

DIAGNOSTIC EVALUATION

Year 2 of Secondary Education

SCHOOL YEAR 2025-2026

Marking-guidelines

E NGLISH LITERACY

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Estos apartados contienen la siguiente información:

- I. CUADRO RESUMEN
En el cuadro resumen se detalla el tipo de ítem según tipo de respuesta, la respuesta correcta y la puntuación máxima, así como la competencia específica, el saber básico y el proceso lector evaluado al que corresponde cada pregunta.
- II. ÍTEMS QUE PRECISAN CORRECCIÓN Y CALIFICACIÓN
Se proporcionan los criterios de evaluación y calificación de los ítems del *listening* y el *reading* que deben ser corregidos antes de introducir su calificación en Educa.
- III. WRITING
Se incluyen las indicaciones y la rúbrica para corregir el *writing* junto con cinco ejemplos de producciones escritas con sus respectivas valoraciones.
- IV. TRANSCRIPCIÓN DEL LISTENING
- V. INFORMACIÓN SOBRE PROCESOS LECTORES, TIPOS DE TEXTO Y DE ÍTEM
Aclaraciones sobre la clasificación de los procesos lectores evaluados, tipos de ítem y tipos de textos.
- VI. CUADERNILLO DEL ALUMNADO CON SOLUCIONES
Se transcribe el cuadernillo completo con las soluciones marcadas.

I. CUADRO RESUMEN

La prueba consta de 31 ítems, de ellos, ocho necesitan ser corregidos y calificados. Son estos:

7, 9, 24, 26, 28, 29, 30 y 31.

Parte de la prueba	Nº	Tipo de ítem	Respuesta correcta	Puntuación máxima	Compet. espec.	Saber básico	Proceso evaluado
Listening	1	Cerrado	B	1	CE 1	A2, A5, A6, A8	Localizar
	2	Cerrado	A	1	CE 1	A2, A5, A6, A8	Interpretar
	3	Cerrado	B	1	CE 1	A2, A5, A6, A8	Interpretar
	4	Cerrado	C	1	CE 1	A2, A5, A6, A8	Localizar
	5	Cerrado	A	1	CE 1	A2, A5, A6, A8	Localizar
	6	Cerrado	C	1	CE 1	A2, A5, A6, A8	Localizar
	7	Semiconstruido	Ver apartado II	1	CE 1	A2, A5, A6, A8	Localizar
	8	Cerrado	D	1	CE 1	A2, A5, A6, A8	Localizar
	9	Cerrado	Ver apartado II	1	CE 1	A2, A5, A6, A8	Interpretar/ localizar
	10	Cerrado	D	1	CE 1	A2, A5, A6, A8	Integrar
Reading 1	11	Cerrado	B	1	CE 1	A2, A5, A6, C3	Interpretar
	12	Cerrado	C	1	CE 1	A2, A5, A6, C3	Interpretar
	13	Cerrado	C	1	CE 1	A2, A5, A6, C3	Interpretar
	14	Cerrado	B	1	CE 1	A2, A5, A6, C3	Interpretar
	15	Cerrado	A	1	CE 1	A2, A5, A6, C3	Interpretar
	16	Cerrado	D	1	CE 1	A2, A5, A6, C3	Interpretar
	17	Cerrado	C	1	CE 1	A2, A5, A6, C3	Interpretar
	18	Cerrado	A	1	CE 1	A2, A5, A6, C3	Interpretar
	19	Cerrado	C	1	CE 1	A2, A5, A6, C3	Localizar
	20	Cerrado	A	1	CE 1	A2, A5, A6, C3	Interpretar
Reading 2	21	Cerrado	A	1	CE 1	A2, A5, A6	Localizar
	22	Cerrado	B	1	CE 1	A2, A5, A6	Localizar
	23	Cerrado	B	1	CE 1	A2, A5, A6	Localizar
	24	Semiconstruido	Ver apartado II	1	CE 1	A2, A5, A6	Localizar
	25	Cerrado	B	1	CE 1	A2, A5, A6	Interpretar
	26	Cerrado	Ver apartado II	1	CE 1	A2, A5, A6	Interpretar
	27	Cerrado	C	1	CE 1	A2, A5, A6	Interpretar
	28	Cerrado	Ver apartado II	1	CE 1	A2, A5, A6	Integrar
	29	Cerrado	Ver apartado II	1	CE 1	A2, A5, A6	Integrar / localizar
Reading 3	30	Semiconstruido	Ver apartado II	3	CE 1 / CE 2	A2, A6, A9	Reflexionar
Writing	31	Abierto	Ver apartado II	10	CE 2	A2, A4, A5, A6, A7, A9, B1, B3	--
Puntuación total:				42			

II. ÍTEMS DE COMPRENSIÓN ESCRITA Y ORAL QUE PRECISAN CORRECCIÓN Y CALIFICACIÓN

Se presentan en este apartado los criterios de corrección y calificación de los siete ítems de comprensión oral y comprensión lectora que deben ser corregidos:

7, 9, 24, 26, 28, 29 y 30

7. Where in London is Wimbledon located?

Marking criteria	
Marks	Answer
1	<i>In the South-West / South-West London... or similar answers.</i>
0	Any other answers. (London: is not enough.)
Spelling mistakes will not be penalised.	

9. According to the audio say if these sentences are true or false:

	True	False
A. There are football fields in nearly every UK park.		X
B. You can only play cricket if there is good weather.	X	
C. You have to wear a jacket in order to play football.		X
D. Wimbledon is played on grass.	X	

Marking criteria
Marks
0.25 for each correct answer (maximum 1 mark).

24. Where did the pizza we know today start?

Marking criteria	
Marks	Answer
1	<i>In Naples/ Naples/ the city of Naples...</i>
0	Any other answers.
Spelling mistakes will not be penalised.	

