

LENGUA EXTRANJERA: INGLÉS	
Criterios para la valoración	
1. El primer ejercicio busca comprobar la capacidad de expresión escrita del alumno. Se valorará no sólo el dominio de aspectos formales del inglés escrito (gramática, vocabulario, puntuación y ortografía) sino también la capacidad de crear un texto (no una sucesión de oraciones simples) coherente, que refleje la madurez de expresión exigible a un alumno al terminar el Bachillerato. 2. En el segundo ejercicio se pretende valorar la capacidad del alumno para localizar cierta información, tanto general como específica, en el texto propuesto. Al tratarse de un ejercicio de comprensión, se valorará con la máxima puntuación la respuesta correcta siempre que la redacción de esa respuesta sea inteligible 3. El propósito del tercer ejercicio es evaluar la capacidad de expresión del alumno en una situación concreta. Se valorará especialmente la adecuación de la expresión al contexto social de la situación planteada y a la función comunicativa requerida. No se penalizará la redacción de la respuesta como diálogo (aunque no se recomienda) pero sí se penalizará la expresión en estilo indirecto. Se valorará el uso de expresiones idiomáticas coherentes con la situación planteada, así como el uso de oraciones tanto coordinadas como subordinadas que contribuyan a producir un estilo adecuado para la situación planteada. 4. Con el cuarto ejercicio se intenta aquilatar el dominio del alumno de las estructuras gramaticales del inglés mediante un ejercicio de transformación gramatical. Como la evaluación de la corrección gramatical es el objetivo de este ejercicio, cualquier error en el manejo de la estructura objeto de la transformación será penalizado. 5. No obstante lo anterior, en la reunión de correctores previa a la recepción de los ejercicios se podrán tomar acuerdos concretos sobre cualquier sugerencia que suponga una mejora en la evaluación de los exámenes.	
Estructura de la prueba	
El examen constará de cuatro preguntas: 1. Una redacción acerca de un tema cotidiano. 2. Un ejercicio de localización de determinada información en el texto. 3. Una pregunta de expresión en una situación comunicativa dada. 4. Una prueba sobre transformación gramatical.	

Puntuación de cada pregunta
1. Redacción: De cero a cuatro puntos. 2. Localización de información: De cero a dos puntos. 3. Situación: De cero a dos puntos. 4. Transformación gramatical: De cero a dos puntos.

EJEMPLO DE EXAMEN 1

El alumno deberá responder a todas las preguntas que se formulan, **excepto en el caso de la primera pregunta** (la redacción), donde deberá elegir entre la opción A y la opción B. Las respuestas a todos los ejercicios deberán ser realizadas en inglés.

Puntuación máxima del ejercicio: 10 puntos.

Puntuación máxima de cada pregunta: 1ª = 4 puntos; 2ª = 2 puntos; 3ª = 2 puntos; 4ª = 2 puntos).

CYBERCRIME

Cybercrime (or computer crime) is basically the use of a computer as an instrument to do illegal activities, such as fraud, trafficking in child pornography and intellectual property, or violating privacy. Cybercrime, especially through the Internet, has grown in importance as the computer has become essential for commerce, entertainment, and government.

Because of the early and generalised adoption of computers and the Internet in the United States, most of the earliest victims and villains of cybercrime were Americans. In the 21st century, however, we see that practically all cities, towns and villages in the world have been touched by cybercrime of one type or another.

New technologies create new criminal opportunities but not many new types of crime. What are then the differences between cybercrime and traditional criminal activity? Obviously, one difference is the use of the computer, but technology alone is insufficient for any distinction that might exist between different types of criminal activity. Criminals do not need a computer to commit fraud, traffic in child pornography and intellectual property, or violate anybody's privacy. All those activities already existed before the "cyber" prefix started appearing everywhere. Cybercrime only represents an extension of existing criminal behaviour together with some new illegal activities.

