



Govern d'Andorra

PROVA OFICIAL DE BATXILLERAT

Prova escrita de Comunicació en llengua anglesa

CANG_C2C3_ 01

- Convocatòria 2026 -

Codi d'identificació

Durada de la prova: 3 hores

Llengua de la prova: llengua anglesa

CONDICIONS DE REALITZACIÓ DE LA PROVA

La competència s'avalua directament amb una D si el candidat:

- No s'ajusta al tema.
- No respecta la llengua de la prova.
- Retorna la prova en blanc.

COMPETÈNCIA 2

		Avaluació
C2. Llegir textos multimodals d'estructura complexa, inclosos els d'especialitat, escrits en llengua anglesa	CA1 Pertinència	
	CA2 Sentit analític	
	OBSERVACIONS DEL/LA CORRECTOR/A:	

COMPETÈNCIA 3

		Avaluació
C3. Escriure textos multimodals formals, inclosos els d'especialitat, en llengua anglesa	CA1 Adequació	
	CA2 Coherència	
	CA3 Cohesió	
	CA4 Correcció	Lèxica - Sintàctica
		Ortogràfica
	OBSERVACIONS DEL/LA CORRECTOR/A:	

C2: Read the following documents and complete the tasks.**Document 1:****How Young People Are Quietly Rewriting Global Cooperation**

Young people aren't waiting for a podium, a microphone, or formal spaces to be heard. With just a phone and an internet connection, they are taking matters into their own hands. This spirit sits at the heart of a quiet transformation taking place across the world. Young people may not use the word *multilateralism*, but through their actions, they are already living it.

Since its launch* in 2009, the Next Generation research has reached over 50,000 young people aged 18 to 30 across more than 20 countries, giving them a platform to share their voices and be heard. Our most recent Next Generation research in Bangladesh, Iraq, and the United Kingdom (UK) shows just how deeply young people are leaning into the global moment. Across different national contexts, a generation looking outwards emerges.

In the UK, 81 per cent of young people believe it is important to maintain positive international relationships, and over 70 per cent would consider moving abroad for better prospects*. In Bangladesh, more than half of the young people surveyed say they would migrate for economic opportunity. In Iraq, a strong interest in learning English and global news reflect a desire to engage with the wider world.

This outward gaze isn't just about migration, but about connection. Young people understand that the crises they face don't respect borders. Climate change, misinformation, and social injustice are global challenges that require collective action.

Yet even as young people think globally, they often feel unheard locally, particularly within the more traditional spaces of decision-making and political

debate. From city to village, East to West, a frustration echoes: 'We care, but
 25 we're sidelined'. This gap between awareness and the ability to make change
 is not just a political problem; it is a missed opportunity. Young people are
global citizens in spirit; we need to support them in becoming global actors in
 practice.

In response, what do you do when traditional systems don't hear you? You
 30 build your own, and that is exactly what young people are doing. Digital
 platforms have become powerful arenas* for youth engagement and political
 discourse. While trust in these spaces is mixed, their usage is increasing.

Our Next Generation research shows that in the UK, 61 per cent of young
 people surveyed get their news from platforms like TikTok and X, even though
 35 only 38 per cent trust them. In Iraq, 79 per cent of the population is online,
 with social media as the top news source for 64 per cent of young people. In
 Bangladesh, two-thirds of the Next Generation respondents use social media
 to speak out on issues they care about. These platforms are accessible, they
 allow for self-expression, activism, and community-building across oceans and
 40 ideologies.

If we want to include young people in shaping global decisions that affect
 them, we could:

- Build youth councils and advisory boards inside national governments
 and international institutions.
- 45 • Invest in digital exchange platforms that allow cross-border
 collaborations.
- Expand civic and global education, including policy literacy, digital skills,
 and cross-cultural communication.
- Foster* partnerships across governments, NGOs, tech platforms, and
 50 youth organisations to co-design solutions.
- Create intentional spaces where youth don't just participate, they lead.

Young people are already building digital bridges, organising around global
 issues, and finding community across continents. The question is no longer if

55 young people can shape the future; it is how we can empower and support them to do so. The next chapter of global collaboration is already being written, and young people are holding the digital pen.