26. Say if these sentences are true or false:

	True	False
A. Pizza has changed over time to become the pizza we know today.	X	
B. Queen Margherita created a pizza with her own name.		X
C. Deep-dish pizza is typical from Chicago.	X	
D. The most popular pizza in the world is thin crust pizza.		X

Marking criteria
Marks
0.25 for each correct answer (maximum 1 mark).

28. Add a title to each paragraph of the text: write the letter A, B, C, D or E next to the paragraph.

Title
A. Pizza Margherita.
B. Very adaptable food.
C. Pizza goes abroad.
D. Working-class food.
E. Origin of pizza.

	Title
Paragraph 1	E
Paragraph 2	D
Paragraph 3	A
Paragraph 4	C
Paragraph 5	B

Marking criteria
Marks
0.2 for each correct answer (maximum 1 mark).

29. In which order were these ingredients used for the first time? Order them from oldest (1) to newest (4). Write 1, 2, 3, 4:

	Order
A. Tomatoes	2
B. Thin-crust	4
C. Flatbread	1
D. Mozzarella	3

Marking criteria	
Marks	Answer
1	The right order: 2, 4, 1, 3.
0	Any other order.

30. Write the word that corresponds to each number:

CONTINUES	AGO	WAS	GOVERNED
FOR	WHO	MANY	MOST
AS	HER	IN	MORE

1	AGO	7	MOST
2	GOVERNED	8	IN
3	FOR	9	AS
4	WAS	10	MORE
5	MANY	11	HER
6	WHO	12	CONTINUES

Marking criteria
Marks
0.25 for each correct answer (maximum 3 marks).

III. WRITING

31. Write a description, in about 125 words, about a travel destination. It can be a famous place or you can talk about your city or town.

Use the tips below:

Paragraph 1. Name of the place, where it is.

Paragraph 2. General information: how to get there, the weather, language, size...

Paragraph 3. Description of the place, things to see and do.

Paragraph 4. Opinion of the place.

ORGANIZE YOUR IDEAS before you start writing (the planning is scored).

A. HOW TO MARK THE COMPOSITION

As in previous years:

- There are 10 sections.
- Marks according to each section: 0; 0.5; 1 point.
- Consequently, the highest mark will be 10 points.

It is likely that the 2nd ESO teachers that have to mark this composition are using this kind of rubric for the first time. Acknowledging the difficulty of the task, we enclose a simple guide to help them with the marking.

The 10 marks of the writing task are divided into **TASK** and **LANGUAGE**.

A) TASK comprises the aspects of **PLANNING**, **ADEQUACY** and **COHERENCE**.

• **PLANNING**: the written text has to respond to the planning of structures, vocabulary, paragraphs, etc. that are going to be used.

The student needs to plan in schematic form what will be developed more thoroughly later: single ideas, short phrases, vocabulary referred to the topic, connectors that may be used later, the anticipated number of paragraphs, etc.

In this particular example, we contemplate a typical class essay, so students may mention in schematic form:

- Name of the place, where it is.
- General information: how to get there, the weather, language, size...
- Description of the place, things to see and do.
- Opinion of the place.

They will probably use the frame given for the scheme, but they may have other ways of organising their ideas –mind map, list, etc.

• **ADEQUACY** has been divided into:

- ❖ Task given-the length required. In this case, we contemplate a typical **NARRATIVE** in about 125 words. All the details that are requested in the instructions have to be dealt with for the task to be considered satisfactory.
- ❖ Layout, mode of discourse, register, etc. The language has to be standard.

• **COHERENCE**: the text has to be coherent. It must be understood without great difficulty by the reader. In this composition, the student has to deal with all the items requested in the instructions in a logical, clear, well-ordered manner. The model and the draft should contribute to that.

B) LANGUAGE comprises the aspects of COHESION, GRAMMATICAL ACCURACY, SPELLING ACCURACY and LEXICAL RANGE.

• **COHESION** has been divided into:

❖ Punctuation and paragraphs: in this particular composition, the writing is practically organised for them and there should be at least 3 or 4 paragraphs to differentiate pieces of information. They are expected to use periods (full stops) and commas correctly, at the very least.

❖ Cohesive devices. Students are likely to use

- Some linkers or connectives like AFTER THAT, WHEN, THEN, FINALLY, AND, BUT, SO, BECAUSE...

- Some transitional phrases such as "for example".

- Other devices such as repeating key terms to reinforce an idea, relative pronouns, personal or reflexive pronouns to avoid repetition.

• **GRAMMATICAL ACCURACY**: the text has to show correctness and control of the use of the structures that should be mastered by the end of 2nd ESO. This section has been divided into:

❖ Verbs: tenses, conjugations and use. In this composition, students could use:

➤ The PRESENT of every verb, in order to describe the place or the things you can do. All the students of 2nd ESO are supposed to use the third person correctly.

➤ The PRESENT CONTINUOUS.

➤ MODAL VERBS.

❖ Sentences structures, prepositions...:

➤ COMPARATIVE AND SUPERLATIVE SENTENCES.

➤ QUANTIFIERS (*you can do many things; it is a bit tiring*).

➤ The RIGHT ORDER of the different elements in the sentence (subject + verb + complement), etc.

➤ Correct use of PREPOSITIONS.

• **SPELLING ACCURACY**: the text must respond to the spelling accuracy expected for the vocabulary acquired by the end of 2nd ESO. Occasional mistakes are acceptable in less frequent words.

• **LEXICAL RANGE**: the text must show the lexical richness and variety expected by the end of 2nd ESO. THE EXPECTED VOCABULARY could be:

➤ ADVERBS to give a temporal framework.

➤ NOUNS to name the things or places than can be done or visited.

➤ ADJECTIVES to describe the place.

➤ ACTION VERBS to talk about activities.

➤ OPINION VERBS.

➤ ADJECTIVES to describe their feelings after the experience (*happy, frightened, scared, excited, surprised...*).

