

 GENERALITAT VALENCIANA Conselleria d'Educació, Cultura i Universitats	PROVA D'ACCÉS A LA UNIVERSITAT PRUEBA DE ACCESO A LA UNIVERSIDAD	 sistema universitari valencià
CONVOCATÒRIA: EXTRAORDINÀRIA 2026 (extra)	CONVOCATORIA: EXTRAORDINARIA 2026 (extra)	
ASSIGNATURA: ANGLÈS	ASIGNATURA: INGLÉS	

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 point each)

- a. Joseph's AI model worked perfectly the first time he used it. *F, "AI gets lots of things wrong," he said, as it initially identified a fruit as a face.*
- b. Philip Colligan thinks AI education is less important than reading and writing. *F, "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."*
- c. There is a growing interest in studying computer skills among children in the UK. *F, "Their comments came during a decrease in the number of children studying computing in the UK."*
- d. Colligan suggests that automated systems will affect an increasing number of everyday decisions. *T, "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."*

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 does Colligan mean by "social divide"?

Possible answer: According to Colligan, the "social divide" is the difference between people who understand AI and know how to control or question it and those who do not have these skills. People without access to AI education may have less power and be more vulnerable to decisions made by automated systems.

Information from the text: "Philip Colligan [...] 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." (Paragraph 2)

- b. Why does Colligan think that understanding AI is important for people's rights?

Possible answer: Colligan believes that people need to understand AI because automated systems will increasingly make important decisions that affect their lives. If people know how these systems work, they can question unfair decisions, protect their rights and decide whether the information they receive is reliable.

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

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 → **understanding**

b. skills → **abilities**

c. claim → **argue**

d. comprise → **include**

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. **✗** This option is wrong because the text does not mention Joseph's interest in games. He is actively learning how an AI model works.

b. AI systems are too complex for most people. **✗** This option is wrong because Joseph, who is only ten years old, quickly understands how to correct and train his AI model.

c. young learners can quickly grasp key AI concepts through practice. Evidence from the text: "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."

d. AI models always require expert supervision. **✗** This option is wrong because Joseph corrects the model himself. There is no indication that an expert has to supervise every action.

2. Some big AI companies suggest that...

a. they fully support traditional computing education. **✗** This option is wrong because the text explains that some AI companies contribute to the idea that traditional computing skills may no longer be necessary.

b. learning how to code is not useful anymore. Evidence from the text: Some big AI companies argue that their systems will automate coding, contributing to "the belief that learning computing skills is becoming unnecessary."

c. the use of AI systems is being reduced. **✗** This option is wrong because the text states the opposite: "the use of AI systems in the country has been rising quickly."

d. they are worried about children learning programming. **✗** This option is wrong because the text does not say that AI companies are worried about children learning programming. Their argument is that AI may automate coding.

3. The term "passively affected" suggests that some people...

a. actively benefit from AI systems. **✗** This option is wrong because "passively affected" does not suggest that they are actively benefiting from the technology.

b. have no interest in technology. **✗** This option is wrong because the problem is not their personal interest in technology, but their lack of access to AI education and skills.

c. are influenced without having control or understanding. Evidence from the text: Colligan explains that children without access to AI skills education may be affected by automated decisions without having the knowledge necessary to understand, question or challenge them.

d. refuse to accept technological changes. **✗** This option is wrong because the text does not say that these people reject technology. Instead, they may lack the opportunity to learn how it works.

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.

MODEL ESSAY OPTION A

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

Short introduction, 2- 3 lines	Last year, technology caused a serious problem at my school. One morning, a false message started circulating in a class WhatsApp group saying that classes had been cancelled because of a technical problem. At first, many students believed it because the message looked official.
Main body divided into 2 or máx. 3 paragraphs	As a result, several students stayed at home, while others arrived late. Later, the school explained that the message had been created by a student as a joke and that no classes had been cancelled. The situation caused confusion for students, teachers and families. Fortunately, the school quickly sent an official email to clarify the situation.
Short conclusion, 2-3 lines	This experience taught me that technology can spread information very fast, but it can also spread false information. Since then, I always check important messages before believing or sharing them. (130 words)

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

📌 **Prompt breakdown:**

1. Clear introduction establishing when and where the situation happened.
2. Specific example of technology causing a problem.
3. Explanation of the false message.
4. Description of how people reacted.
5. Clear consequences of the situation.
6. Explanation of how the problem was solved.
7. Personal reflection on the dangers of false information.
8. Clear ending explaining what the writer learned.

PROMPT POINT	COVERED?	EVIDENCE FROM COMPOSITION
Clear setting for the situation.	✓	"Last year, technology caused a serious problem at my school."
Specific technological problem.	✓	"a false message started circulating in a class WhatsApp group"
Explanation of what happened.	✓	"saying that classes had been cancelled"
Reaction of the people involved.	✓	"many students believed it"
Consequences.	✓	"several students stayed at home, while others arrived late"

Solution to the problem.	✓	"the school quickly sent an official email"
Reflection on technology.	✓	"technology can spread information very fast, but it can also spread false information"
Personal lesson.	✓	"I always check important messages before believing or sharing them"

MODEL ESSAY OPTION B

B. In your opinion, should governments regulate artificial intelligence more strictly? Give reasons and examples.

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

Short introduction, 2-3 lines	Nowadays , artificial intelligence is becoming part of everyday life. In my opinion , governments should regulate AI more strictly because these systems can affect people's privacy, jobs and even important decisions.
Main body divided into 2 or máx. 3 paragraphs	Firstly , AI companies collect and process large amounts of personal information. Governments should make sure that this data is used safely and that people know how automated systems make decisions. For example , if AI is used by banks or hospitals, citizens should be able to question a decision that affects them. Secondly , stricter rules could reduce the risk of harmful or misleading uses of AI, such as fake images or false information. However , regulation should not stop useful innovation.
Short conclusion, 2-3 lines	In conclusion , I believe governments need clear rules for artificial intelligence. Good regulation can protect people's rights while still allowing technology to

develop and improve our lives.

(136 words)

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

📌 Prompt breakdown:

1. Clear introduction to the topic of artificial intelligence.
2. Clear personal opinion about stricter regulation.
3. First argument: protection of personal information.
4. Reference to transparency in automated decisions.
5. Specific examples involving banks and hospitals.
6. Second argument: preventing harmful or misleading AI uses.
7. Balanced idea: regulation should not prevent innovation.
8. Clear conclusion reaffirming the writer's opinion.

PROMPT POINT	COVERED?	EVIDENCE FROM COMPOSITION
Clear introduction to AI regulation.	✓	"artificial intelligence is becoming part of everyday life"
Clear opinion.	✓	"governments should regulate AI more strictly"
Privacy argument.	✓	"AI companies collect and process large amounts of personal information"
Need for transparency.	✓	"people know how automated systems make decisions"
Specific example.	✓	"if AI is used by banks or hospitals"



Risks of harmful AI use.	✓	"fake images or false information"
Balanced consideration.	✓	"regulation should not stop useful innovation"
Clear conclusion.	✓	"governments need clear rules for artificial intelligence"

