

**PROVES D'ACCÉS A LA UNIVERSITAT**

**PRUEBAS DE ACCESO A LA UNIVERSIDAD**

<b>CONVOCATÒRIA:</b>	<b>EXEMPLE 2020</b>	<b>CONVOCATORIA:</b>	<b>EJEMPLO 2020</b>
<b>Assignatura: ANGLÉS</b>		<b>Asignatura: INGLÉS</b>	

**BAREM DE L'EXAMEN:**

L'alumnat haurà de contestar en el quadernet a totes les preguntes de cadascuna de les cinc qüestions que es plantegen. Podrà contestar bé a les cinc qüestions referides a un sol text (A o B), o bé a les cinc qüestions combinant les referides a cadascun dels textos (A i B).

**Part I. (6 p.)**

L'alumnat haurà de contestar a la primera qüestió sobre qualsevol dels dos textos: Qüestió A1 o B1 (2 p.)

L'alumnat haurà de contestar a la segona qüestió sobre qualsevol dels dos textos: Qüestió A2 o B2 (1.5 p.)

L'alumnat haurà de contestar a la tercera qüestió sobre qualsevol dels dos textos: Qüestió A3 o B3 (1 p.)

L'alumnat haurà de contestar a la quarta qüestió sobre qualsevol dels dos textos: Qüestió A4 o B4 (1.5 p.)

**Part II. (4 p.):**

L'alumnat triarà un dels exercicis d'expressió escrita: Qüestió A5 o B5

**BAREMO DEL EXAMEN:**

El alumnado tendrá que contestar en el cuadernillo a todas las preguntas de cada una de las cinco cuestiones que se plantean. Podrá contestar bien a las cinco cuestiones referidas a un solo texto (A o B), o bien a las cinco cuestiones combinando las referidas a cada uno de los textos (A y B):

**Parte I. (6 p.)**

El alumnado tendrá que contestar a la primera cuestión sobre cualquiera de los dos textos: Cuestión A1 o B1 (2 p.)

El alumnado tendrá que contestar a la segunda cuestión sobre cualquiera de los dos textos: Cuestión A2 o B2 (1.5 p.)

El alumnado tendrá que contestar a la tercera cuestión sobre cualquiera de los dos textos: Cuestión A3 o B3 (1 p.)

El alumnado tendrá que contestar a la cuarta cuestión sobre cualquiera de los dos textos: Cuestión A4 o B4 (1.5 p.)

**Parte II. (4 p.)**

El alumnado elegirá uno de los ejercicios de expresión escrita: Cuestión A5 o B5

**TEXT A/TEXTO A**

**FAKE NEWS: WHAT EXACTLY IS IT AND HOW CAN YOU SPOT IT?**

Fake news was not a term many people used some years ago, but it is now seen as one of the greatest threats to democracy. Before the internet, it was much more expensive to distribute information, but the rise of social media has broken down many of the boundaries that prevented fake news from spreading in democracies and has allowed anyone to create and disseminate information.

One of the problems about fake news is that it comes in multiple variants, from different actors and with different motives. Their key goal is to drive web traffic and, as a result, generate advertising income, or influence people with fabricated stories.

Spotting fake news isn't easy. A Stanford study last year found that many students were shockingly bad at distinguishing between different types of material online, whether paid for, fake or legitimate. Facebook has a useful list of ways to spot fake news, which include being skeptical of catchy headlines with lots of capital letters and exclamation marks, looking closely at the URL and checking the story comes from a source with a reputation and without spelling or grammar errors or manipulated images or videos. Also checking the dates helps as fake news stories may contain timelines that make no sense or event dates which are wrong or have been altered. Finally, it is important to check the author's sources to confirm they are accurate or also to look at other reports, because if no other news source is reporting the same story, that could indicate it is false.

Adapted from an article by James Carson, *The Telegraph*, 18-02-2019

## Part I. Reading Comprehension

**A1. Answer the following questions using your own words but taking into account the information in the text. (2 points: 1 point each)**

- a. Why is spreading fake news easier nowadays?
- b. What are the main objective and the ultimate consequences of fake news?