B. RUBRIC

		MARKS			
		0	0.5	1	
T A S K	PLANNING	There is no previous planning or the planning is not written in English.	Partial or incomplete planning.	Adequate planning (there is a scheme, clear notes etc.).	
	ADEQUACY	None of the points in the instructions are mentioned or the content is irrelevant.	- Just some points in the instructions are mentioned. - The number of words may not be correct.	- All the points in the instructions are mentioned. - The number of words is appropriate.	
		None of the points in the instructions are mentioned or the content is irrelevant.	- The layout may not be adequate. - The register may not be appropriate.	- The layout is adequate. - The register is appropriate.	
COHERENCE	Incoherent text.	Easy to understand, although there are some incoherent points that may make some things difficult to understand.	Easy to understand. A clearly coherent text.		
L A N G U A G E	COHESION	Punctuation paragraphs	No paragraphing, too many errors in the use of punctuation.	There are some mistakes in the use of punctuation or paragraphing.	The text is divided in paragraphs; correct use of periods and commas.
		Cohesion devices	No cohesive devices are used.	Some cohesive devices are used. There may be some mistakes.	Correct and appropriate cohesive devices, linking sentences. No serious mistakes.
	GRAMMATICAL ACCURACY	Verbs	Basic mistakes tenses and conjugations.	Some acceptable errors. Correct but too basic sentences structure.	Mainly adequate use of tense.
		Sentence structures, preposition ...	Too many or too basic mistakes.	Some acceptable errors.	High control of different kinds of sentences, complex structures...
	SPELLING ACCURACY*	Many spelling mistakes in basic vocabulary.	Some spelling mistakes (between three and six).	Most words are written correctly, only some occasional mistakes (no more than two in a ten-line text).	
	LEXICAL RANGE	Limited range of vocabulary.	Use of basic vocabulary, enough to convey the message.	Rich and varied vocabulary for 2 nd year ESO.	
Only the total mark is to be introduced in EDUCA				Total /10	

C. SOMME SAMPLE MARKED COMPOSITIONS

Below are several authentic samples of marked compositions written by year 2 of ESO pupils and the marks given.

SAMPLE 1:

First paragraph	<p>I am going to Chi Asia, China. First, I am going to go to the capital Last month I travelled to Asia, China.</p>
Second paragraph	<p>First, I am going by plane, it is more 12 hours more or less. The weather is pretty hot, mostly because it's summer, the I think I might be well there since I know how to speak Chinese. And I'm very excited to visit all the places because it is a very big country.</p>
Third paragraph	<p>First, I am going to Pekin, the most known place. I I will stay there for three and a half days. Then, Chongqing, a beautiful place with very nice sights. Sail a boat, museums, buildings, shopping. Travel to many other countries.</p>
Fourth paragraph	<p>It Finally, in my opinion, I think it is a very good place to travel, alone or with friends is very enjoyable and I will have a great time there.</p>

Last month, I went with my friends to Asia, China.

We went by plane, the flight took us very long, it was twelve hours more or less.

The weather was pretty hot, mostly because we went in summer. I think we were really well there since we know how to speak Chinese, even if it's not the best. We were really excited to visit many places because it's really interesting.

Firstly, we went to Peking, one of the most known places there. We stayed there for three and a half days. Later, we visited some museums about their history. Then, we took a flight to Chongqing, a popular place with beautiful buildings. We went to a boat where we could watch the sights, it was amazing.

And finally we went to our city, QingTian.

Some days later we went back home.

In my opinion, it was a very good place to travel, alone or with people is very enjoyable.

Sample 1	MARK 0 / 0,5 / 1
The task is not fulfilled, as the student narrates a past trip instead of describing a travel destination.	0/10

SAMPLE 2:

First paragraph	Costarica is in America
Second paragraph	I like that in costarica is a very good weather and they speak Spanish, there are a lot types of animals is not very big
Third paragraph	in costarica are a lot of tortals you can go to see the tortals and the different animals also you can try the food of the place
Fourth paragraph	I haven't stay in costarica but my mother say that is incredible and very beautiful

C O S T A R R I C A

Costarica is in America in the coast of America. Costa Rica is a little island near to America.

In costarica there are a lot of types of animals and is a very good weather in the day is hot and in the night is not very hot they speak Spanish and the island is not very big.

In costarica are a lot of tortals you can go to see the tortals and the different animals also you can try the food of the place.

I haven't been in costarica but my mother say that is incredible and very beautiful.

		Sample 2	MARK 0 / 0,5 / 1
PLANNING		The planning includes a lot of information (almost full paragraphs). Some required ideas are missing.	0.5
ADEQUACY	Task and length	Only some of the required points are included.	0.5
	Layout and register	Layout and register are at some point appropriate.	0.5
COHERENCE		The text presents some ideas, but they are listed rather than logically connected. Moreover, the number of language mistakes affects clarity, making the text difficult to follow.	0
COHESION	Punctuation paragraphs	The text is divided into four paragraphs. However, there is almost no use of punctuation.	0
	Cohesion devices	Only basic linkers are used (“and”, “also”). Most ideas are listed and not well connected.	0
GRAMMATICAL ACCURACY	Verbs	Generally adequate use of the verb <i>to be</i> in the present simple. There are mistakes with the 3 rd person singular –s (“mother say”) and an incorrect use of the present perfect (“I haven’t bin”). No use of other tenses or modal verbs.	0
	Sentence structures, prepositions...	Some sentences lack a subject and <i>there</i> is omitted in “there is/are” structures. An adjective is used in the plural form.	0.5
SPELLING ACCURACY		Many basic spelling mistakes: “Costarrica”, “litle”, “ther” (there), “tipes”, “spanis”, “tortels”, “diferent”, “traí” (try), “bin” (been), “mi” (my), “incredivol”. Capital letters are consistently omitted: proper names and languages (“costarrica”, “spanis”), at the beginning of sentences.	0
LEXICAL RANGE		Limited range of vocabulary.	0
			2/10

SAMPLE 3:

First paragraph	London → UK Centre
Second paragraph	By plane Weather: rains, summer most cold Language: english Underground
Third paragraph	Big Ben, museums, London eye Soldiers arm red and houses Shops: lego, a playstore
Fourth paragraph	A lot of things to do, Recommended to all Sometimes lot of people → it has more good things than bad

Going to London, I think it would be one of the best places you can travel. It isn't much difficult to arrive, it is in UK, and I recommended to have the hotel in the centre.

