

CRITERIOS DE EVALUACIÓN PRUEBA DE INGLÉS CURSO 2022/2023

GENERALES:

- De cara a posibles segundas o terceras correcciones, el examinador **no debe escribir** ninguna nota numérica directamente en la parte escrita por el alumno. **Solo se puede subrayar o escribir algún símbolo sencillo como V o X.**
- **Las notas parciales** han de escribirse en la **solapa externa** (en gris), haciendo constar en ellas el número de la pregunta, las notas de cada una, y la suma del total del siguiente modo:
 - I. Nota máxima 2 puntos de lectura
 - A. Nota máxima 1 punto de léxico
 - B. Nota máxima 1 punto de fonética
 - II. Nota máxima 3 puntos de transformaciones gramaticales
 - III. Nota máxima 3 puntos de redacción
- **La suma** se debe **comprobar** varias veces antes de la entrega.
- **En la parte inferior de la solapa se insertará la firma del corrector, la pegatina de las notas y se repetirá la calificación en número bajo la misma.**
- Cualquier enmienda o modificación posterior debe ser muy clara.
- **Si un apartado está mal se califica con la nota 0.**
- **Si un apartado no se contesta se califica con una raya - .**
- El alumno no puede escribir ni su nombre ni sus apellidos en el cuadernillo. Si se da el caso hay que avisar a los coordinadores.
- Como criterio general, **la comunicación se valorará por encima de la corrección**, por lo que en caso de duda se fallará a favor del alumno.

ESPECÍFICOS:

- **PARTE I. LECTURA.** Elegirán una de las dos lecturas propuestas.

- **COMPRENSIÓN LECTORA.** No se penalizará si los alumnos cometen un error ortográfico al copiar la evidencia del texto.

0,5 puntos	Si la respuesta True/ False es correcta y el fragmento/sintagma que justifica la respuesta está bien copiado.
0,25 puntos	Si la elección True/ False es correcta pero el fragmento es muy extenso
0 puntos	Si contestan en español, (V o Verdadero / Falso) Si solo contestan True /False. Si la elección True/ False es correcta pero el fragmento no lo es. Si la elección True/ False no es correcta. Si no ha copiado ningún fragmento y hace referencia a líneas del texto o resumido la frase mediante puntos suspensivos. (...) Si contesta con sus palabras, aunque sea correcto.

- **LÉXICO**

Únicamente se tendrá en cuenta la **primera palabra** que escriban.

0,25 puntos	Si la palabra es correcta.
0 puntos	Si la palabra no es correcta o está mal escrita (le faltan o sobran letras) o si faltan partes de la misma en el caso de que sea una expresión.

- **FONÉTICA**

Únicamente se tendrá en cuenta la **primera palabra** que escriban si escriben más de una y no es requerido

0,25 puntos	Si la respuesta es correcta.
0 puntos	Si la respuesta no es correcta.

➤ **PARTE II. GRAMÁTICA. USE OF ENGLISH.**

Sólo deben hacer 6 oraciones y, si hacen más, sólo se corregirán las 6 primeras que aparezcan en su hoja de examen.

0,5 puntos	<ul style="list-style-type: none"> - Si la transformación gramatical es correcta. - Si la transformación gramatical es correcta y hay un pequeño fallo como la falta de una letra en una palabra (nombre o adjetivo).
0,25 puntos	<p>Si la transformación gramatical es correcta, pero hay un fallo importante como:</p> <ul style="list-style-type: none"> - Un verbo mal escrito en participio, -s de la tercera persona, etc. - Si no incluyen las comas en una oración de relativo “non defining” - Si ponen el agente de activa a pasiva cuando no es necesario
0 puntos	<ul style="list-style-type: none"> - Si la transformación gramatical es correcta, pero tiene dos o más fallos importantes. - Si la transformación gramatical no es correcta. - Si los errores imposibilitan la comprensión.

➤ **PARTE III. REDACCIÓN.**

- El alumno elegirá uno de los dos temas propuestos para escribir una redacción de, como mínimo, 125 palabras. Si escribe dos redacciones, sólo se corregirá la primera que aparezca en su hoja de examen.
- Se puntuará en tramos de 0,25 puntos.
- Los errores repetidos se tendrán en cuenta una sola vez.
- Se penalizará el hecho de que el alumno se desvíe del tema propuesto, así como la inclusión de párrafos que no sean de su autoría (extraídos de una canción, por ejemplo).
- A modo de orientación se puede usar la siguiente tabla de equivalencia entre las puntuaciones de 0 a 10 y de 0 a 3.

10,0	3	8,3	2,5	6,7	2	5,0	1,5	3,3	1	1,7	0,5
9,2	2,75	7,5	2,25	5,8	1,75	4,2	1,25	2,5	0,75	0,8	0,25

- La siguiente rúbrica también puede ser útil para la corrección.

