

# 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  
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UNIBERTSITATERA SARTZEKO  
PROBAK

2012ko UZTAILA

**INGELESA**

PRUEBAS DE ACCESO A LA  
UNIVERSIDAD

JULIO 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**

### **VAMPIRE BOOKS MAY BE ALTERING TEEN MINDS**

The vampire fashion in adolescent literature –the **Twilight** book series is an example of it– may be influencing the teenage mind in ways scientists don't yet understand. “We don't know exactly how literature affects the brain, but we know that it does”, said Maria Nikolajeva, a Cambridge University professor of literature. “Some new investigations have identified points in the brain that respond to literature and art”. That is the reason why she organized a conference in Cambridge where scientists, authors and educators met to discuss how young-adult books and films affect teenagers' minds.

In the conference, people from different disciplines discussed about this turbulent period called adolescence. Investigators say that, apparently, teenagers' minds are more susceptible than adult minds to influence from friends and experiences as well as from books, films and music.

Karen Coats is a professor of English at Illinois State University who integrates neuroscience into her research. In the conference, she said: “Over the past decade, what we have learned is that the teenage brain processes information differently than a more mature brain.” She also explained that the study of the brain shows how teens often respond to situations emotionally, whereas adults probably consider consequences, using rational thinking.

Many professionals were present at the conference, including experts in neuroscience, psychology, art, literature and music, as well as writers. According to them, while teenagers might be reading **Twilight** for the plot and romance, other effects from the books may be having a lasting impact, too. The series follows Bella, a teenage girl who falls in love with a much older vampire named Edward. Some critics have argued that Bella's passivity and the story's abstinence-until-marriage message are anti-feminist.

“If you look very clearly at what kind of values the **Twilight** books propagate, these are very conservative values that do not approve independent thinking or a woman's position as an independent person,” Nikolajeva said. “That's quite depressing.”



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## 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. What was the theme of the conference organized in Cambridge?
2. According to the text, how do teenage and adult minds differ?
3. Which disciplines do the scientists at the conference belong to?
4. Why are the Twilight books considered to be conservative?

**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. Adults are as likely as teens to be influenced by literature.
2. According to some critics, Bella's passive behaviour is anti-feminist.

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

1. fields of study at a college or university
2. confused, troubled, rebellious
3. a story and the way it develops
4. spread an idea so that it influences people

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

1. „Our society should protect teenagers from bad influences, such as internet sites, books and films’. Write an opinion essay to state your view on this topic.
2. Write a summary of your favourite book or film and explain why you like it.



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## **OPTION B**

### **ART SWEEP AWAY**

Last November 2011, a cleaning woman at a museum in Dortmund mistook a Martin Kippenberger sculpture for a nasty mess and destroyed an artwork valued at €800,000. The damaged piece of art was an installation entitled “When it starts dripping from the ceiling”. It consisted of a wooden tower under which a rubber bucket was placed with a thin beige layer of paint representing dried rain water. Taking it for an actual stain, the cleaner removed the paint from the four walls of the bucket. Apparently, the cleaning damaged the Kippenberger work irreparably. “The female cleaner removed the patina from the bucket. It is now impossible to return it to its original state,” a spokeswoman from the museum said.

The incident has been broadly discussed in the art community. Some artists are not sure whether a great harm has been done. After all, what could be more “transgressive” than a cleaning crew modifying conventional bourgeois art while the museum’s wealthy capitalist patrons are asleep in their beds?

This is something that happens surprisingly often and Kippenberger is not the only artist to have his works ruined by cleaners. In 1986, a “grease stain” by the German Joseph Beuys valued at €400,000 was mopped away at the Academy of Fine Arts in Düsseldorf. In 2001, British artist Damien Hirst lost a pile of beer bottles, ashtrays and coffee cups, meant to represent the life of an artist, when a caretaker at the Eyestorm Gallery in London cleared it away.

Sometimes, however, the damage can be repaired. In 2004, a cleaner at Tate Britain in London threw away part of a work by another German artist, Gustav Metzger. The cleaner didn’t realise that a plastic bag containing paper and cardboard was an important part of the artwork and not just some rubbish. Although the bag was too damaged to display when it was later recovered, Metzger could replace it with another one.



## 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. How did the cleaner destroy the Kippenberger sculpture?
2. Why do some art community members think that the damage made to the sculpture is not so important?
3. According to the text, which other artists have had their works ruined by museum staff?
4. How was the damaged artwork at Tate Britain repaired?

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. It was not possible to repair the Kippenberger sculpture because the cleaner put a beige patina on the walls of the bucket.
2. Damien Hirst represented the life of an artist as a pile of beer bottles, ashtrays and coffee cups.

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

1. misinterpreted, identified incorrectly
2. a container used for holding or carrying liquids or solids
3. transforming, mutating
4. a watchman, a person in charge of a building

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

1. What do you think of modern art? Do you find it a load of rubbish or do you think it is an interpretation of the artist's inner feelings and experiences? Do you think it provokes and questions society? Write an opinion essay and state your view on this topic.
2. What is your favourite classical or modern piece of art? Describe it and explain why you like it.



## CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

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### 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.