

CONVOCATÒRIA:	JUNY 2025	CONVOCATORIA:	JUNIO 2025
ASSIGNATURA: ANGLÈS		ASIGNATURA: INGLÉS	

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

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:

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.

SHOULD KIDS BE TAUGHT MEDIA LITERACY LIKE MATHS?

Bryce Corbett, creator of the "SquizKids" podcast, is alarmed by the growing inability of Australian children to distinguish real news from fake. His podcast aims to inform kids without overloading them. However, Corbett warns of the rapid spread of misinformation. His concerns come from witnessing his children absorb false information from social media. This demonstrates the urgent need for media literacy education. Researchers on information systems also agree on this, emphasizing its necessity. The proliferation of conspiracy theories and the erosion of trust in science, expertise and institutions threatens to compromise everything from action on the climate crisis to preventing the spread of pandemics. Additionally, a population with media skills is an essential component of an active and informed society.

Tanya Notley, a digital media expert, points out that Australia's education system is not adequately teaching people how to understand and critically evaluate media. Her research shows that many children lack the skills to discern real news from fake. While they value news and trust parents, only 41% are confident in identifying fake news, and only 25% have received related school lessons. The evolving media landscape, with polarised sources, social media, and AI-generated fake content, presents unprecedented challenges. Stan Karanasios, an information-systems expert, advocates for teaching media literacy like mathematics. He criticizes technology companies for exploiting children's attention, citing a French report on their manipulation of cognitive prejudices. Concerns about social media's impact on mental health have led to calls for age restrictions. However, experts like Corbett believe education is more effective, as children will ignore restrictions.

"Squiz Kids" launched "Newshounds," a free program teaching primary students to identify misinformation. Its aim was to teach primary school students to spot misinformation and not to believe everything they see online. Despite its success, it lacks government funding. Amanda Levido, an assessor, highlights its importance for teachers with limited knowledge about media competences. Although the Australian government has dedicated significant funds for media literacy initiatives, Tanya Notley stresses the success of countries like Finland and Brazil, which integrate and prioritize media literacy into education from early childhood. She points out the importance of addressing the influence of technology companies. The French report that Karanasios mentions specifically puts the blame on the companies, rather than the parents. The companies have spent large sums of money to create addictive algorithms, so simply asking parents to talk to their children is not enough.

Adapted from an article by Joe Hinchliffe, in *The Guardian*, 16-06-2024.

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 objective of Bryce Corbett's "SquizKids" podcast is to give children as much detailed information as possible on the news.
- b. Tanya Notley's research indicates that a majority of Australian children are convinced they can recognise false news.
- c. Stan Karanasios believes that technology companies are actively controlling children's cognitive preconceptions.
- d. The French report places the main responsibility for children's exposure to harmful algorithms on parents.

2. Answer the following questions using your own words but taking into account the information in the text. (2.5 points: 1.25 point each)

- a. Are age limitations considered the best solution in the text? Why or Why not?
- b. Why are Finland and Brazil taken as successful examples in the text?

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

witnessing emphasizing preventing discern believe integrate

- a. differentiate
- b. seeing
- c. consider
- d. highlighting

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

- 1. Regarding Australian children, Bryce Corbett is most concerned about...
 - a. their declining interest in true news.
 - b. their difficulty in differentiating real and false news.
 - c. their preference for entertainment over education.
 - d. their easy access to digital media.
- 2. The text suggests that media literacy education...
 - a. should be taught in schools like other subjects.
 - b. is less important than age restrictions to avoid misinformation.
 - c. should be considered as more important than mental health in children.
 - d. should be left to parents.
- 3. The program "Newshounds"...
 - a. is free because it receives significant government financial support.
 - b. is fully funded by the government due to its continued success.
 - c. is not helpful for teachers without strong media literacy skills.
 - d. is very helpful for children to identify false information online.

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

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

- A. What do you think about teaching social media competences in schools?
- B. Describe your experience and point of view about fake news and misinformation.