You can go by plane from most of the cities. The weather is normally cold and it often rains. Most of the people speak english, and very fast. There is an underground which you can use to move for all the city.

There are a lot of things to visit, like the Big Ben or the London eye, both impresionant. Also there are a lot of museum where you can learn a lot and pass all the day.

For tell you the truth, although sometimes there were a lot of people, there was a lot of things to do and visit. So I recomend you to go too much.

		Sample 3	MARK 0 / 0,5 / 1
PLANNING		Adequate planning (scheme, clear notes).	1
ADEQUACY	Task and length	The text responds appropriately to the task and required length. All main points are mentioned.	1
	Layout and register	Layout and register are adequate.	1
COHERENCE		The text generally follows the draft and the given instructions. However, the grammatical and structural mistakes make some parts of the text difficult to understand.	0.5
COHESION	Punctuation paragraphs	Paragraphs are adequate and punctuation is generally appropriate.	1
	Cohesion devices	Linkers are very limited: "and", "like", "also". No other cohesion devices are used. Therefore, ideas are mostly listed rather than connected.	0.5
GRAMMATICAL ACCURACY	Verbs	Grammar remains basic throughout the text. Generally adequate use of the present simple, but there are occasional shifts to the past simple with a present meaning: "I recomend to have", "there were a lot of people, there was a lot of things".	0.5
	Sentence structures, prepositions...	Frequent issues with sentence structure and prepositions: "Going to London ... would be one of the best places", "It is the best place you can travel", "move for all the city", "For tell you the truth". Mistakes in the use of quantifiers: "It isn't much difficult to arrive", "I recomend you to go too much". Omission of the in "in UK". Use of a lot of with a singular noun ("a lot of museum").	0
SPELLING ACCURACY		Several spelling mistakes: "thing" (instead of think), "recomended", "normaly", "ounderground", "wich" (which), "bouth", "recomend". Two capitalisation mistakes: "english", "London eye".	0
LEXICAL RANGE		Vocabulary is basic, but enough to convey the message. There are some lexical mistakes, such as "impresionant" and "pass all the day".	0.5
			6/10

SAMPLE 4:

First paragraph	Villarranca (Navarra), small village
Second paragraph	language: spanish, some people English, and usk Weather, good, not very cold
Third paragraph	You can see the church, the urban paints, a place where religious people lives, the street, very simbolic houses
Fourth paragraph	It is a very good place, because of the people...

My village, Villarranca, it is in the South of Navarra in Spain. It is a small village, with aproximelly 3.000 of people, young, old, of all the types.

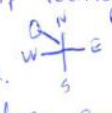
I think it isn't complicated to get in, now with tecnology its easier. The weather is good not very cold, and not very hot, it ~~seems~~ sometimes rains. also the weather depends on the season. The languages that ~~are~~ people speak are: Spanish, also some much people now usk, and a lot of young people if you need also speak English and a little of French.

If you come I recomend you to see the enormous church, I think it is the most beautiful thing of Villarranca. Also you can see a lot of ~~of~~ urban paints, houses of people in the past, with there were rich and poderous ~~members~~ of course you have to see the river, it is amazing, with a lot of green trees...

~~It~~
I think is a good and natural place to visit, I like it very much, the people is very friendly and sociable.

		Sample 4	MARK 0 / 0,5 / 1
PLANNING		Adequate planning.	1
ADEQUACY	Task and length	The text responds to the task and length required.	1
	Layout and register	Register is appropriate. Layout needs improvement, as some paragraphs and ideas are not clearly structured.	0.5
COHERENCE		Ideas generally follow the draft and the given instructions. However, the grammatical mistakes and sentence structure issues make parts of the text difficult to understand.	0.5
COHESION	Punctuation paragraphs	Paragraphs are adequate. Punctuation is inconsistent: commas are used instead of periods, there are long sentences containing many ideas without punctuation, conditional sentences lack commas.	0.5
	Cohesion devices	Linkers are very limited: "and", "also". No other cohesion devices are used. Ideas are mostly listed rather than connected.	0.5
GRAMMATICAL ACCURACY	Verbs	Basic control of present simple, with some mistakes ("people is"). Mistakes in the first conditional ("If you came ...") and relative clauses ("with there were rich" meaning which were rich).	0.5
	Sentence structures, prepositions...	Frequent sentence structure issues: double subjects ("My village, Villafranca, it ..."), missing subjects ("If you need also speak", "I think is a good and natural place"), sentences without verbs ("so much people now vask" meaning so many people now speak Basque), sentences with no grammatical sense (paragraph 2). Prepositions are sometimes used incorrectly ("3000 of people") and some expressions are ungrammatical ("so much people").	0
SPELLING ACCURACY		Many spelling mistakes: "Sourth" (south), "aproximetly", "tecnology", "easier", "depend" (depends), "vask" (Basque), "litle", "recomend", "enormus". Some capitalisation mistakes: "Sourth" (south), "vask" (meaning Basque), no capital letter after some full stops ("rains. also the weather").	0
LEXICAL RANGE		Vocabulary is basic, but enough to convey the message. There are some word choice mistakes: "complicated to get it" (meaning arrive to the town), "urban paints" (meaning graffiti), "poderous" (meaning powerful).	0.5
			5/10

SAMPLE 5:

First paragraph	A Coruña, Galicia.
Second paragraph	West (North) of Spain, rainy and windy and cloudy weather. Gallego speaking city.  Bigger than Pamplona, smaller than Madrid
Third paragraph	Beautiful architecture, coasts, beaches, (cathedrals) squares (Maria Pita) - Aquarium - Sightseeing - Shopping (2 nd biggest) (one of the...) - Beach
Fourth paragraph	- Beautiful (- Good location...) - Great people - Best weather

Searching for a travel destination? You might want to give a try to A Coruña, Galicia, Spain.

