



## Junta de Andalucía

Consejería de Desarrollo Educativo y Formación Profesional

# Pruebas Específicas de Certificación 2023/2024

## Producción y Coproducción de Textos Escritos y Mediación

### NIVEL C2 | INGLÉS

Apellidos: .....

Nombre: .....

☐ Alumno/a OFICIAL del grupo: .....

Indica el nombre de tu profesor/a-tutor/a: .....

☐ Alumno/a LIBRE.

### INSTRUCCIONES

- Duración máxima: 90 minutos.
- Esta prueba consta de dos tareas:
  - En la Tarea 1 tendrás que producir un escrito en base a unas directrices relacionadas con un tema.
  - En la Tarea 2 tendrás que coproducir y mediar un escrito en contestación a un texto que te planteará un tema concreto. Este texto será evaluado como coproducción y mediación escrita.
- En cada tarea de Producción y Coproducción de Textos Escritos obtendrás 40 puntos como máximo por cada corrector, en función a la rúbrica de calificación.
- En la tarea de Mediación de Textos escritos obtendrás 20 puntos como máximo por cada corrector, en función a la rúbrica de calificación.
- Recuerda que debes utilizar estructuras gramaticales, léxicas y funcionales propias del nivel ya que lo que importa no es tanto lo que dices sino cómo lo dices.
- Solo se admitirán respuestas escritas con bolígrafo azul o negro.
- Por favor, no escribas en los espacios sombreados destinados a la calificación de las tareas.

PUNTUACIÓN		NOTA FINAL	CALIFICACIÓN
PROCOTE	/ 160	/ 10	<input type="checkbox"/> Sup. <input type="checkbox"/> No Sup.
MEDIACIÓN	/ 80	/ 10	<input type="checkbox"/> Sup. <input type="checkbox"/> No Sup.

## TASK 1

*We're interested to hear from university students in the UK about their attitude towards in-person lectures and tutorials, and attending university classes generally.*

*Whether you've been appreciating the return of face-to-face teaching since the pandemic, have experienced reduced interest in attending tutorials and lectures or have been attending your classes as usual but have experienced a change in attitude nonetheless, we'd like to hear from you. The Guardian.*

You have just read the above in the newspaper and have been reflecting on the pros and cons of online learning, distance learning, blended learning and in-person classes. Write an opinion essay of 175-200 words, weighing up the pros and cons of these different learning modes.

[illegible]

MARK / 80

**Your adult education centre is looking for new strategies of internationalisation and have sent this email to all the members of the staff, asking for new ideas:**

*In our staff meeting about future projects last week, some of you proposed applying for an Erasmus KA122 project which included staff and student mobilities. It seemed like an excellent idea at that moment, as it could give our school an international touch. But we've been thinking about it, and maybe it isn't such a good idea, as we have lots of adult students who are not available for actually travelling abroad due to work or family commitments.*

*Regards*

**You think that doing *Virtual Erasmus Exchanges* with your students who either cannot or do not wish to do a physical exchange in another EU or associated country could be a good idea. You have found this info on the EU website and need to mediate the key points for your teaching colleagues and then explain the positive impact that this could have for your school community by making a few related proposals as to what projects (work plans) your school could undertake. Write an email of between 150 and 175 words, summarising the info and making a few proposals**

### **Virtual Exchanges in higher education and youth**

Virtual exchanges projects consist of online people-to-people activities that promote intercultural dialogue and soft skills development. They make it possible for every young person to access high-quality international and cross-cultural education without physical mobility. While virtual debating or training does not fully replace the benefits of physical mobility, participants in virtual exchanges ought to reap some of the benefits of international educational experiences. Virtual exchanges help to spread European values. Moreover, in some cases virtual exchanges can prepare the ground for future physical exchanges not funded under this action.

Virtual exchanges take place in small groups and are always moderated by a trained facilitator. They should be easily integrated into youth (non-formal education) projects or higher education courses.

#### **Objectives of the Action**

The action will aim to:

- encourage intercultural dialogue with third countries not associated to the Programme and increase tolerance through online people-to-people interactions, building on digital, youth-friendly technologies;
- promote various types of virtual exchanges as a complement to Erasmus+ physical mobility, allowing more young people to benefit from intercultural and international experience;
- enhance critical thinking and media literacy, particularly in the use of internet and social media, and will counter discrimination, indoctrination, polarization and violent radicalisation;
- foster the digital and soft skills development of students, young people and youth workers, including the practice of foreign languages and teamwork, notably to enhance employability;
- promote citizenship and the common values of freedom, tolerance and non-discrimination through education;
- strengthen the youth dimension in the relations of the EU with third countries.

#### **Thematic Areas / Specific Objectives**

The Virtual Exchanges should be organised in one or more of the following thematic areas, which correspond to the priorities of the Erasmus+ Programme:

- Inclusion and diversity
- Digital transformation
- Environment and fight against climate change
- Participation in democratic life, common values and civic engagement

Within this broad framework, since Virtual Exchanges are a bottom-up initiative, participating organisations are free to choose the topics on which they will focus, but proposals must demonstrate their expected impact in relation to one or more of the objectives mentioned above. Gender aspects should be taken into account as needed, depending on the projects' scope and themes (e.g. by introducing gender sensitivity aspects in the trainings). Special attention needs to be given to the inclusion of socially and economically vulnerable people and persons unable to apply for physical mobility.

#### **Activities**

Projects will be funded based on work plans that integrate online cooperation activities, including:

- online-facilitated discussions between young people of youth organisations based in different countries, as part of youth projects. They could include role playing simulations;
- training for youth workers willing to develop a virtual exchange project with colleagues from other countries;
- online facilitated discussions between students of Higher Education institutions based in different countries, as part of higher education degrees;
- training for university professors/staff willing to develop a virtual exchange project with colleagues from other countries;
- interactive open online courses including traditional course materials such as filmed lectures, readings, and problem sets (like the well-known MOOCs, Massive Open Online Courses, but putting an emphasis on interactive user forums in small groups to support community interactions among students, professors, teaching assistants, young people and youth workers)

SOURCE: <https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/virtual-exchanges>



**Apellidos y Nombre:** \_\_\_\_\_

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