



UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID
EVALUACIÓN PARA EL ACCESO A LAS ENSEÑANZAS
UNIVERSITARIAS OFICIALES DE GRADO

Curso **2023-2024**

MATERIA: INGLÉS

INSTRUCCIONES GENERALES Y CALIFICACIÓN

Después de leer atentamente el examen, responda de la siguiente forma:

- elija un texto A o B y responda EN INGLÉS a las preguntas 1, 2, 3 y 4 del texto elegido.
- responda EN INGLÉS una pregunta a elegir entre las preguntas A.5 o B.5

TIEMPO Y CALIFICACIÓN: 90 minutos. Las preguntas 1ª, 2ª y 4ª asociadas al texto elegido se calificarán sobre 2 puntos cada una, la pregunta 3ª asociada al texto elegido sobre 1 punto y la pregunta elegida entre A.5 o B.5 sobre 3 puntos.

TEXTO A

Does Listening to Music Stimulate Creative Thinking?

Listening to music while working may affect your creativity, according to a study conducted in 2000. This study looked at how different types of background music influence creative problem-solving. Participants did word puzzles in both quiet and music-filled settings, and, on average, their creativity scores were lower when music had been played. Therefore, the study questioned the idea that background music boosts creativity.

However, the relationship between music and creativity is not straightforward and can depend on the creative task the person is dealing with. In a study from 2022, researchers found that happy music helped with thinking of innovative ideas because it encourages flexible thinking. Another key issue found is that music can reduce anxiety and improve our state of mind, which can help with creative insights. A positive mood is generally good for creative breakthroughs. Conversely, anxiety tends to encourage intense focus, which isn't great for creativity.

Creative problem-solving usually involves different stages. After analyzing a problem and realizing that typical solutions don't work, the brain needs to shift focus to make room for new ideas. This is where music can be useful. Music can act as a mild distraction, relaxing the mind's focus at the same time that it facilitates a creative mindset. This often leads to "aha!" moments.

The type of music that can boost creativity varies among individuals. In most cases, pleasant and familiar music (not so new that it might become a distraction) can be helpful when seeking inspiration during problem-solving. So, if you find yourself blocked, try listening to some nice, familiar tunes.

Adapted from "Does Listening to Music Stimulate Creative Thinking, or Stifle It?" *Time.com*, July 16, 2019. <<https://time.com/5626958/music-creative-thinking/>>

TEXTO A

QUESTIONS

A.1.- Are the following statements TRUE or FALSE? Copy the evidence from the text. Use a complete sentence. No marks are given for only TRUE or FALSE.

a) At the beginning of the century, a study confirmed that background music improves creative skills.

b) A deep state of concentration is good for being creative.

(Puntuación máxima: **2 puntos**)

A.2.- In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text.

a) What did a recent study discover regarding joyful music?

b) What type of music is beneficial for most people to foster creativity?

(Puntuación máxima: **2 puntos**)

A.3.- Find the words in the text that mean:

a) carried out (paragraph 1)

b) direct (paragraph 2)

c) decrease (paragraph 2)

d) slight (paragraph 3)

(Puntuación máxima: **1 punto**)

A.4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.

a) I remember _____ (listen) to music every time I was doing my homework, even when it was clearly not being _____ (use).

b) The interest in music _____ (show) by scholars is mainly related to its possible effect _____ our creativity and problem-solving skills.

c) By 2030, artists _____ (use) AI for years to create _____ (enjoy) melodies and lyrics.

d) I _____ (high) recommend that band _____ song was used in the commercial.

(Puntuación máxima: **2 puntos**)

A.5.- Write about 150 to 200 words on the following topic.

What do you do to prepare for your exams? Explain.

(Puntuación máxima: **3 puntos**)



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TEXTO B

UNESCO Calls for Regulations on AI Use in Schools

Artificial Intelligence (AI) tools, such as ChatGPT, have recently been made available to the public. These apps can create automated text, images, videos, music, and even software code. All these platforms have been improving quickly and are already used by millions of people worldwide, including many students. However, very few countries have established rules to ensure the safe and ethical use of these AI tools.