The city is located at the north-west of Spain, on the coast.

The weather is normally rainy or windy, but with some luck you might find a sunny day.

In Galicia, they speak gallego, similar to portuguese, but you can talk spanish or english too!

If we compare the city to some others, it's bigger than Pamplona but smaller than Madrid.

There, you can go sightseeing and check out the beautiful architecture of the city, for example ~~the~~ Maria Pita's square. But if that's not your style, you can go to the aquarium, to the beach, or even go shopping at Marineda City, one of the biggest shopping centers of Spain.

From my point of view, the city is beautiful and it has everything you need. From the weather, to even the people.

		Sample 5	MARK 0 / 0,5 / 1
PLANNING		Adequate planning (scheme, clear notes).	1
ADEQUACY	Task and length	The text responds appropriately to the task and meets the required length. All points from the instructions are mentioned.	1
	Layout and register	Register is appropriate for the task. However, the layout could be improved because paragraph division is not always clear.	0.5
COHERENCE		The text is easy to understand and clearly coherent.	1
COHESION	Punctuation paragraphs	Punctuation is used adequately. However, paragraph division needs improvement: there are no four clear paragraphs, and the second "paragraph" consists of separate lines rather than a single block of text.	0.5
	Cohesion devices	The text is well connected and uses simple but effective linkers ("or", "but", "and") and transitional phrases ("for example", "from my point of view").	1
GRAMMATICAL ACCURACY	Verbs	Great control of verb forms, including present simple, modal verbs, passive voice, relative clauses and first conditional.	1
	Sentence structures, prepositions...	Adequate control of sentence structure, with correct use of comparatives and superlatives (" <i>bigger than Pamplona but smaller than Madrid</i> ", " <i>one of the biggest</i> "). However, there are some mistakes such as " <i>give a try to A Coruña</i> " (instead of <i>give A Coruña a try</i>) and " <i>located at the north-west of Spain</i> " (instead of <i>located in</i>).	1
SPELLING ACCURACY		No spelling mistakes. Capitalisation mistakes appear in language names: " <i>gallego</i> ", " <i>portuguese</i> ", " <i>spanish</i> ", " <i>english</i> ".	0.5
LEXICAL RANGE		Rich and varied vocabulary, including expressions such as "sightseeing", "check out", "architecture". "if that's not your style".	1
			8.5/10

SAMPLE 6:

First paragraph	Sofia, Bulgaria's capital city, located in Europe, in the Balkans
Second paragraph	By plane, car, or road the weather changes through the year. The main language is Bulgarian.
Third paragraph	Visit the centre of the city (parks and monuments). Also bakeries and restaurants.
Fourth paragraph	Very lovely place with a lot of places to visit.

SOFIA, ONE OF THE MOST BEAUTIFUL CITIES IN BULGARIA

Sofia is the capital city of the Balkan country Bulgaria. It is located in Europe, in the east. Bulgaria borders with Greece, Turkey, North Macedonia, Serbia, and Romania. Also, it has a big entrance of the Black Sea at western Bulgaria.

It is not very difficult to arrive at Sofia, as it is the most popular city in the country besides Plovdiv, Varna, and Rila. The weather changes a lot through the whole year. As it is a Mediterranean-mountain climate, in the winter is very cold and in summer so hot that it could give you headaches. The main language is Bulgarian (български език).

Sofia has a lot of places to visit. The most important one is the centre, where the Sofia University is located. Through the city, you can find a lot of monuments and sculptures of famous writers and heroes of Bulgaria like Vasil Levski, Hristo Botev, and more. In addition of talking about special places in Sofia, it is indispensable to try Bulgarian bakeries!

In my opinion, Sofia is a very lovely and beautiful city to visit if you want to learn Bulgarian culture.

		Sample 6	MARK 0 / 0,5 / 1
PLANNING		Adequate planning (scheme, clear notes).	1
ADEQUACY	Task and length	The text responds appropriately to the task given and the length required. All points from the instructions are mentioned and the students adds a lot of information.	1
	Layout and register	The layout and register are adequate and appropriate.	1
COHERENCE		The text is easy to understand and clearly coherent. Ideas are presented in a logical, clear and well-ordered manner.	1
COHESION	Punctuation paragraphs	The text is divided into four paragraphs, with adequate use of punctuation.	1
	Cohesion devices	The text is well connected through the use of linkers (<i>“also”, “and”, “as”, “like”, “in addition”</i>) and transitional phrases (<i>“in my opinion”</i>). References to previous ideas are used to avoid repetition: <i>“the most important one is ...”</i> .	1
GRAMMATICAL ACCURACY	Verbs	Excellent control of verbal forms, including the use of present simple, passive, modal verbs, relative clauses and first conditional.	1
	Sentence structures, prepositions...	The text shows correct sentence structure, with just one case of a missing subject. Proper use of superlatives (<i>“most famous”, “most important”</i>), pronouns and prepositions (just one mistake: the expression <i>“arrive at Sofia”</i> is used instead of <i>“arrive in Sofia”</i>).	1
SPELLING ACCURACY		Most words are written correctly, with only some occasional mistakes: <i>“through”</i> (throughout), <i>“famus”</i> (famous). Capitalisation mistakes in proper names and languages: <i>“balkan”, “bulgarian”, “bulgarians”</i> .	0.5
LEXICAL RANGE		Rich and varied vocabulary. Just two word choice mistakes: <i>“bakerys”</i> (referring to pastries) and <i>“imprescindible”</i> .	1
			9.5/10

IV. LISTENING TRANSCRIPTION

<< Cricket is a popular national sport in the UK, although not many people play in Scotland. Basically, you have to hit a hard red ball with a piece of wood called a bat and then run in the opposite direction to your partner, that way you score points for your team. It can be confusing because all the players play in white, but it's not complicated when you start playing. Unfortunately, in cricket you have to stop playing when it starts raining. Cricket is played in Australia, New Zealand, Pakistan, Sri Lanka and India. These are all ex British colonies or territories which have become strong international teams, often beating England too.

