



## Proves d'Accés a la Universitat. Curs 2012-2013

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### Llengua estrangera **Anglès**

Sèrie 5 - A

	Suma de notes parcials	Etiqueta de qualificació
Comprensió escrita	<input type="text"/>	<input type="text"/>
Redacció	<input type="text"/>	<input type="text"/>
Comprensió oral	<input type="text"/>	<input type="text"/>
Suma total	<input type="text"/>	<input type="text"/>

Etiqueta identificadora de l'alumne/a

Ubicació del tribunal .....

Número del tribunal .....

## HOW CHINA IS WINNING THE SCHOOL RACE

China's education performance—at least in cities such as Shanghai and Hong Kong—is as spectacular as the country's rapid economic expansion, surpassing many more advanced countries. But what is behind this success?

Surprise came when the results of the **OECD's** international maths, science and reading tests—the 2009 **PISA** tests—were published. Shanghai, taking part for the first time, came top in all three subjects. Meanwhile, Hong Kong, which did well in the last decade, has gone from good to great. In this global ranking, it came fourth in reading, second in maths and third in science. These two Chinese cities **outstripped** leading education systems around the world. The results for Beijing are not quite as spectacular. “But they are still high,” says Andreas Schleicher, the OECD's head of education statistics.

Cheng Kai-Ming, Professor of Education at Hong Kong University, attributes the results to “a devotion to education not shared by other cultures.” More than 80 % of Shanghai's older secondary students attend after-school tutoring. They may spend another three to four hours each day on homework under close parental supervision. Such dedication also reflects the ferociously competitive university entrance examinations. Prof. Cheng says Chinese parents are definitely devoted to their children's education.

Certainly these two open and dynamic cities regard as valuable to adopt the best educational practices from around the world to **ensure** success. Under the slogan “First class city, first class education”, Shanghai re-equipped classrooms, **upgraded** schools and revised the curriculum in the last decade. Teachers were trained in more interactive methodology and computers were brought in. The city's schools are now a model for the country. About 80 % of Shanghai school leavers go to university compared to an average of 24 % in China.

Last year Shanghai claimed to be the first Chinese city to provide free schooling for all migrant children. Shanghai controls who lives and works in the city, allowing only the best and the brightest students to become residents with access to jobs and schools. “For over 50 years Shanghai has been accumulating talent, the cream of the cream in China. That gives it an incredible advantage,” says Ruth Heyhoe, former head of the Chinese Institute of Education.

Meanwhile, Hong Kong was forced into educational improvements when its industries moved to cheaper Chinese areas in the 1990s. To continue being a service centre for China, the city had to upgrade knowledge and skills. In the last decade Hong Kong has concentrated on raising the level for all students, and today Hong Kong's education system is rated among the best in the world. “If we want to have high **achievement**, we need experts in secondary schools,” said Catherine Chan, secretary for education in the Hong Kong government. Teachers are selected from the top 30 % of the university graduates. By contrast, according to the OECD, the US selects from the bottom third. In Hong Kong, over one-fifth of government money is spent on education every year.

Both Hong Kong and Shanghai are changing their educational models and no-one knows how this will result in terms of quality. However, they believe they are moving in the right direction. Their societies are changing rapidly and for both cities, reaching the top might be easier than staying there.

Text adapted from *BBC News* [on line].

<<http://www.bbc.co.uk/news>>

**OECD** (Organisation for Economic Co-operation and Development): OCDE

**PISA** (Programme for International Student Assessment)

**outstrip**: deixar enrere / dejar atrás

**ensure**: assegurar / asegurar

**upgrade**: modernitzar, millorar / modernizar, mejorar

**achievement**: assoliment, èxit / consecución, éxito



## Part 2: Writing

Choose ONE topic. Write about number 1 or 2. Minimum length: 100 words.

[4 points]

1. Spain is significantly below the OECD average in PISA tests. What do you think is needed to improve our education system? Write an opinion essay in which you take into account the school system, the teachers and the students.
2. Imagine you are a student from Shanghai living in Catalonia. Write a letter or an email to your family in China in which you talk about the education system and study habits here and back home.

Grammar	
Vocabulary	
Text	
Maturity	
Total	
Nota de la redacció	



### Part 3: Listening comprehension

#### SMILING INDIANS

In the following conversation you are going to hear some new words. Read and listen to them. Make sure you know what they mean.

*proud*: orgullós, satisfet / orgulloso, satisfecho

*lopsided*: esbiaixat, parcial / sesgado, parcial

*to break into a grin*: fer un somriure burlaner / hacer una sonrisa burlona

*stray*: perdut / perdido

*gunshot*: tret / disparo

Ready?

