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	GRADE: 3RD CERTIFICATION	SUB-LEVEL: BACCALAUREATE	DATE:
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	SECOND PARTIAL – SECOND TERM		SCORE _____/10

INDICACIONES GENERALES PARA EL DESARROLLO DE LA EVALUACIÓN PARCIAL			
1. VALOR 10 PUNTOS. 2. TIEMPO 40 minutos 3. CRITERIO Respuestas claras y entendibles.	4. FUNDAMENTACIÓN		
	ACUERDO Nro. MINEDUC-MINEDUC-2024-00031-A	MINEDUC-MINEDUC- 2023-00081-A	
	Artículo 34.- La evaluación de aprendizajes en los periodos académicos en los subniveles de Educación General Básica Media y Superior, y en el nivel de Bachillerato está organizada por periodos académicos. f. Tipos de evaluación educativa de los aprendizajes: Las evaluaciones son de diagnóstico, formativas y sumativas. 2. Evaluación Formativa: Valora el progreso del desarrollo de los aprendizajes del estudiantado a lo largo de un proceso educativo y/o abordaje curricular determinado para el grupo, grado o curso correspondiente	Art. 25.- Conductas estudiantiles problemáticas relacionadas con las faltas contempladas en la Ley Orgánica de Educación Intercultural y consecuencias máximas Las conductas estudiantiles problemáticas relacionadas con las faltas contempladas en el artículo 134 de la Ley Orgánica de Educación Intercultural son: Casos relacionados con plagio y probidad académica.	Art. 26.- Consecuencias máximas que puede aplicar la institución educativa para conductas estudiantiles problemáticas relacionadas con las faltas contempladas en la Ley Orgánica de Educación Intercultural.

Los estudiantes **que cometan** actos de deshonestidad académica serán sometidos a las acciones disciplinarias establecidas en el **Art. 43.-** Conflictos escolares relacionados a la probidad académica – RLOEI y además recibirán una calificación de cero en la tarea o el examen en que haya cometido el **acto de deshonestidad académica**.

READ EACH QUESTION AND RESPOND AS REQUESTED.

READING: You are going to read an article about clothes. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Pink for a girl, blue for a boy?

Walk into any high-street shop and you don't need signs to show you the clothes aimed at girls and those at boys. Just look at the colours. There's a rainbow of bright shades for girls, while the boys' range is usually darker and more limited. With clothes for younger children, the difference is even more obvious. A top covered in pink princesses is marketed for girls, while it's silver spaceships for boys. The girls' department is also where you'll find the skirts and dresses, but couldn't they just appear alongside the jeans, hoodies and other unisex items? Do we actually need different departments according to gender?

A British retailer recently decided to get rid of separate sections for youngsters' clothes. This was met with mixed reactions. Some parents welcomed the unisex approach while others threatened to stop using the store altogether. One parent said, 'I feel high street stores need to develop new ranges offering teenage clothing which can appeal to both genders. Another felt there was a practical advantage to having clear sections for gender and age, to speed up the shopping process. This is particularly true online. If all the male and female ranges were put together, it would take a lot longer to make choices.

So is the world of clothes for older teenagers more equal? Girls are no longer expected to look neat and well-styled, as they were in the 1950s. And you could say that there's already a unisex look of jeans, a top and trainers that's worn all over the world by girls and boys alike. However, the range available online and on the high street suggests that the same colours and symbols are used for girls of all ages. There's still a lot of pink to be seen, along with images of fantasy creatures like unicorns and mermaids. Tops with messages suggest that the girls are interested in being 'cute' while for boys it's more about being 'cool.

What about what some young people wear all week: school uniform? Traditionally, this has worked according to gender, with girls in dresses or skirts and boys in trousers, though some schools have a 'trousers for all' policy, especially in the winter. The dress code at one school hit the news during a summer heatwave. Girls at an academy in the south of England are allowed to wear skirts all year, but a request for boys to wear shorts during this particularly hot period was turned down. The head teacher jokingly said, 'You can wear a skirt if you like. So a group of boys did just that on the hottest day of the year. After their protest, the head teacher said she might consider changing the uniform in the future.

It isn't just young people's clothes that are under review. In the last decade, gender-neutral clothes for adults have seen a rise in popularity as both fashion designers and high-street shops have created unisex ranges. One female designer, Melissa Clement, enjoyed borrowing men's clothes and so wondered why male and female categories couldn't be done away with. Her range of jeans offers the same shapes for both men and women. She says it's more about getting the right style for the individual, whether male or female.

So does it matter if we see male and female clothes as different? For adults and older teenagers, each person can choose how they want to look, but it's important to think about the messages young children receive. While the last thing we want is kids all dressed in identical clothes, a recent example reveals the difference in marketing across the genders. A T-shirt for boys went on sale with the slogan 'Little man, big ideas'; the corresponding top for girls read 'Little girl, big smiles'. In a world where little girls can grow up to be astronauts and boys hairdressers that just seems rather behind the times.

31. In the first paragraph, the writer suggests that
- A. people need clear signs to help them find the clothes they want.
 - B. dividing clothes into male and female categories is unnecessary.
 - C. there should be a clearer difference between clothes for younger and older children.
 - D. it's unfair that clothes for boys are more limited than clothes for girls.
32. When a store put children's clothes together in one department
- A. parents stopped using the store and shopped online.
 - B. the clothing appealed to both boys and girls.
 - C. it speeded up the shopping process.
 - D. not all parents agreed it was a good decision.
33. What does the writer say about clothes for older teenagers?
- A. More teenagers in the world should dress in a unisex way.
 - B. Girls are expected to be neater and more stylish than boys.
 - C. Clothes marketing for girls is similar whatever their age.
 - D. Boys think it's cool to buy tops with messages on them.
34. What does the highlighted 'did just that' in paragraph 4 refer to?
- A. came to school dressed in a skirt
 - B. stayed away from school on the hottest day
 - C. asked to wear shorts to school
 - D. protested about the change in uniform
35. What does the highlighted 'done away with' in paragraph 5 mean?
- A. made to suit the individual
 - B. made more popular for everyone
 - C. made into different categories
 - D. made to disappear altogether
36. What is the writer's main purpose in the final paragraph?
- A. to encourage readers to choose how they want to look
 - B. to support the idea of identical clothes for boys and girls
 - C. to disapprove of stereotypical images of young children
 - D. to advise readers to see male and female clothes as different

WRITING: Write an answer to one of the questions 2–4 in this part. Write your answer in 140–190 words in an appropriate style.

2. You see this advertisement in a magazine for learners of English:

REVIEWS WANTED

English language websites

We are looking for reviews of a website for young people who are learning English. Your review should include information about the content of the site, what is good about it and how it could be improved.

Would you recommend this website to other people your age?

The best reviews will be published in next month's magazine.

3. You have received this email from your English-speaking friend, Chris.

From: Chris

Subject: Help with a project

Could you help me with a class project? I have to write about food and eating habits around the world. What do people typically eat at different times of the day in your country? Do people eat a lot of fast food? Thanks for your help.

Chris

Stories wanted

As soon as Amy saw the competition advertised on the noticeboard, she knew she had to enter.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

