





***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**

### **Digital Natives**

Two-thirds of 12- to 15-year-olds in the UK now own a smartphone. For older teens, the figure is 90%. Under-16s spend more hours a day online than watching television. Marc Prensky invented the term 'digital native' to describe the post-millennium generation who grew up in an online world. "Our kids today are all 'native speakers' of the digital language of computers and the internet", he wrote. Many spend two or three hours a day on social media.

A new study reports that teenagers' sleep habits have changed as a result. Many teens admitted they reach for their phones in the middle of the night. They spoke about the pressure they felt from their friends to make themselves available all the time and to respond immediately to texts or posts. A fifth of Welsh secondary school pupils will wake up at night and log on, just to make sure they don't miss out.

A group of teenage volunteers were asked to switch off their social media for as long as they could manage. During this time, they mentioned being bored and feeling isolated over and over again. Several teenagers said that after a while, they felt happier without social media; but when they were given the option to switch back on, they took it. "I can't imagine life without it", one of them said.

Everything about platforms such as Facebook is designed to keep users coming back. They satisfy people's very basic needs – the desire to create and maintain social networks and the fascination with information that is relevant to them. For this generation, social media is where they make sense of the world, where everything that is important to them is taking place. Going online is no longer the thing they do to take a break from real life. It is real life.

Developers are working on apps that restrict the amount of time users spend online and, importantly, they send a message to the rest of the world when the users are offline. Already, something as common-sense as 'switching off' needs to be programmed, because some people are unable to do it themselves.



## 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. Who are 'digital native speakers'?
2. How are social media affecting teenagers' sleeping habits?
3. How did teenagers who switched off their social media feel?
4. Why are apps that limit user access to the internet necessary?

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. In the UK, the majority of kids over 12 years old have smartphones.
2. For this generation, going online is what they do to take a break from real life.

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

1. accessible, reachable, present
2. alone, not near others
3. necessities, requirements
4. be able to do something

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

1. "We know the dangers of the internet such as online bullying and shaming. And yet, not enough measures are taken to prevent these behaviours". Discuss.
2. Have you ever spent time without access to the internet? Explain what happened, how you felt during that time and how it affected your everyday life.



## OPTION B

### **The extraordinary life of Malala Yousafzai**

Malala Yousafzai is 19 years old. She is studying her last high school year and wants to study Philosophy, Politics and Economics at Oxford University. She gets so nervous when talking about her final exams and college application that nobody would be able to tell that she is one of the most famous teenagers in the world. In fact, Malala has survived an assassination attempt, addressed the General Assembly of the United Nations and won the Nobel Peace Prize.

Malala was born in Swat Valley, Pakistan. Her activist father, who owned a private school, gave her an excellent education. He noticed that she had a gift for public speaking and encouraged her to consider a career in politics.

When she was only 11 years old, Malala gave her first speech to a local press club. It was called "How dare the Taliban take away my basic right to education?" After that, she started blogging about living under Taliban rule for the BBC. Malala did it anonymously to protect her life but her name was revealed and she started receiving death threats. Instead of hiding, Malala continued speaking out for women's right to education, giving interviews in print and on television.

When she was 15 years old, a Taliban militant tried to kill her. She was so badly injured that doctors thought she would not survive. However, after a long rehabilitation in a British hospital, she recovered and continued her work as a promoter of the education of girls and women.

Her work became so global that, on her 16<sup>th</sup> birthday, she spoke to the United Nations General Assembly. She said terrorism and wars carry poverty, ignorance, injustice, racism and the lack of basic rights for both men and women. She also explained that she focuses on women's rights and girls' education because they suffer the most in warlike conflicts.

Some months later, she won the Nobel Peace Prize because she represents an international movement for a better world, in which education is not a privilege. Nevertheless, she doesn't consider herself exceptional. "My story is not unique. It is the story of many girls," she once said.



## 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 Malala's father want her to become a politician?
2. What did Malala do after her name as the writer of a BBC blog was made known?
3. What did doctors think about Malala's injuries?
4. What does Malala think about herself?

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. Malala gets very anxious when she talks about her university entrance.
2. Malala thinks that wars affect both men and women in the same way.

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

1. murder, killing
2. discourse, lecture, talk
3. expressions of intention to cause injury or damage
4. improved, got better

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

1. "In the rich countries, many young people see going to school as a task. Some of them will even skip school because they think it is boring and unnecessary. However, education is the most important possession a person can have". Discuss
2. Describe a person you admire. Give reasons for your choice.



## 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 orokorre (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 araberakoak 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 negatiboek 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 gaietariko 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

### 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. Who are 'digital native speakers'?  
*They are people born after 2000 who have grown up with access to computers and the internet. (p.1)*
2. How are social media affecting teenagers' sleeping habits?  
*Teenagers feel under pressure to answer messages immediately so they wake up in the night to do so. (p.2)*
3. How did teenagers who switched off their social media feel?  
*A lot of them felt bored and isolated but some of them said that later they felt happier. (p.3) [Also acceptable adding "but they wanted to go back online when given the chance"]*
4. Why are apps that limit users access to the internet necessary?  
*These apps are necessary because some people do not control the amount of time they spend online, so these apps do it for them. (p.5)*

**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. In the UK, the majority of kids over 12 years old have smartphones.  
*This sentence is true. According to the text two-thirds of kids between 12 and 15 years old and 90% of those over 16 have smartphones. (p.1)*
2. For this generation, going online is what they do to take a break from real life.  
*This sentence is false because the text says that this is no longer true and their online life has become their real life. (p.4)*

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

1. accessible, reachable, present *available (p.2, l.3)*
2. alone, not near others *isolated (p.3, l.3)*
3. necessities, requirements *needs (p.4, l.2)*
4. be able to do something *manage (p.6, l.3)*





## 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 Malala's father want her to become a politician?  
*He wanted Malala to become a politician because he realised she was very good at speaking in public. (p.2)*
2. What did Malala do after her name as the writer of a BBC blog was made known?  
*Malala did not hide. Instead, she gave interviews to newspapers and televisions about the right of women to be educated. (p.3)*
3. What did doctors think about Malala's injuries?  
*Doctors thought her injuries were so serious that she would die. (p.4)*
4. What does Malala think about herself?  
*Malala thinks that she is not extraordinary and that her life is similar to the lives of many other girls. (p.6)*

**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. Malala gets very anxious when she talks about her university entrance.  
*This sentence is true because the text states that Malala gets very "nervous when talking about her final exams and college application". (p.1)*
2. Malala thinks that wars affect both men and women in the same way.  
*This statement is false because, according to the text, Malala thinks that women and girls "suffer the most in warlike conflicts". (p.5)*

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

1. murder, killing *assassination (p.1, l.5)*
2. discourse, lecture, talk *speech (p.3, l.1)*
3. expressions of intention to cause injury or damage *threats (p.3, l.5)*
4. improved, got better *recovered (p.4, l.3)*