the university level, Brighton College engages girls in STEM subjects by inviting women scientists to speak as part of its careers programme. It also holds a Women in Science event solely for year 11 girls. Meanwhile, an all-girls team at Epsom College recently came third in the International Youth Rocketry Challenge. As Chris Telfer-Mason, head of physics, explains: “We have removed stereotyping by promoting STEM to both genders and encouraging students to work together in mixed teams, with job roles allocated based on an individual’s ability and skill.”

Adapted from: “Girls and STEM,” *The Week*, 6 September 2019.
<<https://www.theweek.co.uk/103141/girls-and-stem>>

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.

- According to WISE, in 2020 there will already be one million women working in core STEM jobs.
- At Brighton College, scientists of both genders are giving talks to persuade girls to undertake STEM subjects.

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.

- Explain both prize-winning school projects mentioned in the text.
- According to Chris Telfer-Mason, how do they avoid stereotyping?

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

- presenting (paragraph 2)
- contest (paragraph 2)
- only (paragraph 3)
- assigned (paragraph 3)

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

- No matter _____ hard I’ve tried: I’ve never been good _____ science.
- This academic programme _____ (establish) two years ago by a non-profit organization _____ intends to promote equal opportunities for students from developing countries.
- _____ the efforts the school made to encourage girls to study STEM subjects, only six will finally apply _____ a science degree next May.
- Complete the following sentence to report what was said.**
“Why don’t you take a gap year to think about what you really want to study?”
The Head of 6th Form asked me _____.

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

What was your experience with subjects at *Bachillerato*? Which ones did you enjoy and which ones would you change?

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- 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 B
The Origins of Friday 13th

Friday the 13th always seems to spook many of us slightly, even if we claim not to be superstitious. But why does this day have such a supernatural vibe and why is there so much superstition around it?

References to Friday the 13th date back to medieval times but some believe that it was inspired by the Bible. At the Last Supper, Judas Iscariot, who went on to betray Jesus to the Romans, was the 13th person at the table, potentially inspiring fear of the number 13. Jesus was also said to have died on a Friday – also known as Good Friday – which has potentially resulted in Christians carrying the superstition from there.

Moving through to the Middle Ages, references to Friday being an unlucky day in general appear as early as the 14th century. The *Canterbury Tales* writer, Geoffrey Chaucer wrote: “On a Friday fell all this mischance”. Then there are the Knights Templar. The Catholic military order was arrested on Friday the 13th in October 1307 by order of King Philip IV. The Grand Master Jacques de Molay and scores of other French Templars were charged with numerous offenses such as financial corruption, fraud and secrecy, and were also accused of idolatry. These prisoners were tortured and burned at the stake later on.

Rossini, the Italian composer, died on Friday 13th according to Henry Sutherland Edwards’ 1869 biography. So it’s not surprising that some link bad luck to Friday the 13th. However, today Italians actually consider 13 to be a lucky number and Friday 17th to be an unlucky day.

Also known as triskaidekaphobia, the fear of the number 13 has also created traditions such as builders skipping the 13th floor when designing buildings, in an effort to avoid bad luck.

Adapted from “Friday the 13th: superstition origins and why the day is considered unlucky,” *Newsweek*, 13 September 2019. < <https://bit.ly/2Sj4X8r>>

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.

- a) Some people think that fear of Friday the 13th was motivated by biblical accounts.
- b) All Europeans consider 13 to be a lucky number.

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.

- a) What is the relationship between the Knights Templar and Friday the 13th?
- b) What superstition is described in the text in relation to building design?

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

- a) feel (paragraph 1)
- b) on the whole (paragraph 3)
- c) relate (paragraph 4)
- d) attempt (paragraph 5)

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

- a) It is often _____ (say) that breaking a mirror results _____ seven years of bad luck.
- b) Rossini, _____ death occurred _____ 13th November 1869, was a famous Italian opera composer.
- c) I _____ (not/buy) a black cat if I _____ (be) superstitious. In fact, I love my black cat!
- d) **Complete the following sentence to report what was said.**
“Do you believe in destiny?”
Emma asked her boyfriend _____.

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

Do you believe in superstitions? Justify your answer.

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 | |

INGLÉS SOLUCIONES

TEXTO A - SUGGESTED ANSWERS

Question A.1

- a) **FALSE:** “WISE, which campaigns for gender balance in STEM roles, has set a goal of one million women working in core STEM jobs by 2020.”
- b) **FALSE:** “At university level, Brighton College engages girls in STEM subjects by inviting women scientists to speak as part of its careers programme.”

Question A.2

Key ideas

- a) Lowena Hull developed a project to trace supermarket trollies by employing satellites. The team from James Allen’s Girls’ School designed an app which helps people find their seat at the cinema or theatre when they arrive late.
- b) They encourage boys and girls to work in mixed teams and everybody to contribute according to the best of their talents and abilities.

Question A.3

- a) showcasing
- b) competition
- c) solely
- d) allocated

Question A.4

- a) how ----- at
- b) was established ----- which / that
- c) Despite / In spite of / Regardless of ----- for
- d) The Head of 6th Form asked me why I didn’t take / don’t take a gap year to think about what I really wanted / want to study.

TEXTO B - SUGGESTED ANSWERS

Question B.1

- a) **TRUE:** “References to Friday the 13th date back to medieval times but some believe that it was inspired by the Bible.”
- b) **FALSE:** “However, today Italians actually consider 13 to be a lucky number and Friday 17th to be an unlucky day.”

Question B.2

Key ideas

- a) The Knight Templars had been accused of different crimes like being corrupt, of forgery and cheating, as well as praying to idols. They were finally imprisoned on Friday the 13th October 1307.
- b) According to the text, many builders avoid having a 13th floor when they design their building, as they think it is unlucky.

Question B.3

- a) vibe
- b) in general
- c) link
- d) effort

Question B.4

- a) said ----- in
- b) whose ----- on
- c) wouldn't have bought ----- were / was / had been
- d) Emma asked her boyfriend if / whether he believed / believes in destiny.