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| <b>CONVOCATÒRIA: EXTRAORDINÀRIA 2026 (extra)</b> | <b>CONVOCATORIA: EXTRAORDINARIA 2026 (extra)</b> |
| <b>ASSIGNATURA: ANGLÈS</b>                       | <b>ASIGNATURA: INGLÉS</b>                        |

**BAREM DE L'EXAMEN:**

**L'alumnat haurà de contestar en el quadernet a totes les preguntes de cadascuna de les cinc qüestions que es plantegen.**

**Part I. (7 p.)**

**L'alumnat haurà de contestar a la primera, segona, tercera i quarta qüestió de l'apartat sobre comprensió escrita.**

**Part II. (3 p.)**

**L'alumnat redactarà un text a partir de les instruccions de l'apartat sobre expressió escrita.**

**BAREMO DEL EXAMEN:**

El alumnado deberá responder en el cuadernillo a todas las preguntas de cada una de las cinco cuestiones que se plantean.

Parte I. (7 p.)

El alumnado tendrá que contestar a la primera, segunda, tercera y cuarta cuestión del apartado sobre comprensión escrita.

Parte II. (3 p.)

El alumnado redactará un texto a partir de las instrucciones del apartado sobre expresión escrita.

**GENERATION AI: FEARS OF 'SOCIAL DIVIDE'**

In a Cambridge classroom, Joseph, 10, trained his Artificial Intelligence (AI) model to recognise different types of drawings. "AI gets lots of things wrong," he said, as it initially identified a fruit as a face. He started training it again and, at once, he had it working correctly again, naturally understanding the nature of artificial intelligence and machine learning in a way few adults do. His friends from a nearby primary school worked quickly to build their own AIs with similar skills. Joseph and his friends are AI natives. AI lessons are clearly having an effect on Joseph. He wants to be in charge of AI, because he believes that if it is in charge of people, they will not really be able to control what they are doing.

Philip Colligan, among other education experts, has warned of a divide in society between people who understand AI and are able to control it and those without that knowledge, who risk social lack of power. Colligan believes AI abilities must become a universal part of education as important as reading and writing to avoid the increase of this dangerous social divide. His warning was supported by other computer researchers. Their comments came during a decrease in the number of children studying computing in the UK. Nevertheless, the use of AI systems in the country has been rising quickly.

Part of the belief that learning computing skills is becoming unnecessary comes from some big AI companies, which argue that their systems are going to automate coding. At the same time, the idea that AIs would allow humans to build software by using natural language instructions became popular in 2025. Some political leaders have also suggested coding is no longer necessary. "This message is not only wrong, it is dangerous", said Colligan. He added that we are moving into a world where more and more everyday decisions are made by automated systems. Soon they will include decisions about money, health and the law. He thinks that if people do not understand how these systems make decisions, they will not be able to defend their rights, challenge them, or judge the information properly. According to Colligan, there will be a gap between kids based on their social and economic background. Those kids who are in communities where they do not have access to AI skills teaching will be passively affected by automated decisions.

Adapted from an article by Robert Booth, *The Guardian*, 5-1-2026.

## Part I. Reading Comprehension

**1. Are the following statements true (T) or false (F)? Identify the part of the text that supports your answer by copying the exact passage on the answer sheet. (2 points: 0.5 each)**

- a. Joseph's AI model worked perfectly the first time he used it.
- b. Philip Colligan thinks AI education is less important than reading and writing.
- c. There is a growing interest in studying computer skills among children in the UK.
- d. Colligan suggests that automated systems will affect an increasing number of everyday decisions.

**2. Taking into account the information in the text, answer the following questions using your own words. Copying directly from the text is not allowed. (2.5 points: 1.25 each)**

- a. What does Colligan mean by "social divide"?
- b. Why does Colligan think that understanding AI is important for people's rights?

**3. Write a synonym for each of the four words below from these six options. All words are underlined in the text. (1 point: 0.25 each)**

*abilities*                  *experts*                  *include*                  *argue*                  *challenge*                  *understanding*

- a. comprehension
- b. skills
- c. claim
- d. comprise

**4. Choose a, b, c, or d in each question below. Only one choice is correct. (1.5 points: 0.5 each)**

- 1. The example of Joseph mainly illustrates that...
  - a. children are more interested in games than in technology.
  - b. AI systems are too complex for most people.
  - c. young learners can quickly grasp key AI concepts through practice.
  - d. AI models always require expert supervision.
- 2. Some big AI companies suggest that...
  - a. they fully support traditional computing education.
  - b. learning how to code is not useful anymore.
  - c. the use of AI systems is being reduced.
  - d. they are worried about children learning programming.
- 3. The term "passively affected" suggests that some people...
  - a. actively benefit from AI systems.
  - b. have no interest in technology.
  - c. are influenced without having control or understanding.
  - d. refuse to accept technological changes.

## Part II. Composition (130 to 150 words approximately) (3 points)

**5. Choose one of these two topics and write a composition about it.**

- A. Describe a situation where technology helped or caused a problem in your life or in society.
- B. In your opinion, should governments regulate artificial intelligence more strictly? Give reasons and examples.