



Govern d'Andorra

PROVA OFICIAL DE BATXILLERAT PROFESSIONAL

Prova escrita de Llengua anglesa

ANGe_C4_08

-Primera convocatòria 2025-

-Primera avaluació-

Codi d'identificació

Durada de la prova: 2 hores i 30 minuts

Llengua de la prova: llengua anglesa

CONDICIONS DE REALITZACIÓ DE LA PROVA

- 1- La competència s'avalua directament amb una D si el candidat:
- No s'ajusta al tema plantejat
 - No respecta la llengua de la prova
 - Retorna la prova en blanc
 - Redacta menys 100 paraules

COMPETÈNCIA 4

| TASQUES I ACTIVITATS PROFESSIONALS | | Avaluació | |
|---|---|---|--|
| C4 Comunicar en els àmbits personal i professional | 4.2. Elaborar produccions escrites | 4.2.1. Adequa la seva producció escrita a la situació comunicativa, tenint en compte la intenció, el contingut, el receptor, la tipologia textual, el registre i l'extensió. | |
| | | 4.2.2. Estructura clarament la seva producció escrita. | |
| | | 4.2.3. Empra de manera coherent elements per cohesionar la seva producció. | |
| | | 4.2.4. Mostra correcció pel que fa al lèxic, la sintaxi i l'ortografia. | |
| | 4.3. Comprendre produccions orals | 4.3.1. Identifica amb precisió el tema, les idees principals i les secundàries. | |
| | | 4.3.2. Dedueix informació implícita i/o explícita amb sentit crític. | |
| | | 4.3.3. Dedueix amb precisió la intenció comunicativa i les funcions del llenguatge a través d'elements del discurs, identificant el punt de vista de l'autor (subjectiu o objectiu). | |
| | 4.4. Comprendre produccions escrites | 4.4.1. Identifica amb precisió el tema, les idees principals i les secundàries. | |
| | | 4.4.2. Dedueix informació implícita i/o explícita amb sentit crític. | |
| | | 4.4.3. Dedueix amb precisió la intenció comunicativa i les funcions del llenguatge a través d'elements del text, identificant el punt de vista de l'autor (subjectiu o objectiu). | |
| | | 4.4.4. Relaciona la informació proporcionada pel text amb referents propis i adquirits ¹ . | |

¹ Exempció de l'avaluació de l'AP 4.4.4.

OBSERVACIONS DEL/LA CORRECTOR/A

ACTIVITAT PROFESSIONAL 4.3. COMPRENDRE PRODUCCIONS ORALS**Oral comprehension**

Listen to the following audio about processed foods. You will hear it **twice**. Mark the correct answer for each question. There is only one correct answer. Wrong answers do **not** penalize.

Answer these questions according to the information provided by the audio. Circle the correct answer for each question.

(4.3.1. Identificar amb precisió el tema, les idees principals i les secundàries)

1. What is the best title for the listening?

- a) Health Benefits of Ultra-Processed Foods
- b) Ultra-Processed Foods and Their Risks
- c) Depression and Obesity in America
- d) A Study on Sugar Sweetened Drinks

2. What is one of the health risks associated with consuming a lot of ultra-processed foods?

- a) Increased risk of high blood pressure
- b) Improved mental health
- c) Increased chances of living longer
- d) Decreased risk of obesity

3. What is the age range of the women included in the Harvard study?

- a) 32 to 52
- b) 14 to 16
- c) 52 to 72
- d) 42 to 62

4. Which of the following foods are considered ultra-processed?

- a) Fresh fruits and vegetables
- b) Hot dogs and snacks
- c) Homemade meals
- d) Fresh meat and desserts

5. Which ingredient is specifically linked to a greater risk of depression?

- a) Sugar
- b) Salt
- c) Artificial sweeteners
- d) Natural preservatives

6. What is the link between ultra-processed foods and depression?

- a) People who consume more ultra-processed foods are more likely to develop depression.
- b) There is no link between ultra-processed foods and depression.
- c) The more ultra-processed foods, the less likely you are to get depressed.
- d) Ultra-processed foods have no effect on mental health.