Audrey Azoulay, Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO) mentioned “using AI in education should not happen without involving the public and a serious analysis of its implications, as well as creating the necessary protections and rules by the governments.” She stressed that “AI can bring great opportunities for human development, but it can also be harmful and lead to unfair treatment.”

Consequently, UNESCO has created some guidelines that can help international leaders formulate specific regulations. The major goal for these common recommendations is to ensure a similar approach to the matter internationally. This will allow teachers to make the most of the many advantages of AI while prioritizing the interests of learners.

UNESCO's guidance is the first effort to set a global standard. It suggests prompt actions that can be taken to make certain that technology serves people's needs. This includes requiring the protection of data privacy and considering that AI tools should only be used in the classroom by those above the age of 13. The recommendations also outline that AI providers should safeguard that AI is used not only effectively but also ethically. Finally, the guidelines emphasize the importance of educational institutions testing AI systems to confirm they are suitable for students.

Adapted from “UNESCO Calls for Regulations on AI Use in Schools,” *UN News*, September 7, 2023. < <https://news.un.org/en/story/2023/09/1140477>>

TEXTO B

QUESTIONS

B.1.- Are the following statements TRUE or FALSE? Copy the evidence from the text. Use a complete sentence. No marks are given for only TRUE or FALSE.

- a) AI tools are currently widely used, even among students.
 - b) UNESCO's guidelines recommend AI tools in the classroom regardless of the user's age.
- (Puntuación máxima: **2 puntos**)

B.2.- In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text.

- a) Why does Audrey Azoulay emphasize the importance of involving the public and governments in regulating AI?
 - b) What are the expected effects of UNESCO's guidelines in schools?
- (Puntuación máxima: **2 puntos**)

B.3.- Find the words in the text that mean:

- a) set (paragraph 1)
 - b) guarantee (paragraph 3)
 - c) immediate (paragraph 4)
 - d) appropriate (paragraph 4)
- (Puntuación máxima: **1 punto**)

B.4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.

- a) In January 2023, ChatGPT was already reaching 100 million active users _____ (month). This made it the fastest growing application _____ history.
- b) If we _____ (apply) Artificial Intelligence in healthcare in the upcoming years, many diseases will be detected much _____ (early) than nowadays.
- c) Future AI tools, _____ are currently being developed, will bring about _____ (relevance) changes in diverse sectors.

Complete the following sentence to report what was said:

- d) "AI will raise ethical concerns in our country," the analysts claimed.

The analysts claimed _____.

(Puntuación máxima: **2 puntos**)

B.5.- Write about 150 to 200 words on the following topic.

In your opinion, should schools and universities forbid the use of AI? Justify your answer.

(Puntuación máxima: **3 puntos**)

INGLÉS

CRITERIOS ESPECÍFICOS DE CORRECCIÓN Y CALIFICACIÓN

El ejercicio incluirá cinco preguntas, pudiendo obtenerse por la suma de todas ellas una puntuación máxima de 10 puntos. Junto a cada pregunta se especifica la puntuación máxima otorgada. La valoración y los objetivos de cada una de estas preguntas son los siguientes:

Pregunta 1: Hasta 2 puntos. Se trata de medir exclusivamente la comprensión lectora. El estudiante deberá decidir si dos frases que se le presentan son verdaderas o falsas, copiando a continuación únicamente el fragmento del texto que justifica su elección. Se otorgará 1 punto por cada apartado. Se calificará con 0 puntos la opción elegida que no vaya justificada.

Pregunta 2: Hasta 2 puntos. Se pretende comprobar dos destrezas: la comprensión lectora y la expresión escrita, mediante la formulación de dos preguntas abiertas que el estudiante deberá contestar basándose en la información del texto, pero utilizando sus propias palabras en la respuesta. Cada una de las preguntas valdrá 1 punto, asignándose 0,5 puntos a la comprensión de la pregunta y del texto, y 0,5 a la corrección gramatical y ortográfica de la respuesta.

Pregunta 3: Hasta 1 punto. Esta pregunta trata de medir el dominio del vocabulario en el aspecto de la comprensión. El estudiante demostrará esta capacidad localizando en el párrafo que se le indica un sinónimo, adecuado al contexto, de cuatro palabras o definiciones. Se adjudicará 0,25 por cada apartado.

