

Inglés

- BACHILLERATO
- FORMACIÓN PROFESIONAL
- CICLOS FORMATIVOS DE GRADO SUPERIOR

Examen

Criterios de Corrección y Calificación



EUSKAMPUS
Nazioarteko Bilkaintasun Campus
Campus de Excelencia Internacional

en el País Vasco



Universidad
del País Vasco

Euskal Herriko
Unibertsitatea



Universidad del País Vasco
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UNIBERTSITATERA SARTZEKO
PROBAK

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JUNIO 2012

INGLÉS

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

SHERLOCK HOLMES

In the late 1880s, English author Sir Arthur Conan Doyle created the greatest of all fictional private detectives, Sherlock Holmes. The popularity of the Holmes tales was such that Doyle was unable to kill off his hero in the short story 'The Final Problem' (1893).

Holmes was based on a real person, Joseph Bell, a former Doyle's teacher at the school of medicine. From him, he borrowed the physical appearance (slim figure, skinny face, ironic look), as well as the statements and deductions which were typical of this witty detective. Dr Watson, on the other hand, seems to be a caricature of Conan Doyle himself.

So much of Holmes' magnetism lies in his immunity to the passions of the ordinary man. There is also his complex and controversial personality, his characteristic clothing and his outstanding talents: a violin virtuoso, a master of disguise and camouflage, boxing and fencing, and a cultivated person in some areas related to crime. Holmes' method is so important that it conditions the structure of the story.

The narrative, told by Watson, usually begins with an interview with the potential client and a series of deductions made by Holmes taking into account the simple observation of the visitor. The purpose of this interview is to introduce the puzzle. After that, the investigation starts. Our heroes have to search for evidence and consider several hypotheses, which forces them to leave their rooms looking for adventure. Once the hypotheses have been checked and the case has been solved, Holmes explains the enigma brilliantly to an astonished Watson, who is a reflection of the confused reader.

Detective stories developed during the 19th Century for various reasons. These included an increase in crime because of urban crowds, the creation of the police force, the spectacular advance of science, which brought in the development of new techniques in analysing fingerprints and facial characteristics, and finally, the boom in sensationalist newspapers.



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OPTION B

IS UNIVERSITY STILL WORTH IT?

With unemployment growing, universities getting crowded and student fees three times more expensive, many young people will be asking themselves if higher education is really the way to follow.

A report published this week may provoke some doubts over the financial and career benefits of getting a degree. Of course, higher education is not just about increasing job expectations. It is also about personal development and intellectual curiosity. And let's not forget it can also be fun. But the rising cost of getting a degree has certainly focused attention on the reasons for and against the personal value of a university education. The "against" is made up of tuition fees and the delay in starting to earn money, while the "for" comes, in theory, from better jobs and higher salaries.

This attack against the traditional idea of the value of a university degree came with this week's Graduate Careers Study in the United Kingdom. It painted a rather dark view of the employment expectations of current students in their last university year. Only just over one third of them expected to get a "graduate level" job when they leave university, or at least look for it. Of the rest, 26% planned additional study, 9% expected to take a temporary job, 19% planned to take time off to travel, and 11% were undecided.

This study was a very detailed analysis, involving face-to-face interviews with a representative sample of almost 16,000 students from those universities which are most highly rated by graduate employers.

Perhaps this report is telling us that students who are about to finish university are tired of tests and exams and they simply want a break before starting work. Also, it is likely that most of the 26% who planned to begin a postgraduate course hope to go on to graduate level jobs when they have completed their advanced studies.



OPTION A

I.- Answer questions 1-4 according to the information given in the text. **USE YOUR OWN WORDS. DO NOT COPY FROM THE TEXT** (4 marks)

1. Why couldn't Sir Arthur Conan Doyle put an end to Holmes' stories?
2. Which characteristics did Doyle take from Bell to create Holmes?
3. How is the mystery introduced in Holmes' stories?
4. How do Holmes' stories end?