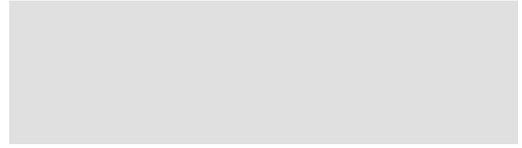
Now read the questions on the following page. Read them carefully before listening to the conversation.

In the early 1900s, photographer Edward Sheriff Curtis traveled around the United States photographing North American Indians from eighty tribes. Those 2,000 or so black and white images show Native Americans in tribal dress: serious, facing the camera straight on and mostly all not smiling. Well, now, a century later, comes a video in response to Curtis's photos. It's titled *Smiling Indians*, and it's exactly that, four minutes of video of Native Americans, young and old, smiling and laughing. It was co-created by Ryan Red Corn, an Osage Indian from Oklahoma. Journalist Edward Block is chatting with Mr Red Corn today to find out more about the video and why he decided to make it.

[Now listen to the interview.]



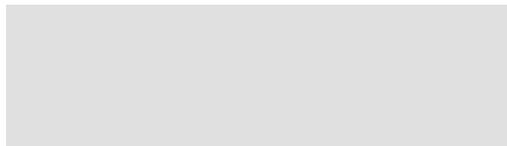
Etiqueta del corrector/a



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Etiqueta identificadora de l'alumne/a





## Proves d'Accés a la Universitat. Curs 2012-2013

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### Llengua estrangera **Anglès**

Sèrie 3 - A

	Suma de notes parcials	Etiqueta de qualificació
Comprensió escrita	<input type="text"/>	
Redacció	<input type="text"/>	
Comprensió oral	<input type="text"/>	
Suma total	<input type="text"/>	

Etiqueta identificadora de l'alumne/a

Ubicació del tribunal .....

Número del tribunal .....

## WHY KIDS BULLY: BECAUSE THEY'RE POPULAR

Mothers tell their children that **mean** kids behave that way because they have unhappy home lives, feel inadequate, or don't have enough friends; or because they lack empathy. But a new study suggests some mean kids actually behave that way simply because they can. It has now been proved that the more popular a kid becomes, the more central to the social network of the school, the more aggressive the behaviour he or she **engages** in. At least, that was the case in North Carolina, where students from 19 middle and high schools were studied for 5 years by researchers at the University of California-Davis.

Authors Robert Faris and Diane Felmlee interviewed public-school kids seven times over the course of their study, starting when the students were in grades 6, 7 and 8. They asked the students to say who their friends were and used the data to create friendship maps. They then asked the kids who was unkind to them and whether they bullied anyone. Researchers then tried to determine the pathways of aggression. What they found was that only one-third of the students engaged in any bullying at all — physical force, insults or spreading gossip — but those who were becoming more popular in the school bullied more. Only when kids reached the very top 2 % of the school's social **hierarchy** or fell into the bottom 2 % did their behavior change; these kids were the least aggressive. "Seemingly normal well-adjusted kids can be aggressive," says Faris, whose results are published in the *American Sociological Review*. "We found that school status increases aggression."

Although authors do not discard psychological or background influences as **underlying** causes of bullying, they believe that popularity is at least as important. "It's one of the few times I can remember in social sciences where race and family background seem to make very little difference," says Faris. "Those demographic and socioeconomic factors don't seem to matter as much as where the kids are in the school hierarchy in terms of their popularity." Faris also found that kids who cared more about popularity, were more aggressive. Surprisingly, though, hostile behavior did not make them more popular. "The evidence suggests that aggression does not increase status," he says. Then again, bullying works mostly because kids believe it does.

Another stereotype the study destroyed was that males and females bully differently. Boys spread gossip less often than girls did. And girls were less physically violent to each other than boys were. Gender-on-gender bullying was more **prevalent** among girls than boys, but boys were more likely to be hostile toward girls than the other way around. However, gender wasn't entirely a neutral factor. If a girl knew a lot of boys, or a boy knew a lot of girls at a school where there wasn't much mixing of the sexes, those kids' popularity would go up, presumably because they provided a bridge to contact with potential dates. And, yes, the "gender-bridge" kids, as the study called them, seemed to be more aggressive than others.

If bullying is actually more a result of school hierarchy than of psychology, Faris believes there might be a more effective solution than trying to change the behavior of the bullies. "The majority of kids who witness bullying, either do not oppose it or encourage it," says Faris. "Those are the ones who give these kids their status. We need to change their minds."

Text adapted from *Time* (February 8, 2011)

**mean:** mesquí / mezquino

**engage:** involucrar

**hierarchy:** jerarquía / jerarquía

**underlying:** fonamental / fundamental

**prevalent:** freqüent / frecuente

## Part 1: Reading comprehension

Choose the best answer according to the text. Only ONE answer is correct.