Pregunta 4: Hasta 2 puntos. Con esta pregunta se pretende comprobar los conocimientos gramaticales del estudiante, en sus aspectos morfológicos y/o sintácticos. Se presentarán oraciones con huecos que el estudiante deberá completar o rellenar. También podrán presentarse oraciones para ser transformadas u otro tipo de ítem. Se adjudicará 0,25 a cada "huevo en blanco" y en el caso de las transformaciones o ítems de otro tipo se concederá 0,5 con carácter unitario.

Pregunta 5: Hasta 3 puntos. Se trata de una redacción, de 150 a 200 palabras, en la que el estudiante podrá demostrar su capacidad para expresarse libremente en inglés. Se propondrá una única opción y se otorgarán 1,5 puntos por el buen dominio de la lengua – léxico, estructura sintáctica, etc. – y 1,5 por la madurez en la expresión de las ideas – organización, coherencia y creatividad. Para corregir esta redacción se utilizará la siguiente rúbrica de evaluación:

Puntuación: de 0 – 3

Cada apartado se valorará entre 0 y 0,5, según se ajuste a lo que figura en el descriptor de "Excelente" (con la nota máxima de 0,5) o de "Deficiente" (con la nota mínima de 0).

	Excelente	Nota	Deficiente
CONTENIDO	El mensaje es claro, preciso y coherente, con ideas interesantes, que se atienen al tema propuesto. Se sigue el requisito de extensión mínima.	--/0,5	El mensaje es demasiado confuso, ambiguo o incoherente, con ideas irrelevantes o repetitivas. No se sigue el requisito de extensión mínima.
	Se muestra capacidad para desarrollar un punto de vista personal, con opiniones originales. Las ideas se ilustran de forma adecuada.	---/0,5	Es difícil distinguir la postura personal del autor. Se incluyen generalidades sin fundamento, porque no se aportan datos o ejemplos que ilustren las ideas expuestas.
	Se emplean conectores de forma efectiva y variada.	---/0,5	Faltan conectores adecuados y se acusa una falta de transiciones temáticas lógicas.
FORMA	No hay errores importantes de gramática	---/0,5	Hay errores graves de gramática
	No muestra limitaciones en el uso del vocabulario que utiliza.	--/0,5	Hay errores graves de léxico.
	No hay errores importantes de ortografía y/o puntuación.	- / 0,5	Hay múltiples equivocaciones en el uso de la ortografía y/o la puntuación.
Total		--- / 3	

INGLÉS
(SOLUCIONES)

(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO A - SUGGESTED ANSWERS

Question A.1

- a) **FALSE:** "Therefore, the study questioned the idea that background music boosts creativity."
- b) **FALSE:** "Conversely, anxiety tends to encourage intense focus, which isn't great for creativity."

Question A.2

Key ideas

- a) This music stimulates imaginative thoughts because it allows people to think with more flexibility.
- b) The best type of music is music that is enjoyable, known and not too new to the listener.

Question A.3

- a) conducted
- b) straightforward
- c) reduce
- d) mild

Question A.4

- a) listening ----- useful
- b) shown / showed ----- on
- c) will have used / will have been using ----- enjoyable
- d) highly ----- whose

INGLÉS
(SOLUCIONES)

(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO B - SUGGESTED ANSWERS

Question B.1

- a) **TRUE:** “All these platforms have been improving quickly and are already used by millions of people worldwide, including many students.”
- b) **FALSE:** “This includes requiring the protection of data privacy and considering that AI tools should only be used in the classroom by those above the age of 13.”

Question B.2

Key ideas

- a) Because AI could offer extraordinary prospects for future progress, yet it also could cause damage and contribute to unjust situations.
- b) Educators will be able to benefit from the positive aspects of these tools while students’ needs are still the number one concern.

Question B.3

- a) established
- b) ensure
- c) prompt
- d) suitable

Question B.4

- a) monthly ----- in
- b) apply / applied ----- earlier
- c) which ----- relevant
- d) The analysts claimed that AI would / will raise ethical concerns in their / our country.