This is "rounders", a game similar to baseball in the United States, often played by girls in schools. It's a bit like cricket, you hit the ball and then run as fast as you can from base to base. Run quickly or you'll be out.

Football's always very popular in Britain, over five million people play at some level, usually as amateurs. It's easy, you just need a ball and a few jackets to make the goal and there are lots of open spaces where to play.

Sport and exercise isn't for everybody, of course.

British parks are a great place to go jogging and over one million people practise this sport. A lot of people go jogging in their lunch break to keep fit, it's also a great way to get away from the stress of modern office life.

There are tennis courts in nearly every UK park so it's easy to play. Unfortunately, there are few British champions in this sport even if Britain holds one of the most important tournaments in world tennis, Wimbledon, in South-West London. The tournament's played in June and is on grass.

Rollerblading is less popular in the UK now compared to years ago, but it's still a great way to keep fit. If you go down to the South bank near the River Thames, you can see some alternative sports such as skateboarding or BMX stunt riding. Or this, at the nearby Festival Pier, looks fun, doesn't it? But don't try it at home.>>

V. INFORMACIÓN SOBRE PROCESOS LECTORES, TIPOS DE TEXTO Y TIPOS DE ÍTEM

- ❖ **Procesos de lectura:** tabla extraída de IZA, L. (2007). *El plan de lectura en los centros de infantil y primaria*. Bibliotecas escolares. Blitz, ratón de biblioteca. Gobierno de Navarra. Pp. 17-22.
<https://www.educacion.navarra.es/documents/713364/714655/elplandelectura.pdf/4cacb098-4adb-40fe-9d96-6a7f4260b126>.

Procesos de lectura evaluados	Definición
Localizar y obtener información (Implica atender a partes concretas del texto)	Localizar información explícita en el propio texto, con las mismas palabras o con sinónimos, localizada o distribuida por el texto.
Interpretar e integrar (Implica una comprensión de las relaciones dentro del texto, entendiéndolo como un todo o atendiendo a las relaciones entre las diferentes partes)	Interpretar: comprender de forma lógica el texto. Esto implica comparar y contrastar información, realizar inferencias, deducir información que no está expresada de forma explícita.
	Integrar: comprensión global. Extraer lo esencial del texto, considerado en conjunto, establecer una jerarquía entre las ideas.
Reflexionar (El lector o lectora emplea el conocimiento exterior al texto)	Sobre el contenido: evaluar las afirmaciones del texto contrastándolas con el conocimiento externo, para considerar críticamente el contenido o posicionarse ante la realidad representada.
	Sobre la forma: evaluar las características lingüísticas del texto en los planos morfosintáctico, léxico-semántico y textual.

También se puede consultar el *Marco Teórico de Evaluación Diagnóstica. Educación Secundaria*. En las pp. **35-39** se ofrecen numerosos **ejemplos de tareas que trabajan cada proceso**:

<https://www.educacion.navarra.es/documents/57308/57722/Marcoteorico2.pdf/7e430de5-1b5b-485f-b26d-c7697ac29915>

- ❖ **La clasificación de los textos se ha basado en los siguientes conceptos:** (basados en el Marco de Competencia en Lectura de *PISA 2018*)
 - Textos continuos o discontinuos:
 - Continuos: aquellos que están formados por enunciados organizados en párrafos con convenciones de espaciado y de puntuación. Los encabezados y contenidos o el uso de diferentes fuentes ayudan a reconocer la organización del texto. Los marcadores del discurso y conectores proporcionan, además, información organizacional y lógica.

- Discontinuos: se organizan de manera diferente, por lo que requieren un enfoque de lectura diferente y requieren de estrategias de lectura no lineal. Suelen mezclar el texto con diferentes elementos gráficos y presentar la información de forma diversa. Ejemplos de texto discontinuo son listas, tablas, gráficos, diagramas, anuncios, infografías, programaciones, catálogos, índices...
 - Modalidad textual en función de la intención: instructivo, descriptivo, narrativo, expositivo, argumentativo, transaccional.
 - Géneros textuales.
- ❖ **Clasificación de los ítems en función del tipo de respuesta que exigen:** (basado en el marco conceptual de la evaluación del Instituto Nacional de Evaluación Educativa)
- Respuesta cerrada: el alumnado debe seleccionar una opción de entre varias ofrecida, relacionar ideas, establecer la veracidad o falsedad de una afirmación, ordenar ciertas opciones... etc.
 - De respuesta semiconstruida: implica una mínima elaboración, siempre con respuestas limitadas, tal como rellenar una o varias casillas o espacios con una palabra o cifra, complementar varias frases o responder a una cuestión con una respuesta corta.
 - De respuesta abierta o construida: exigen elaboración por parte del alumnado.

VI. CUADERNILLO DEL ALUMNADO CON SOLUCIONES:

Listening

Listen this audio about sports in the UK. Choose the best option (a, b, c or d) or complete the sentences as in the example (0).