[4 points: 0.5 points for each correct answer. Wrong answers will be penalized by deducting 0.16 points. There is no penalty for unanswered questions.]

		Espai per al corrector/a		
		Correcta	Incorrecta	No contestada
1.	According to the text, mean kids behave that way <input type="checkbox"/> because mothers do not prevent them to do so. <input type="checkbox"/> as a result of the pressure of other students. <input type="checkbox"/> for no apparent reason, just because it is accepted. <input type="checkbox"/> as a consequence of their empathy with their friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The text argues that aggression at school <input type="checkbox"/> increases with the kids' popularity. <input type="checkbox"/> increases when the kid is involved in the school hierarchy. <input type="checkbox"/> is insignificant among popular kids. <input type="checkbox"/> depends on the school's social network.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Faris and Felmlee's research to determine the pathways of aggression revealed that <input type="checkbox"/> in principle any kid may become a bully. <input type="checkbox"/> physical force, insults or spreading gossip are the only forms of bullying. <input type="checkbox"/> kids who were in the bottom 2 % of the school hierarchy inevitably become bullies. <input type="checkbox"/> reaching the top 2 % of the school hierarchy conditioned kids towards bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Faris and Felmlee also argue that <input type="checkbox"/> popularity is the only determining factor in bullying. <input type="checkbox"/> race and family background are strongly determining factors in bullying. <input type="checkbox"/> psychological or background influences are also relevant when considering bullying. <input type="checkbox"/> demographic and socioeconomic factors condition the school hierarchy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	According to the text, hostile behaviour <input type="checkbox"/> increases the status of the kid at school. <input type="checkbox"/> works mostly because kids like bullying. <input type="checkbox"/> makes kids more popular at school. <input type="checkbox"/> does not imply a rise in popularity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The study found out that both boys and girls bully, but the difference is that <input type="checkbox"/> girls prefer bullying boys rather than the other way round. <input type="checkbox"/> boys clearly spread more gossip than girls do. <input type="checkbox"/> bullying was clearly more violent among boys than among girls. <input type="checkbox"/> bullying was more frequent between girls than the other way round.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Which one of the following statements is TRUE? According to the study, "gender-bridge" kids <input type="checkbox"/> tended to be more aggressive than other students. <input type="checkbox"/> are kids that have more dates than others. <input type="checkbox"/> are very popular because they bully the rest. <input type="checkbox"/> prove that gender is a neutral factor when considering bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	All in all, Faris argues that the solution to bullying <input type="checkbox"/> is to change the behaviour of the bullies. <input type="checkbox"/> lies in changing the minds of the majority of kids at school. <input type="checkbox"/> is to encourage opposition against the bullies. <input type="checkbox"/> lies in introducing changes in the school hierarchy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Correctes	Incorrectes	No contestades
Recompte de les respostes		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nota de comprensió escrita		<input type="text"/>		

## Part 2: Writing

Choose ONE topic. Write about number 1 or 2. Minimum length: 100 words.

[4 points]

1. You suspect a friend of yours is a bully but he/she does not want to acknowledge it. Write a conversation with him/her in which you explain why you think he/she should stop this behaviour. Suggest possible measures to help him/her fight this addiction.
2. What possible measures, involving the school, parents and kids, could be taken in order to stop bullying at schools? Write an article for your school magazine explaining your ideas and proposals.

Grammar	
Vocabulary	
Text	
Maturity	
Total	
Nota de la redacció	



### Part 3: Listening comprehension

#### NORWICH

In the following conversation you are going to hear some new words. Read and listen to them. Make sure you know what they mean.

*mayor*: batlle, alcalde / alcalde

*keep*: torre / torreón

*spire*: pinacle d'una torre / aguja de un torreón

*cloister*: claustre / claustro

*Olympic Torch Relay*: relleu de la torxa olímpica / relevo de la antorcha olímpica

*banner*: cartell / cartel

Ready?

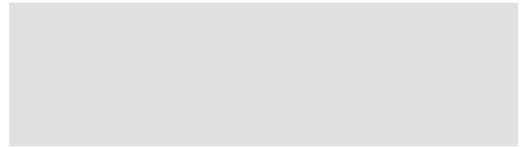
Now read the questions on the following page. Read them carefully before listening to the conversation.

Norwich is a city on the River Wensum in England and the regional administrative centre of Norfolk. With a population of more than 195,000 people, Norwich is an ideal destination for family and individual outings due to its proximity to London and its historical and cultural offer. With us today in our programme *Cities of the World*, is its mayor, Mr Johnston.

[Now listen to the interview.]



Etiqueta del corrector/a



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Etiqueta identificadora de l'alumne/a