Nowadays, most cybercrime consists in an attack on information about individuals or institutions. Although the attacks do not take place on a physical body, they do take place on the personal or corporate virtual body, which is the set of informational attributes that define people and institutions on the Internet. In other words, in the digital age our virtual identities are essential elements of our everyday life: we are just a lot of numbers and identifiers in computer databases belonging to governments and corporations. Cybercrime reminds us of the tremendous importance of the Internet and computers in our lives, as well as of the fragility of such apparently solid facts as individual identity.

- 1) Write a composition on **one** of the following topics:
 - a) Do you think cybercrime is a big problem in the world today? Give your opinion in no less than 80 words.
 - b) Write a story of at least 80 words **beginning with** the words: "Luke had never thought he could be a victim of cybercrime, but he was wrong".
- 2) Answer the following **two** questions:
 - a) Does the writer think that cybercrime is an extended activity today? Explain your answer.
 - b) According to the text, is cybercrime a totally original activity? Explain your answer.
- 3) Imagine one of your friends uses his/her computer to do illegal things. Advise him/her to stop doing so and give him/her a good reason for it.
- 4) Rewrite the following sentence in the passive voice:
 - a) *Criminals do not need a computer for their illegal activities.*
Rewrite the following sentence in negative-interrogative:
 - b) *Our virtual identities are essential elements of everyday life in the digital age.*

EJEMPLO DE EXAMEN 2

El alumno deberá responder a todas las preguntas que se formulan, **excepto en el caso de la primera pregunta** (la redacción), donde deberá elegir entre la opción A y la opción B. Las respuestas a todos los ejercicios deberán ser realizadas en inglés.

Puntuación máxima del ejercicio: 10 puntos.

Puntuación máxima de cada pregunta: 1ª = 4 puntos; 2ª = 2 puntos; 3ª = 2 puntos; 4ª = 2 puntos).

MUSIC

It seems likely that music originally developed, long ago, as an unmeditated way to harmonise and synchronise collective human movement, such as hunting or harvesting. Even today, it comes natural to start singing a rhythmic song to accompany the activity of a group of people, like walking in the mountains or building a house. In other words, we humans produce and enjoy music instinctively.

In the early days, good singers probably held an important social status just like shamans or top hunters. Later, as percussion instruments developed to accompany music, individual percussionists may have also become popular. When new kinds of instruments emerged, new virtuoso players appeared.

Researchers agree that, initially, music was exclusively instrumental and poetry was exclusively oral. At some moment, however, it came natural to put music and poetry together in a single form of art with which to entertain the aristocracy (and later the low classes) with beautiful stories. In old Greece, these stories became more and more abstract and metaphorical, and the music lost some of its importance. Basically, music became the vehicle for a message.

At some moment, ordinary people started creating songs for their own use, or "folk" songs. These popular songs were not about heroes or God, but about little important (and not so important) things of everyday life. On the other hand, the music for the aristocracy (the "classical" music) became more and more sophisticated, both because they could buy the best instruments on the market and because they could pay the best singers and instrumentalists. With the invention of polyphony, classical music reduced the importance of rhythm, which came to be considered a rather primitive and plebeian element. On the contrary, folk music greatly depended on rhythm, both for dancing and for singing. Rhythm became, in a sense, the main difference between classical music and folk music.

- 1) Write a composition on **one** of the following topics:
 - a) Do you think music is an important element in our lives today? Give your opinion in no less than 80 words.
 - b) Write a story of at least 80 words **beginning with** the words: "George had never thought he would become a famous singer, but he was wrong".
- 2) Answer the following **two** questions:
 - a) Does the writer think that music is a spontaneous human activity? Explain your answer.
 - b) According to the text, is rhythm an essential component of classical music? Explain your answer.
- 3) Imagine one of your friends wants to become a professional musician. Advise him/her to study at a conservatory of music and give him/her a good reason for it.
- 4) Rewrite the following sentence in the future simple:
 - a) *Folk music greatly depended on rhythm, both for dancing and for singing*
Rewrite the following sentence in negative-interrogative:
 - b) *Classical music reduced the importance of rhythm with the invention of polyphony*