7. What did the researchers find about participants who reduced their intake of ultra-processed foods?

- a) They were less likely to develop cancer.
- b) They were more likely to develop diabetes.
- c) They had a reduced risk of depression.
- d) They gained weight.

8. What percentage of the average American adult's diet consists of ultra-processed foods?

- a) Close to 30%
- b) Nearly 50%
- c) Almost 60%
- d) More than 80%

9. Read these statements and decide whether they are TRUE or FALSE according to the information provided in the audio. Write **T** (true) or **F** (false) next to each statement.

(4.3.2. Dedueix informació implícita i/o explícita amb sentit crític)

| STATEMENT | T/ F |
|--|-------------|
| a. Researchers found that participants who ate ultra-processed foods were more likely to be active and exercise regularly. | |
| b. Artificially sweetened drinks and foods were linked to depression in the study. | |
| c. The study included both men and women in the age group of 52 to 62. | |
| d. The study suggests that reducing ultra-processed food intake by at least three servings per day can lower the risk of depression. | |
| e. Ultra-processed foods tend to include items like chips, sugary snacks, and frozen meals. | |
| f. The Harvard study tracked participants every two years. | |
| g. People who ate fewer ultra-processed foods were more likely to smoke. | |
| h. The study shows that artificial sweeteners are the only ingredient in ultra-processed foods linked to depression. | |

10. The words in the left column appear in the audio. Match these words with the appropriate definitions or synonyms. Complete table below, following the example.

(4.3.3. Dedueix amb precisió la intenció comunicativa i les funcions del llenguatge a través d'elements del discurs, identificant el punt de vista de l'autor (subjectiu o objectiu))

| Words | Definitions/Synonyms |
|--------------------------|--|
| 1. Ultra-processed food | a) People who take part in a study or experiment. |
| 2. Artificial sweeteners | b) A feeling of sadness, loss of interest, or lack of energy. |
| 3. Depression | c) The possibility or chance of something bad happening. |
| 4. Study | d) Food that has undergone extensive processing, often with added chemicals. |
| 5. Participants | e) Amount or portion of food prepared or served. |
| 6. Risk | f) A scientific investigation or research conducted to understand something. |
| 7. Servings | g) A substance used to preserve food for longer periods. |

| | | | | | | |
|------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Example: 1-d | 2- | 3- | 4- | 5- | 6- | 7- |
|------------------------|-----------|-----------|-----------|-----------|-----------|-----------|

11. What is the main intention of the author in this audio? Circle the correct answer.

(4.3.3. Dedueix amb precisió la intenció comunicativa i les funcions del llenguatge a través d'elements del discurs, identificant el punt de vista de l'autor (subjectiu o objectiu))

- a. To criticize the use of sugars and artificial sweeteners.
- b. To explain the impact of ultra-processed foods on health.
- c. To describe the production of ultra-processed foods.
- d. To promote healthier alternatives to ultra-processed foods.

12. What is the point of view of the speaker? Circle the correct answer.

(4.3.3. Dedueix amb precisió la intenció comunicativa i les funcions del llenguatge a través d'elements del discurs, identificant el punt de vista de l'autor (subjectiu o objectiu))

- a. The point of view of the speaker is mainly objective.
- b. The point of view of the speaker is mainly subjective.

ACTIVITAT PROFESSIONAL 4.4 COMPRENDRE PRODUCCIONS ESCRITES**Reading comprehension**

Read the following text.

The Twisted Nature of Technology

Technology is everywhere. From the smartphones in our pockets to the algorithms that recommend what to watch or buy. Our lives are surrounded by tools that aim to make things easier and faster. But have we ever stopped to think about what it means to live in a world dominated by technology? Philosopher Jacques Ellul argued that technology is not just something we use, it is something that shapes how we think, act, and live.