		Marks
Content and structure	<ul style="list-style-type: none"> - Does it stick to the title or task? (If it doesn't, the composition will be marked 0) - Ideas: interesting, creative, funny, documented... - Structure - Connectors - Paragraphs: Introduction, body and conclusion 	1 mark
Grammar and syntax	<ul style="list-style-type: none"> - Sentence order - Plurals and singulars - Subjects and subject –verb agreement - Tenses - Structures - Articles - Appropriate level of difficulty 	1 mark
Vocabulary	<ul style="list-style-type: none"> - Variety, fluency and appropriate level. - Spelling - Appropriate choice of style (formal, informal) 	1 mark
Total		Up to 3 marks



INSTRUCCIONES:

- **Hay que elegir:** un texto con sus preguntas, 6 frases de rephrasing y una redacción.
- Las preguntas deberán ser respondidas en el cuadernillo que se entrega y en inglés.
- No se permite el uso del diccionario ni de ningún otro material didáctico.
- Duración de la prueba: 1 hora y 30 minutos.

PART I. READING

CHOOSE ONE OF THE FOLLOWING TEXTS.

You must answer all the questions about the same text. NO POINTS will be given to mixed answers. Clearly identify on your paper which text you have chosen.

TEXT 1: The Cellist Of Sarajevo

During the terrible civil war in Yugoslavia in the early 1990s, the city of Sarajevo was besieged and the population was continually under attack. There were many civilian victims. To make matters worse, people had to live without water, electricity or food. Few shops were open.

On May 27, 1992, a bakery opened in the afternoon and many people queued to buy bread. Unfortunately, a mortar shell exploded near the shop at four o'clock and twenty-two people were killed while waiting for their turn to buy fresh bread.

Vedran Smailovic, a city resident musician from Bosnia and Herzegovina, lived near the shop. When he heard the news, he was so sad that he decided to do something about it. He was a musician and he didn't find a better answer to this tragedy than playing his cello, most notably performing *Albinoni's Adagio in G Minor*, one of the saddest pieces of music. For twenty-two days, he put on his concert clothes, took his plastic chair to the ruined square of the downtown Sarajevo marketplace, and started playing music at exactly four o'clock in the afternoon. He was often under the threat of snipers and shells, but fortunately, he was never hurt.

His bravery inspired musical numbers and a novel. The Canadian author, Steven Galloway, based a character on Smailovic in his bestselling 2008 novel, *The Cellist of Sarajevo*.

Vedran Smailovic escaped the city in late 1993 and has since been working in numerous music projects as a performer, composer, and conductor. He now lives in Warrenpoint, Northern Ireland

TEXT 1. QUESTIONS

READING COMPREHENSION. (2 POINTS) (0.5 points for each correct answer). Add TRUE or FALSE and copy the evidence from the text to support your answer. No marks are given for only TRUE or FALSE. No marks are given for T or F.

1. During the siege of Sarajevo, people had to face a precarious life. **TRUE.**
TO MAKE MATTERS WORSE, PEOPLE HAD TO LIVE WITHOUT WATER, ELECTRICITY OR FOOD.
2. By the time the shell exploded, 22 people had already bought some bread. **FALSE.**
TWENTY-TWO PEOPLE WERE KILLED WHILE WAITING FOR THEIR TURN TO BUY FRESH BREAD.
3. Smailovic never risked his life while playing at the square of Sarajevo. **FALSE.**
HE WAS OFTEN UNDER THE THREAT OF SNIPERS AND SHELLS.
4. Vedran Smailovic quitted his job after leaving the city. **FALSE.**
VEDRAN SMAILOVIC ESCAPED THE CITY IN LATE 1993 AND HAS SINCE BEEN WORKING IN NUMEROUS MUSIC PROJECTS AS A PERFORMER, COMPOSER, AND CONDUCTOR.

PART II. LEXICON / PHONETICS (2 POINTS):

A. LEXICON. (1 POINT) (0.25 points for each correct answer)

Find words or phrases in the text that mean the same as these given.

1. waited in a line - **QUEUED**
2. demolished - **RUINED**
3. courage - **BRAVERY**
4. musical director - **CONDUCTOR**

B. PHONETICS. (1 POINT) (0.25 points for each correct answer)

1. Look for a word containing the diphthong /aɪ/. **while / 1992 / buy / decided / find / snipers / 1993 / Ireland**
2. How is the ED pronounced in KILLED: /t/, /d/ or /ɪd/? **/d/**
3. How is the EA pronounced in THREAT: /i:/, /e/ or /ə/? **/e/**
4. Find a word with a similar sound as in **HURT** /ɜ:/ **early / working / were / worse / turn / heard**

TEXT 2: Education meets the metaverse

Imagine a circular classroom, surrounded by white boards and populated with movable chairs. Energized students are mesmerized by the tales of the Greek myths, the power of Zeus the god of the sky, and stories of the great Hercules—his son—whose strength was legendary.

Suddenly, a timeline is projected onto the middle of the floor. Children whisk away their chairs to stand in the present, ready to move backward and descend into the year 300 BC—a year in which they will encounter a new reality. They enter the metaverse Greek culture. Carts buzz by them, traders in marketplaces surround them and high atop the hill, they see—with their own eyes—the temples of the gods and the people who worship them. They explore, they ask questions, they ponder, they learn!

