
 <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)

a. The text suggests that at Stoke Primary School, all children exposed to screens develop the same difficulties. **F**, "*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.*"
Why this is correct: The text says that **many** four-year-olds show these difficulties, not all children exposed to screens. The statement exaggerates the information by saying "**all children**".

b. In the last few years in a school in Hampshire, children have been frustrated because of traditional games like puzzles. **F**, "*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.*"

c. The increase in children's use of social media is considered significant. **T**, "*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.*"
Why this is correct: The text gives clear numerical evidence showing an increase from 29% to 37% in one year. It also adds that this represents more than 800,000 children, which reinforces that the increase is significant.

d. The World Health Organization (WHO) recommends that all children under four should avoid screen time completely. **F**, "*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.*"

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)

a. What actions are governments considering regarding children's use of social media?

Information from the text: "*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.*" (Paragraph 2)

Possible answer: Governments are considering introducing restrictions on children's access to social media, possibly by following Australia's example and prohibiting its use for people under the age of 16.

b. What does the New Zealand study reveal about screen time?

Information from the text: "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." (Paragraph 3)

Possible answer: The New Zealand study reveals that young children who spent more than 90 minutes a day using screens had below-average vocabulary, communication and numeracy skills at the ages of four and eight. It also shows that the more time they spent in front of screens, the worse their development in these areas was.

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

a. continuous → seamless

b. promised → pledged

c. results → outcomes

d. contact → exposure

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...

A. have not yet developed any form of logical thinking. **X** This option is incorrect because it is too extreme. The text does not say they have no logical thinking at all.

B. may lack sufficient practice in problem-solving activities. Evidence from the text: "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." (Paragraph 1)

C. prefer physical activities over cognitive ones. **X** This option is incorrect because the text does not suggest that children prefer physical activities. It says they have difficulties with problem-solving tasks, such as Lego and jigsaw puzzles.

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. **X** This option is incorrect because the

text does not present this individualism as positive autonomy in academic contexts. It presents it as a problem.

- B. prefer working in groups rather than individually. **X** This option is incorrect because it says the opposite of the text. The children do not prefer working in groups; they are used to doing their own thing.
- C. have stronger personal identities than previous generations. **X** This option is incorrect because the text does not discuss stronger personal identities. It talks about difficulty sharing, cooperating and being with others.
- D. **show a limited capacity for cooperation and shared activities.** Evidence from the text: "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." (Paragraph 2)

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

- A. may develop stronger digital literacy than previous generations. **X** This option is incorrect because the text does not say children may develop stronger digital literacy. It focuses on negative effects.
- B. **could face long-term difficulties in communication and learning.** Evidence from the text: "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 "if these young children don't get all those skills, they're not going to pick them up later on." (Paragraph 3 and 1)
- C. will completely lose interest in traditional educational activities. **X** This option is incorrect because "will completely lose interest" is too absolute. The text does not say children will completely lose interest in traditional educational activities.
- D. are unable to distinguish between digital and real environments. **X** This option is incorrect because the text does not say children cannot distinguish between digital and real environments. The concern is about communication, learning, creativity, problem-solving and social skills.

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

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

MODEL ESSAY OPTION A

A. Do you think screen time should be limited for children? Why or why not?

Note: We have **bolded** the connectors, linkers, and useful phrases in the essay.

Short
introduction,
2- 3 lines

Nowadays, screens are part of children's daily lives. **However**, I strongly believe that screen time should be limited, **because** children need time to play, talk and develop important skills away from devices.

Main body
divided into 2
or máx. 3
paragraphs

Firstly, spending too much time on tablets or phones can affect children's learning. **If** they only watch videos or play fast games, they may find it harder to concentrate, solve problems or use their imagination. **For example**, doing puzzles, drawing or playing with other children can help them learn in a more active way.

Secondly, screen time can also affect social relationships. Children need to practise sharing, listening and working as a team. **If** they spend many hours alone with a device, they may miss opportunities to develop these skills.

Short
conclusion, 2-3
lines

In conclusion, screens are not always bad, **but** children should use them with limits. A balanced routine is healthier for their education and personal development.

(147 words)

 Let's have a look in more detail why this model essay is a good example of writing.

Prompt breakdown:

1. Clear opinion about limiting screen time for children.
2. Explanation of why children need time away from screens.
3. Reference to the negative effects of excessive screen time on learning.
4. Mention of concentration, problem-solving and imagination.
5. Specific examples of healthier activities.
6. Reference to social relationships.
7. Explanation of why children need to practise social skills.
8. Clear balanced conclusion: screens are not always bad, but limits are necessary.

PROMPT POINT	COVERED?	EVIDENCE FROM COMPOSITION
Clear opinion about limiting screen time	✓	"I strongly believe that screen time should be limited"
Reason for the opinion	✓	"children need time to play, talk and develop important skills away from devices"
Negative effect on learning	✓	"spending too much time on tablets or phones can affect children's learning"
Concentration, problem-solving and imagination	✓	"they may find it harder to concentrate, solve problems or use their imagination"
Healthier activities	✓	"doing puzzles, drawing or playing with other children"
Reference to social relationships	✓	"screen time can also affect social relationships"
Social skills	✓	"Children need to practise sharing, listening and working as a team"
Balanced conclusion	✓	"screens are not always bad, but children should use them with limits"

MODEL ESSAY OPTION B

B. How has technology changed the way young people communicate and interact?

Note: We have **bolded** the connectors, linkers, and useful phrases in the essay.

<p>Short introduction, 2- 3 lines</p>	<p>Nowadays, technology has changed the way young people communicate and interact. In my opinion, this change has many positive aspects, but it can also create some problems if we use technology too much.</p>
<p>Main body divided into 2 or máx. 3 paragraphs</p>	<p>Firstly, technology helps young people stay connected. We can send messages, make video calls and share photos with friends or family in a few seconds. For example, if a friend lives far away, social media and messaging apps make it easier to keep in touch.</p> <p>However, technology has also changed face-to-face communication. Some teenagers prefer texting instead of talking in person, and this can make relationships less natural. In addition, spending too much time online can create misunderstandings or make people feel lonely, even when they are connected.</p>
<p>Short conclusion, 2-3 lines</p>	<p>In conclusion, technology has made communication faster and easier, but young people should use it in a balanced way. Real conversations are still very important.</p> <p>(147 words)</p>

💡 Let's have a look in more detail why this model essay is a good example of writing.

📌 Prompt breakdown:

1. Clear introduction to the topic of technology and communication.
2. Clear opinion about the effects of technology.
3. Mention of positive changes in communication.
4. Specific examples of digital communication.
5. Reference to keeping in touch with people who live far away.
6. Mention of negative effects on face-to-face communication.
7. Reference to possible problems such as misunderstandings or loneliness.



8. Clear balanced conclusion connected to the topic.

PROMPT POINT	COVERED?	EVIDENCE FROM COMPOSITION
Clear topic	✓	"technology has changed the way young people communicate and interact"
Clear opinion	✓	"this change has many positive aspects, but it can also create some problems"
Positive effect of technology	✓	"technology helps young people stay connected"
Examples of digital communication	✓	"send messages, make video calls and share photos"
Keeping in touch	✓	"make it easier to keep in touch"
Negative effect on face-to-face communication	✓	"Some teenagers prefer texting instead of talking in person"
Possible problems	✓	"create misunderstandings or make people feel lonely"
Balanced conclusion	✓	"technology has made communication faster and easier, but young people should use it in a balanced way"