Ellul believed that technology evolves by itself, driven by a need for efficiency. If something can be done, it will be done. This is what Ellul called the "autonomy of technology." Imagine a scientist who discovers a way to build a faster computer. According to Ellul, it would be almost impossible to stop that invention from becoming reality. Why? Because once the possibility exists, people feel a strong pressure to develop it.

This might sound exciting, new technology often means progress, comfort, and new opportunities. However, Ellul warned us about the risks of letting technology grow without limits. He believed that society tends to adapt to technology, rather than asking whether a new tool or process is good for humans. For example, think about cars. When cars were invented, people started building cities with wide streets, highways, and parking lots. Over time, our way of life adjusted to the car, instead of the other way around. This is what Ellul called the "technological system", a world where everything depends on machines working together.

Of course, technology has brought incredible improvements to our lives. Medical advances have saved millions of lives, and information technology allows us to learn and communicate faster than ever before. Farmers use machines to produce more food, and renewable energy sources like wind and solar power give us hope for a cleaner future.

Moreover, technology allows us to connect with people all over the world. Social media platforms, for example, let us share ideas and experiences with others, no matter where they live. In emergencies,

technology can even save lives. Rescue teams use drones to find people trapped after disasters, and doctors can perform surgeries remotely using robotic tools.

35 However, Ellul argued that technology also brings problems. One major issue is that technology often grows faster than our ability to think about its consequences. For example, artificial intelligence (AI) is now used to decide who gets a loan, what news we see, and even how police officers do their jobs. But these systems can make mistakes or be
40 biased. If we rely too much on them, we might lose control over important decisions.

Another risk is that technology can make us forget what it means to be human. When machines do more of our work, we might lose skills or become dependent on them. For example, many people no longer
45 remember phone numbers because their smartphones do it for them. Similarly, social media can make us feel connected, but it can also make us feel lonely if we only interact through screens.

Finally, there is the question of whether technology serves everyone equally. Some people have access to the latest devices, fast internet,
50 and modern medicine, while others do not. This creates the sense of "digital divide," where the benefits of technology are not shared fairly as for individuals, businesses or geographic areas.

What can we do about these challenges? Ellul suggested that we need to think critically about technology. Instead of simply accepting every
55 new invention, we should ask questions like: *Does this make life better for everyone? Will it create new problems? How can we ensure it is used responsibly?*

Governments, businesses, and individuals all have a role to play. For example, laws can be passed to regulate dangerous technologies, and
60 schools can teach students how to use technology responsibly. At the same time, we should remember that not every problem needs a technological solution. Sometimes, the best answer is to focus on human relationships, creativity, or nature.

Technology is neither good nor bad, it is a tool. What matters is how
65 we use it and whether we control it or let it control us.

"Technique has no self-limit. It is self-perpetuating. Once a new technical possibility is discovered, it must be exploited, without regard to its consequences. This necessity of technological progress stems from the very nature of technique, which evolves according to its own logic, independent of social or moral considerations. What matters is what can be done, not whether it should be done."

(Ellul, *The Technological Society*, 1964)

Ellul defined "Technique" as all the methods people create to work better and more efficiently in any area of life. This idea includes much more than just machines or tools, it covers everything we do to improve how things are done.

SOURCE: Adapted from *The Technological Society* by Jacques Ellul, with an introduction by Robert K. Merton (published January 1964), and *Is Technology Deterministic?* by Tomer Simon (published 25 January 2025). Retrieved on 28 January 2025 from <https://voidnetwork.gr/wp-content/uploads/2021/09/The-Technological-Society-Jacques-Ellul.pdf> and <https://tomersimon.medium.com/is-technology-deterministic-0d1ebf685ec3>

Read the following questions and mark your answers according to the information provided in the text. Wrong answers do **not** penalize.

1. Which THREE ideas from the list below are **discussed in the text?** Indicate your answers by marking them **with an X**.