0. Example: Jackie has recently travelled from ... *Portugal* ... to the UK.

1. Cricket...

- A. ...was the most popular sport in the UK.
- B. ...is not very popular in Scotland.
- C. ...is very popular in the UK, especially in Scotland.
- D. ...is not a very popular sport in the UK.

2. Choose the only true sentence about cricket's rules:

- A. All the players are dressed the same.
- B. The ball is hard and white.
- C. The bat is a red piece of wood.
- D. You have to run to your partner.

3. Which sentence is correct?

- A. Cricket is only played in the UK and Asia.
- B. England is not always the best cricket team.
- C. England always beats the other national cricket teams.
- D. They play cricket in the United States.

4. According to the text, rounders:

- A. Is played in the United States.
- B. Is only played by girls.
- C. Is similar to baseball and cricket.
- D. Is a good sport for those who do not like running.

5. Which sentence is correct according to the audio?

- A. More than one million people practice jogging.
- B. Many people go jogging in the evening.
- C. Jogging is popular in areas with modern offices.
- D. Jogging causes stress sometimes.

6. In the UK:

- A. There is an important tennis tournament in July.
- B. It's not easy to play tennis because of the weather.
- C. You can play tennis in most parks.
- D. There is a large tradition of tennis winners.

7. Where in London is Wimbledon located?

..... **In South-West**

8. Rollerblading:

- A. Is very popular near the River Thames.
- B. Is the best way to keep fit.
- C. Is the star sport in the Festival Pier.
- D. Used to be more popular.

9. According to the audio say if these sentences are true or false:

	True	False
A. There are football fields in nearly every UK park.		X
B. You can only play cricket if there is good weather.	X	
C. You have to wear a jacket in order to play football.		X
D. Wimbledon is played on grass.	X	

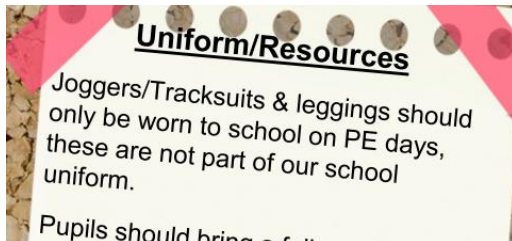
10. Choose the best title for this listening:

- A. Doing sport is important to be healthy.
- B. Alternative sports in UK.
- C. Traditional sports in UK.
- D. The most popular sports in UK.

Reading 1

PART 1. For the next short messages, which sentence means the same? Choose the most suitable sentence (A, B, C, D) as in the example.

Example.



- A. Pupils can never wear anything different from the school uniform.
- B. Pupils are allowed to wear tracksuits to school only on PE days.
- C. Pupils should wear tracksuits only for PE lessons.

11.

Adventure Park £

Half-price tickets for groups of 12 or more.

Ask at entrance!

- A. You get into the park through the entrance.
- B. It is more expensive to go there alone.
- C. You will have fun if you come with friends.
- D. You can only buy your tickets at the entrance.

12.

Hello Robert,

Thanks for inviting me to dinner. I'd love to come, but I don't eat meat and I can't eat food with milk in it because it makes me sick. I hope that's not too much trouble.

Kate

- A. Kate does not want dinner because she feels too sick.
- B. Robert must prepare meat and milk for dinner.
- C. Robert will have to buy special food for Kate.
- D. If Kate eats meat, she gets sick.

13.

Hi Ben,

I've booked concert tickets for both of us online. Can you give me the money this afternoon when I see you?

Tim

- A. Tim has bought some books for him and Ben.
- B. Tim and Ben are going to a concert this afternoon.
- C. Tim wants to know if Ben can pay him back today.
- D. Tim has paid the tickets and Ben doesn't want to pay him back.

14.

School trip

Just a few tickets left!

See secretary to book your place by Friday.

- A. The school trip is on Friday.
- B. You have to book your ticket before Friday.
- C. You can only book the ticket on Friday.
- D. The trip was organized just for very few people.

15.

Hi Matt,

I'm going on holiday this Saturday and I forgot to tell anyone at football. Could you tell the manager for me when you go?

Thanks,

- A. Sam wants Matt to speak to the manager.
- B. Sam needs to speak to the manager.
- C. Matt wants Sam to speak to the manager.
- D. Sam told the manager he can't play football on Saturday.

16.

The Starlets

The show begins this Saturday at 8 pm!
Buy your tickets now online and save 10%!

- A. You can buy tickets for the show only online.
- B. You can buy tickets from Saturday at 8 pm.
- C. There are no tickets left for the show.
- D. It's cheaper to buy tickets online.

17.

SALE

All tables and chairs on sale now until next Friday.

Tables 99 pounds.

Chairs 89 pounds.

- A. There is free furniture until Friday.
- B. The furniture sale starts next Friday.
- C. You can buy cheaper furniture from today.
- D. Tables are cheaper than chairs.

18.

Hello Mr Matthews,
Sorry I missed our class today.
Can you please send me the homework? I will do it this evening.
Thanks,
Henry

- A. Henry didn't come to class today.
- B. Henry is sorry he didn't do the homework.
- C. Henry has already done homework this evening.
- D. Henry is sorry he lost the homework.

19.

PICNIC AREA

No ball games here - Please use the other side of the park.

- A. You can eat in the other side of the park.
- B. You can play basketball here.
- C. This is a place for eating and you can't play football here.
- D. You have to eat in the other side of the park.

20.

PEDRO'S PIZZA BAR

Buy two pizzas at the same time, and we'll give you a third for free!

This offer is Mon-Fri only.



- A. The offer is only on weekdays.
- B. If you buy two pizzas, you have to pay for the third.
- C. On Saturdays, you can also get the offer.
- D. The offer is only at weekends.

Reading 2

Pizza Time

Pizza is one of the most popular foods in the world, but its history goes back thousands of years. The origins of pizza can be traced to ancient civilizations such as the Egyptians, Greeks, and Romans, who baked flatbreads with toppings like oil, herbs, and cheese. These early versions of pizza were not like the pizzas we eat today, but they were the start of pizza's long history. Did you know that soldiers in ancient Persia baked flatbreads with cheese and dates on their shields*?

