
 <p>GENERALITAT VALENCIANA Conselleria d'Educació, Cultura i Universitats</p>	<p>PROVA D'ACCÉS A LA UNIVERSITAT PRUEBA DE ACCESO A LA UNIVERSIDAD</p>	 <p>SUU sistema universitari valencià</p>
<p>CONVOCATÒRIA: ORDINÀRIA 2026 (extra)</p>	<p>CONVOCATORIA: ORDINARIA 2026 (extra)</p>	
<p>ASSIGNATURA: ANGLÈS</p>	<p>ASIGNATURA: INGLÉS</p>	
<p>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 (7p.) 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.</p> <p>BAREMO DEL EXAMEN: El alumnado deberá contestar en el cuadernillo a todas las preguntas de cada una de las cinco preguntas 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.</p>		

HOW SCREEN TIME AFFECTS CHILDREN

At Stoke Primary School in Coventry, there are many four-year-olds among those starting in reception class who can't sit still, hold a pencil, or speak more than a four-word sentence. Lucy Fox, the assistant headteacher and head of foundations, is in no doubt about what is causing this: their early exposure to screens, and a lot of it. At another school in Hampshire, a longtime reception teacher says in the last few years she has noticed children getting frustrated if activities aren't instant and seamless – something she thinks comes from playing games on a phone or tablet. There is a lack of creativity and problem-solving skills, noticeable when the children are playing with Lego or doing jigsaw puzzles and turning the pieces to fit. "I find their hand-eye coordination isn't very good, and they find puzzles difficult." There is also something of an attitude shift, she says – a kind of individualism that she's convinced comes from playing alone on a device. "We are having to model to children how to be with others, how you work as a team, how you share things, because they're so used to having their own time, doing their own thing. We're losing a big part of being human, and if these young children don't get all those skills, they're not going to pick them up later on."

In the UK, Ofcom's research has found that 19% of children aged three to five had their own mobile phone in 2024, and that 37% of children this age – more than 800,000 kids – were using at least one social media app, up from 29% in 2023. The Conservatives have just pledged to follow Australia and ban social media for under-16s, and the Labour government has said it will consider doing the same.

In 2025, a New Zealand study found that young children who had watched more than 90 minutes a day had below-average vocabulary, communication, and numeracy at the ages of four and eight, and that more screen time meant even poorer outcomes. The World Health Organization (WHO)

recommends children under two should get no screen time at all, and for those aged two to four, a maximum of one hour. Is that realistic in today's parenting world?

Adapted from an article by Emine Saner, The Guardian, 22-01-2026

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 point each)

- The text suggests that at Stoke Primary School, all children exposed to screens develop the same difficulties.
- In the last few years in a school in Hampshire, children have been frustrated because of traditional games like puzzles.
- The increase in children's use of social media is considered significant.
- The World Health Organization (WHO) recommends that all children under four should avoid screen time completely.

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 point each)

- What actions are governments considering regarding children's use of social media?
- What does the New Zealand study reveal about screen time?

3. 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 point each)

exposure seamless skills shift pledged outcomes

- continuous
- promised
- results
- contact

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

1. The difficulties children show when using puzzles or Lego suggest that they...

- have not yet developed any form of logical thinking.
- may lack sufficient practice in problem-solving activities.



- C. prefer physical activities over cognitive ones.
- D. are unable to understand instructions given by teachers.

2. The teachers' concern about "individualism" mainly implies that children...

- A. are becoming more autonomous in academic contexts.
- B. prefer working in groups rather than individually.
- C. have stronger personal identities than previous generations.
- D. show a limited capacity for cooperation and shared activities.

3. According to the text, one major concern about early screen exposure is that children...

- A. may develop stronger digital literacy than previous generations.
- B. could face long-term difficulties in communication and learning.
- C. will completely lose interest in traditional educational activities.
- D. are unable to distinguish between digital and real environments.

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

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

- A. Do you think screen time should be limited for children? Why or why not?
- B. How has technology changed the way young people communicate and interact?