(4.4.1. Identificar amb precisió el tema, les idees principals i les secundàries)

| | |
|---|--|
| a. Technology evolves independently of human morality. | |
| b. Social media always improves human relationships. | |
| c. Once a technical possibility exists, it is likely to be developed. | |
| d. Governments should not regulate technological advancements. | |
| e. Social media guarantees equal opportunities for everyone. | |
| f. People built cities "around the car", adjusting their lifestyle to fit it. | |

Read the following questions and circle the correct answer. There is only **one correct answer**.

(4.4.1. Identificar amb precisió el tema, les idees principals i les secundàries)

2. According to Ellul, what drives the evolution of technology?

- a) Human creativity and morality
- b) Social pressures
- c) Environmental needs
- d) The possibility of something being done

3. What is "the autonomy of technology" according to Ellul?

- a) Technology only develops when there's a need for efficiency.
- b) Technology is influenced by politics and governments.
- c) Technology develops by itself, independent of human control.
- d) Technology evolves according to social and moral considerations.

4. Which of the following is one of the main benefits of technology?

- a) Technology has made life more complex and stressful.
- b) Technology helps to connect people all around the world.
- c) Technology only serves the rich and privileged.
- d) Technology has led to fewer job opportunities for people.

5. What is the biggest risk of relying too much on technology, according to Ellul?

- a) Technology will not improve as fast as human thinking skills.
- b) People will become more creative.
- c) People can lose authority over critical decisions.
- d) Technology will slow down its own development.

6. How does Ellul suggest we should approach technology?

- a) Assess critically whether a new technology benefits everyone.
- b) Embrace every new technology without question.
- c) Ignore technological developments and focus on other areas of life.
- d) Let technology evolve freely without restrictions.

7. What is the most appropriate definition of the "digital divide"?

- a) The difference in technology developed by rich and poor countries.
- b) The difference between old and new technology.
- c) The social media gap between younger and older generations.
- d) The gap in technology access between different people or regions.

8. According to the text, what could be done to regulate technology?

- a) Allow technology to develop as quickly as possible.
- b) Rely on technology to solve all human problems.
- c) Control dangerous technologies and promote responsible use.
- d) Ignore technological advances to focus on other human needs.

9. Read these statements and decide whether they are TRUE or FALSE. Write T (true) or F (false) next to each statement.

(4.4.2. Dedueix informació implícita i/o explícita amb sentit crític)

| STATEMENT | T / F |
|---|-------|
| a. Technological progress is always faster than our ability to regulate or question it. | |
| b. Ellul suggests that governments and education play no role in controlling the risks of technology. | |
| c. Ellul argued that every problem has a technological solution. | |

| | |
|--|--|
| d. Technology has enabled great assistance and help in emergency situations. | |
| e. The concept of <i>Technique</i> only involves technology. | |
| f. According to the text, people still remember phone numbers. | |

10. What is the author's main intention? Circle the correct answer.

(4.4.3. Dedueix amb precisió la intenció comunicativa i les funcions del llenguatge a través d'elements del discurs, identificant el punt de vista de l'autor (subjectiu o objectiu))

- a) To provide a detailed history of technological inventions.
- b) To entertain readers with examples of futuristic technology.
- c) To analyze technology's impact on society and encourage reflection.
- d) To argue that technology is always harmful and should be avoided.

