

HAVE BEEN DECREASE THE EDUCATIONAL LEVEL IN SPAIN?

Recent studies have concluded that educational level at our schools has decreased. I totally agree with this affirmation although I do not have children and I will try to explain the main problems that I have been able to see in my nephews and nieces.

Firstly, I would like to say that, because of their work, parents do not spend too much time with their children which are looked-after by their nannies. I believe that education at home is so important than the school education.

Secondly, as far as I concern, it is a mistake that self-governing regions have the primary responsibility. The problems increase with the local languages which make difficult the learning of some subjects. It had not been happened if the responsibility would have remained at the central government.

Comment: "Has there been a decrease in the standard of education in Spain?" o "Has the standard of education in Spain decreased?" En las interrogaciones directas se invierte el orden sujeto-verbo.

Comment: Más natural "standard of education".

Comment: "in our" Lo más importante es "our", adjetivo, porque "ours" es pronombre.

Comment: "jobs" = puestos de trabajo.

Comment: "children, who are looked after..." 1) con coma porque se trata de una oración de relativo de tipo "non-defining", 2) "who" porque "which" no puede tener como antecedente a una persona, 3) "looked after" no lleva guión; no se pone guión entre las dos palabras que forman un "phrasal verb".

Comment: O "is more important than" o bien "is as important as", comparativos de superioridad e igualdad, respectivamente.

Comment: Omitir "the" porque no se trata de un concepto determinado en este contexto.

Comment: "as I am concerned"

Comment: "for which self-governing regions are responsible/ are to blame" Para traducir "comunidad autónoma", mejor "autonomous region"

Comment: "This", porque el referente no es una cosa concreta, sino una oración o una idea.

Comment: Gramática del tercer tipo de condicional: "This would not have happened if.."

Comment: "the responsibility had remained", estructura del tercer tipo de condicional.

According to this, one possible solution would have been to plan more family activities at the school, then parents should spend more time with their children; however, these activities must be scheduled at the weekend in order to allow the parents to come. In addition, the primary school education ought to be leaded by the central government.

In conclusion, parents do not educate their children enough and the education in the school is worse than a few years ago because of the self-government region. Nowadays, educational level in Spain is bad but we should been able to solve the problems.

- Comment:** ¿De acuerdo con qué?
- Comment:** “would have been”, tras “would” siempre va un infinitivo sin “to”.
- Comment:** Eliminar “the”, porque “at school” es una frase hecha.
- Comment:** Suponemos que en realidad se ha querido usar un condicional: “parents would spend”, pasarían.
- Comment:** Omitir “the” porque se está hablando en general: concepto indeterminado.
- Comment:** Omitir “the”, concepto indeterminado.
- Comment:** “led”, aunque mejor decir : “ought to be the responsibility of the...”
- Comment:** Mejor “well enough”
- Comment:** Mejor “and school education is..”
- Comment:** Mejor “the autonomous regions”.
- Comment:** “should be able”, tras “should” siempre va infinitivo sin “to”.

| Tareas requeridas | Bueno | Parcial | Pobre | Posibles tareas del examen escrito | TAREA |
|----------------------|--|---------|-------|---------------------------------------|--|
| | | | | | Comentario del corrector |
| | | | | DESCRIPCIÓN | Las tareas propuestas se cumplen parcialmente por falta de medios lingüísticos (cf. apartado de precisión). Este texto se situaría en la parte media/alta del espectro del 2. |
| | | | | NARRACIÓN | |
| | | | | INSTRUCCIONES Y DIRECCIONES | |
| | | | | RELATO DE HECHOS | |
| | x | | X | FORMULACIÓN DE HIPÓTESIS | |
| | x | | x | DEFENSA DE UNA OPINIÓN | |
| | | | | SUGERENCIA | |
| | | | | ANÁLISIS DETALLADO DE UNA SITUACIÓN | |
| CONTENIDO | <div>Puntos fuertes</div> <p>Buena organización textual. El mensaje siempre llega claramente al lector: el texto resulta claramente comprensible.</p> | | | | |
| | <div>Puntos débiles</div> | | | | |
| PRECISIÓN | Las estructuras complejas y el vocabulario abstracto (nivel 3) sólo se manejan parcialmente bien. La gramática básica se controla bien (aunque hay algunos errores importantes, como los cometidos en la interrogación o en el uso de “would” y “should” más infinitivo), y con medios relativamente sencillos se consiguen transmitir ideas más bien complejas. | | | | |