However, the pizza we know today started in Naples, Italy, in the 18th century. At that time, Naples was a busy city with many poor workers who needed cheap and filling food. They began adding tomatoes, which had been brought from the Americas, to their flatbreads. This new dish became very popular.

One of the most famous moments in pizza history happened in 1889 when Queen Margherita of Italy visited Naples. A local chef, Raffaele Esposito, prepared a special pizza for her with tomatoes, mozzarella cheese, and basil, representing the colours of the Italian flag. This pizza was named *Margherita* in her honour.

In the early 20th century, Italian immigrants brought pizza to the United States. It quickly became popular, especially in cities like New York and Chicago. Through the years, different styles of pizza developed, such as thin-crust New York pizza and deep-dish Chicago pizza.

Pizza is a tasty and popular food that can be eaten in many ways at a restaurant, made at home, or baked in a wood-fired oven. It is great for any occasion, from family dinners to parties with friends. More than just food, pizza is something that brings people together. With so many different flavours and toppings to choose from. It is a favourite around the world!

***Shields** = any protection used to intercept blows, missiles, etc, such as a hard piece of armour carried on the arm.

21. Which of the following options best describes the early origins of pizza?

- A. Flatbreads baked with toppings.
- B. A food for poor workers during the 18th century.
- C. The first pizzas were identical to the ones we eat today.
- D. Flatbreads baked without any toppings at all.

22. What did the early versions of pizza include?

- A. Tomatoes and cheese.
- B. Oils, herbs, and cheese.
- C. Basil and mozzarella.
- D. Deep-dish toppings.

23. What toppings did the ancient soldiers in Persia use on their flatbreads?

- A. Cheese and oil.
- B. Cheese and dates.
- C. Mozzarella and herbs.
- D. Tomatoes and herbs.

24. Where did the pizza we know today start?

..... **In Naples...**

25. Why was pizza a good solution for people in Naples? Because...

- A. ... they needed light and healthy food such as tomatoes.
- B. ... they needed some food that would feed and fill them.
- C. ... it was fancy and funny food.
- D. ... it was made with ingredients representing the colours of the Italian flag.

26. Say if these sentences are true or false according to the text:

	True	False
A. Pizza has changed over time to become the pizza we know today.	X	
B. Queen Margherita created a pizza with her own name.		X
C. Deep-dish pizza is typical from Chicago.	X	
D. The most popular pizza in the world is thin crust pizza.		X

27. How did pizza arrive in the United States?

- A. They already knew it, because tomatoes were born in America.
- B. Through trade between United States and Italy.
- C. Italian workers brought it.
- D. The queen introduced it.

28. Add a title to each paragraph of the text: write the letter A, B, C, D or E next to the paragraph.

Title
A. Pizza Margherita.
B. Very adaptable food.
C. Pizza goes abroad.
D. Working-class food.
E. Origin of pizza.

	Title
Paragraph 1	E
Paragraph 2	D
Paragraph 3	A
Paragraph 4	C
Paragraph 5	B

29. In which order were these ingredients used for the first time? Order them from oldest (1) to newest (4). Write 1, 2, 3, 4:

	Order
A. Tomatoes	2
B. Thin-crust	4
C. Flatbread	1
D. Mozzarella	3

Reading 3

Queen Nefertiti: The Mysterious Egyptian Queen

Queen Nefertiti is one of the most famous and mysterious figures of ancient Egypt. She lived over 3,000 years **(1)** and was the wife of Pharaoh Akhenaten. Together, they **(2)** Egypt during the 14th century BC, a time of great change. Nefertiti's name means "The Beautiful One Has Come," and she is remembered **(3)** her beauty, intelligence, and power.

Nefertiti and Akhenaten introduced a new religious system, adoring only one god, Aten, the sun god. This **(4)** very different from the traditional Egyptian belief in **(5)** gods. Their rule was revolutionary, but it also caused difference of opinion among the people and priests **(6)**, were unhappy with these changes.

One of the **(7)** famous images of Nefertiti is her painted bust, discovered **(8)** 1912. This sculpture, with her high crown and elegant features, is considered a masterpiece of ancient Egyptian art. Today, it is displayed in a museum in Berlin, Germany.

Despite her influence, Nefertiti mysteriously disappeared from historical records. Some believe she changed her name and ruled Egypt **(9)** a pharaoh after Akhenaten's death. Others think she may have died suddenly or lost power. To this day, historians and archaeologists continue to search for her tomb, hoping to uncover **(10)** secrets about **(11)** life and rule.

Queen Nefertiti remains a symbol of beauty, mystery, and strength. Her legacy **(12)** to inspire people, and her story reminds us of the fascinating and powerful women in ancient history.

30. Write the word that corresponds to each number:

CONTINUES	AGO	WAS	GOVERNED
FOR	WHO	MANY	MOST
AS	HER	IN	MORE

- | | | | |
|---|-----------------|----|------------------|
| 1 | AGO | 7 | MOST |
| 2 | GOVERNED | 8 | IN |
| 3 | FOR | 9 | AS |
| 4 | WAS | 10 | MORE |
| 5 | MANY | 11 | HER |
| 6 | WHO | 12 | CONTINUES |

Writing

31. Write a description, in about 125 words, about a travel destination. It can be a famous place or you can talk about your city or town.

Use the tips below:

Paragraph 1. Name of the place, where it is.

Paragraph 2. General information: how to get there, the weather, language, size...

Paragraph 3. Description of the place, things to see and do.

Paragraph 4. Opinion of the place.

ORGANIZE YOUR IDEAS before you start writing (this planning is scored).

First paragraph	
Second paragraph	
Third paragraph	
Fourth paragraph	