**A2. Are the following statements true (T) or false (F)? Identify the part of the text that supports your answer by copying the exact passage on the answer sheet. (1.5 points: 0.5 each)**

- a. A study in Stanford shows how difficult it is for students to find differences among online materials.
- b. Dates help to find fake news but timelines are useless.
- c. Checking the references never helps when it comes to knowing if it is fake news.

**A3. Find a synonym for each of the four words below from these six options. All words are underlined in the text (1 point: 0.25 each)**

*threats*      *boundaries*      *spot*      *source*      *dates*      *timelines*

- a. detect
- b. challenges
- c. limits
- d. origin

**A4. Choose a, b, or c, in each question below. Only one choice is correct. (1.5 points: 0.5 each)**

1. Variants, actors and motives are...
  - a) the goals of fake news.
  - b) characteristics that define fake news.
  - c) irrelevant for fake news.
2. According to Facebook, headlines with capital letters...
  - a) are never found in fake news.
  - b) give information about the author's sources.
  - c) are part of a list to verify authenticity.
3. Checking the author's sources when analysing news stories is advisable...
  - a) when they are wrong.
  - b) to prove their authenticity.
  - c) to report the same story.

## Part II. Composition (130 to 150 words approximately) (4 points)

**A5. Do you think fighting fake news is essential nowadays? Give reasons.**

## TEXT B/TEXTO B

### FACEBOOK THREATENS THE ECONOMY, HEALTH AND DEMOCRACY

Facebook recently reminded me that I've been on the social network for 15 years. I normally pay little attention to those anniversary notices, but this time I paused to think about how much had changed since Facebook was founded. Excitement about its promise, gratitude for the ease of staying in touch with old friends, frustration at its approach to privacy, apprehension over its addictiveness.

Around the same time as I got that notification, I was reading Roger McNamee's well-written new book, *Zucked: Waking up to the Facebook Catastrophe*. His central argument is that Facebook is a threat to the economy, public health, and democracy. The economic critique rests on the problems of monopoly capitalism, for example Facebook's ability to buy up rivals like Instagram and WhatsApp. The public health critique focuses on tactics to get people to use Facebook more, even to the point of addiction. The democracy critique is that democracy cannot survive without debate on shared truths. But we increasingly are denied access to different opinions.

Today, even tech companies have acknowledged that their industry requires regulation. The question for them is what those regulations should look like. Transparency and other changes will not be a sufficient response to the scope of the challenge. The question is whether reformers, regulators, and citizens will have the courage to fight for broader, deeper changes. Because at the end of the day, what's at stake is far more important than a few Likes. It is the future of our economy, our society, and our democracy.

Adapted from an article by Ganesh Sitaraman, *The Guardian*, 24-02-2019

## Part I. Reading Comprehension

**B1. Answer the following questions using your own words but taking into account the information in the text. (2 points: 1 point each)**

- a. Why is Facebook a threat?
- b. Why will transparency and other changes not be enough?

**B2. Are the following statements true (T) or false (F)? Identify the part of the text that supports your answer by copying the exact passage on the answer sheet. (1.5 points: 0.5 each)**

- a. Getting people to use Facebook more is only a problem if users get addicted.
- b. Users engage in fewer political debates if they use Facebook consistently.
- c. Facebook does not need important and substantial changes.

**B3. Find a synonym for each of the four words below from these six options. (1 point: 0.25 each)**

*founded      gratitude      apprehension      central      acknowledged      courage*

- a. admitted
- b. created
- c. determination
- d. main

**B4. Choose a, b, or c, in each question below. Only one choice is correct. (1.5 points: 0.5 each)**

1. Facebook wants users...
  - a) to get addicted to Facebook.
  - b) to use Facebook more and more.
  - c) to use Facebook until you have health problems.
2. Deeper changes should come from...
  - a) Facebook, Instagram and WhatsApp.
  - b) reformers.
  - c) tech companies.
3. According to the author, tech companies...
  - a) need to undertake a lot of important regulations in their products.
  - b) need to be asked about which regulations they want for their products.
  - c) need to be banned until they regulate their products.

## Part II. Composition (130 to 150 words approximately) (4 points)

**B5. Do you think that people your age are addicted to social networking sites such as Facebook and Instagram? Give reasons.**