11. Find in the text the words that best match these definitions.

(4.4.3. Dedueix amb precisió la intenció comunicativa i les funcions del llenguatge a través d'elements del discurs, identificant el punt de vista de l'autor (subjectiu o objectiu))

| Definitions | Word |
|---|-------------|
| a. A network that allows people to share ideas and experiences but can also lead to feelings of loneliness. (lines 25-35) | |
| b. A device, instrument or gadget used to carry out a particular function (lines 55-65) | |
| c. A small technological device used to call, text or take photos. It also has other functions and the option to download apps. (lines 45-55) | |
| d. The use of science and knowledge to create tools or machines that solve problems. (lines 25-35) | |

| | |
|---|--|
| e. A group of people working together to make rules or decisions for a country or community. <i>(lines 55-65)</i> | |
| f. The use of imagination or original ideas to make or invent something. <i>(lines 60-70)</i> | |

12. What can be inferred about Jacques Ellul's contribution to this text? Circle the correct answer.

(4.4.3. Dedueix amb precisió la intenció comunicativa i les funcions del llenguatge a través d'elements del discurs, identificant el punt de vista de l'autor (subjectiu o objectiu))

- a. Jacques Ellul only informs about facts.
- b. Jacques Ellul informs about facts and provides his opinion too.
- c. Jacques Ellul provides only his opinion but no facts.

ACTIVITAT PROFESSIONAL 4.2 ELABORAR PRODUCCIONS ESCRITES

Writing (Task A and B)

Tasca A: Esculli i realitzi **UNA** de les dues produccions escrites següents:

- **Option 1.**

Write a **for-and-against essay** discussing the following topic:

What are the advantages and disadvantages of implementing mandatory community² service at schools as part of the curriculum.

In your essay, present arguments for and against both approaches. The extension of your text should be approximately between 100 and 200 words.

- **Option 2.**

Write an **opinion essay** answering this question:

Do you think that online learning can replace traditional in-person classes?

In your essay, provide reasons and examples to support your point of view. The extension of your text should be approximately between 100 and 200 words.

Tasca B: Segons la seva especialitat, realitzi la producció escrita que es proposa a continuació. Marqui amb una creu la seva especialitat.

BP TCAI

BP TSSIX

BP TSSOCO

BP TSDP

² In Andorra, the mandatory community service is comparable to PAS (Projecte d'actuació i servei).

BP TCAI- Tècnic en Cures auxiliars d'infermeria

You work as a nurse assistant and the doctor has **updated the treatment plan for a patient with hypertension** (high blood pressure). **Write an email to inform the patient about the changes and guide him/her** through the next steps. Remember to:

- Respect the email structure (include a subject line, greeting, body, and closing).
- Provide lifestyle recommendations.
- Outline what the patient can expect from the new plan, including the potential benefits of the medication and any side effects they should monitor.

The extension of your text should be approximately between 80 and 100 words.

BP TSSOCO- Tècnic sociocomunitari

You work in a *Day care center* and you have created a **support group for individuals with disabilities** and want to **inform potential users** about this new initiative. **Write an email introducing the support group and encouraging participation.** Remember to:

- Respect the email structure (include a subject line, greeting, body, and closing).
- Introduce the support group and explain its objectives.
- Highlight the benefits of joining the group.
- Explain how potential users can sign up or get involved in the group.

The extension of your text should be approximately between 80 and 100 words.

BP TSDP- Tècnic de Suport de Desenvolupament de Programari

You work as a developer and your company has developed a **new feature for a fitness app** that allows users to **track their workouts** with a virtual personal trainer. **Write an email to introduce this feature to the users and encourage them to try it out.** Remember to:

- Respect the email structure (include a subject line, greeting, body, and closing).
- Introduce the new feature and explain how the virtual trainer works.
- Highlight the benefits for the user, such as personalized workout plans and progress tracking.
- Talk about the app design and how it enhances user experience.

The extension of your text should be approximately between 80 and 100 words.

BP TSSIX- Tècnic de Suport de Sistemes Informàtics i de Xarxes

You work as an IT support technician and a client has contacted you because they are experiencing **issues with the network connection**. **Write an email to inform them about the situation and guide them on resolving it.** Remember to:

- Respect the email structure (include a subject line, greeting, body, and closing).
- Explain the possible causes of the network issue.
- Provide clear, step-by-step instructions the client can follow to troubleshoot and resolve the problem.

The extension of your text should be approximately between 80 and 100 words.