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. Dr. Watson is the storyteller in Holmes' stories.
2. In the 19th Century, detective stories caused an increase in crime.

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

1. strong attractive power or charm
2. educated, refined
3. ideas suggested as possible explanations for a situation
4. person, thing or situation that is mysterious

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

1. Detective stories are an intellectual challenge. In other words, they make us think until we find the answer to the proposed mystery. Write an opinion essay to state your view on this topic.
2. Describe your favourite fictional character.



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OPTION B

I.- Answer questions 1-4 according to the information given in the text. USE YOUR OWN WORDS. DO NOT COPY FROM THE TEXT (4 marks)

1. Why may young people reconsider going to university?
2. What are some of the possible benefits of attending university?
3. How was the information from the study obtained?
4. Why would university students want to take some time off before starting work?

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. The results of this study support the traditional idea of the value of a university degree.
2. More than a quarter of the student population interviewed wants to continue studying.

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

1. becoming bigger in number
2. conventional, established
3. lasting for only a short time
4. a short period of time when you stop what you are doing

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

1. "Higher education is not just about increasing job expectations. It is also about personal development and intellectual curiosity. And let's not forget it can also be fun." Write an opinion essay to state your view on this topic.
2. What do you plan to study at university? How did you make your decision?



CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

INGLÉS

I.- **Answer** questions 1-4 according to the information given in the text. **USE YOUR OWN WORDS. DO NOT COPY FROM THE TEXT** (4 marks)

En esta sección se intenta comprobar la competencia en **comprensión lectora** y la competencia en **expresión escrita** por parte del/de la estudiante, a partir del análisis de un texto genérico y respondiendo a cuatro preguntas de tipo general (*wh-questions*). Las respuestas **serán de producción propia** en cuanto a la expresión y el contenido se basará en las ideas vertidas en el texto.

Se valorará el ejercicio con un máximo de **4** puntos. Cada una de las preguntas valdrá **1** punto, asignándose **0.5** puntos a la comprensión y **0.5** a la expresión.

Si el/la alumno/a, ignorando las instrucciones del ejercicio, responde a la pregunta copiando literalmente del texto sólo será valorado con **0.25** puntos por respuesta.

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, at least, quoting properly. (2 marks)

A la respuesta TRUE ó FALSE debe acompañar una justificación adecuada. El alumnado podrá justificar su respuesta con sus propias palabras tomando evidencia del texto o también citando adecuadamente la frase del texto. Las frases de la respuesta deben ser completas o, en su caso, debidamente enlazadas para insertar correctamente lo entrecomillado. No se valorará un escueto TRUE ó FALSE.

Cada respuesta completa será valorada con **1** punto y, por tanto, la valoración máxima del ejercicio será de **2** puntos.

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

En este ejercicio el/la alumno/a demostrará su competencia léxica. Se proporcionan cuatro palabras, definiciones, expresiones, etc. y el estudiante debe encontrar la palabra o expresión que tenga ese significado en el texto. Cada respuesta correcta tiene una puntuación de **0.25** y las cuatro respuestas correctas suman, por tanto, **1** punto.

IV.- Write a **composition** of about 130 words on **ONE** of the following two topics. Specify your option. (3 marks)

En esta sección se pretende medir la capacidad del/de la estudiante para estructurar sus ideas y darles la expresión adecuada en inglés. El contenido debe ajustarse al tema elegido de entre los dos propuestos.

A modo indicativo se podría valorar el uso correcto de estructuras gramaticales y sintácticas (**1** punto), la riqueza y precisión léxicas (**1** punto) y los aspectos textuales y comunicativos (**1** punto).

Si el/la alumno/a escribe menos de 80 palabras, se le penalizará descontándole **0.5** puntos de la puntuación total del ejercicio. Si, por el contrario, su escrito supera las 200 palabras, la penalización será de **0.25** puntos.