Then, the teacher positions each child on the timeline so that they return to the present. The walls around them turn to images of brown dust in which they see ruined old temples and pieces of columns dotted along the ground. Each child is now given a chance to become an archeologist, to use their avatar to find the answers to the question of how we construct the past. This deep transferable learning that will last a lifetime comes to us by virtue of the metaverse delivered in a hybrid, guided play environment that could represent the school of the future.

You could be in the middle of a world war in the early 20th century or watching an experiment in a Physics lab of a modern scientist. Or you could simply be sitting in the middle of the human brain marveling at its functioning. Metaverse is all set to become a reality paving the path for new opportunities to learn and interact.

Adapted from *brookings.edu* and *bbc.com*

TEXT 2. QUESTIONS

READING COMPREHENSION. (2 POINTS) (0.5 points for each correct answer). Add TRUE or FALSE and copy the evidence from the text to support your answer. No marks are given for only TRUE or FALSE. No marks are given for T or F.

1. In this classroom, the students can travel into the future inside a new reality. **FALSE. READY TO MOVE BACKWARD AND DESCEND INTO THE YEAR 300 BC—A YEAR IN WHICH THEY WILL ENCOUNTER A NEW REALITY.**
2. The teacher gives the students the opportunity to learn how to rebuild the past. **TRUE. EACH CHILD IS NOW GIVEN A CHANCE TO BECOME AN ARCHEOLOGIST, TO USE THEIR AVATAR TO FIND THE ANSWERS TO THE QUESTION OF HOW WE CONSTRUCT THE PAST.**
3. Students will remember this immersive learning forever. **TRUE. THIS DEEP TRANSFERABLE LEARNING THAT WILL LAST A LIFETIME**
4. Metaverse will never be a factual way of learning. **FALSE. METAVERSE IS ALL SET TO BECOME A REALITY PAVING THE PATH FOR NEW OPPORTUNITIES TO LEARN AND INTERACT.**

PART II. LEXICON / PHONETICS (2 POINTS):

A. LEXICON. (1 POINT) (0.25 points for each correct answer)

Find words or phrases in the text that mean the same as these given.

1. fascinated – **ENERGIZED, MESMERIZED**
2. destroyed - **RUINED**
3. opportunity - **CHANCE**
4. profound - **DEEP**

B. PHONETICS. (1 POINT) (0.25 points for each correct answer)

1. How is the “TH” pronounced in **PATHS**: /ð / or / θ/? **Ambas correctas**
2. Find a word with the same sound as in **BOARDS** /ɔ:/. **floor / walls / war/ explore/ for / stories**
3. Look for a word containing the diphthong /eɪ/. **populated / tales / great / traders / marketplaces / they / play / brain / paving /away**
4. How is the “S” pronounced in **CARTS**: /s/, /z/ or /ɪz/? **/s/**

PART III. USE OF ENGLISH.

USE OF ENGLISH. (3 POINTS) (0.5 points for each correct answer).

Choose **SIX** of these sentences and rewrite them starting with the words given. Only the first six will be corrected. No points will be given for the extra ones. Clearly identify the sentences you choose using the numbers here.

1. There is no other mobile charger faster than this.
This is **THE FASTEST MOBILE CHARGER.**
2. The last time I met her was 3 months ago.
I haven't **MET HER FOR 3/THREE MONTHS.**
3. They fixed my water tap in only half an hour.
I had **MY WATER TAP FIXED IN ONLY HALF AN HOUR.**
4. I haven't drunk alcohol for eleven years.
I stopped **DRINKING ALCOHOL ELEVEN YEARS AGO.**
5. “How long have you been living in this flat?”, they asked me.
They asked me **HOW LONG I HAD BEEN LIVING IN THAT FLAT.**

6. She wrote such a brilliant report that she got the highest marks.
The report she wrote was **SO BRILLIANT THAT SHE GOT THE HIGHEST MARKS.**
7. The weather will probably be milder in the evening.
The weather **CAN/COULD/MAY/MIGHT BE MILDER IN THE EVENING.**
8. Someone threw away old furniture next to the street rubbish bin.
Old furniture **WAS THROWN AWAY NEXT TO THE STREET RUBBISH BIN.**
9. I have joined a charity. It helps homeless people.
The charity **(WHICH/THAT) I HAVE JOINED HELPS HOMELESS PEOPLE.**
10. Let me give you a piece of advice: don't marry him.
If I **WERE YOU, I WOULDN'T MARRY HIM.**
11. The children behaved in spite of the long journey.
Although the journey **WAS (SO) LONG, THE CHILDREN BEHAVED.**
12. **WHO ARE YOU LOOKING AFTER THESE DAYS?**
We are looking after Sarah's kids these days.
(Make a question for the underlined part of the answer)

PART IV. WRITING

Write **ONE** of these two compositions (3 POINTS). If you write two, no points will be given to the second one. Your composition must have at least 125 words.

OPTION 1: The role of music in your life. How important is music in your life?

OPTION 2: Pros and cons of tablets instead of textbooks at schools.