Source: Text adapted and retrieved from Meyer, I. (2025, August 12). *How young people are quietly rewriting global cooperation*. British Council – Voices Magazine. <https://www.britishcouncil.org/voices-magazine/how-young-people-are-quietly-rewriting-global-cooperation>

Vocabulary*:

A launch: a creation, the act of starting something

Prospects: opportunities, possibilities, future expectations

Arenas: spaces, forums, sites

To foster: to encourage, to promote or to support

Reading comprehension activities:

1. Read the following statements and decide whether they are **true** (T) or **false** (F) according to the information provided in the Document 1. Complete the table below. (*Criteria 4*)

Statement	True / False
a) The primary goal of the Next Generation research is to encourage young people to move to different countries for work.	
b) Young people are practicing "multilateralism" through their actions, even if they don't explicitly use the term.	
c) In the UK, the majority of young people trust the news they read on social media platforms like TikTok.	
d) Young people mainly use digital platforms because they trust the information they find there.	
e) According to the text, most young people feel fully represented in traditional political systems.	

2. Match the expressions underlined in the text to their **correct meaning** (one is not needed). Complete the left column of the table with the appropriate number. (*Criteria 4*)

1. Leaning into (*line 10*)
2. Sidelined (*line 25*)
3. Holding the digital pen (*line 56*)

1. /2. /3.	Meaning
	A. Learning about leadership to avoid interference from other groups.
	B. To be excluded from the center of activity or decision-making; ignored.
	C. Actively engaging with or embracing a challenge or situation.
	D. Being the primary authors or creators of a new narrative or future.

3. According to the text, what does the author mean when she says young people are “global citizens in spirit” (*line 27*)? Circle the correct option. (*Criteria 5*)

- a) People who legally have passports for many different countries.
- b) People who care deeply about worldwide issues and feel connected to the rest of the world.
- c) People who prefer to ignore local problems and only watch international news.

4. In the sentence: "If we want to include young people in shaping global decisions that affect them, we could..." (lines 41-42). **What does the use of "could" suggest?** Circle the correct option. (*Criteria 5*)

- a) a command
- b) a possibility
- c) a logical necessity

5. **How would you best describe the tone of the text?** Circle the most appropriate option. (*Criteria 5*)

- a) critical and aggressive
- b) neutral and technical
- c) reflective and hopeful
- d) humorous

Document 2:

Gen Z Movements and the “Future of Protest”

A new “youthquake”¹ emerged worldwide in 2025: Gen Z took to the streets in a series of youth-led protests organised via TikTok, Instagram, and Discord. The demands of these movements deeply resonated with each other: governments’ corruption, inability to deliver public services, and lack of responsibility, as well as deepening income inequality. In many countries, protesters were mainly young people, and many lost their lives or suffered injuries.

This trend, already evident in Bangladesh and Kenya in 2024, gained new momentum in 2025 as youth across Indonesia, Mali, Mexico, Nepal, Serbia, and elsewhere took to the streets and online spaces. The gains were tangible in some cases—such as policy reversals or government resignations—but they came at a human and psychological cost.

“Gen Z is a political force. Their demands resonate with many, moving beyond borders united by the same messages against corruption and lack of government responsibility. These protests have come at great personal costs for many young people, and governments that have violently repressed these movements should not be left unaddressed,” says Evelyn Mantoiu, Research and Data Manager at the European Partnership for Democracy (EPD).

At the same time, youth-led movements are connected with digital spaces, as online platforms and networks amplify youth voices and mobilise communities.

While protests dominate headlines, there are also democratic gains. Colombia’s youth councils, created by law to institutionalise youth participation, saw improved turnout in their October 2025 elections: 1.4 million young voters participated. Though abstention remains high, and rural and marginalised youth are under-represented, the growth of these formal channels shows that Gen Z activism is not only street-based, but demanding institutional representation.

¹ Youthquake: a newly created word derived from *youth* and *quake*, its meaning refers to a powerful change caused by young people.

For example, in Nepal, a sweeping Gen Z protest movement triggered by a nationwide social-media ban made international headlines and forced the resignation of Prime Minister KP Sharma Oli after a deadly repression killed more than 70 people. The appointment of former Chief Justice Sushila Karki to lead a temporary government came after intense negotiations involving Gen Z leaders and civil society. Youth mobilisations reshaped constitutional processes, raising vital questions about democratic transitions, responsibility and separation of powers.

As a result, young people are developing innovative digital tactics to sustain engagement, amplify their demands, and coordinate action across local and national levels. At the same time, the intersection of street mobilisation and digital organising is growing stronger.

It is crucial that civil society actors and activists have reliable access to digital technologies and can operate freely and securely online. Protecting this space from censorship, online manipulation, disinformation, and attacks on digital rights ensures that movements can organise, communicate, and advocate for democratic participation.

“Gen Z movements are employing a wide range of strategies to safeguard freedom of expression on social media. One of the most interesting is the use of AlgoSpeak, nonstandard words, spellings, or emojis used to challenge or evade unfair algorithmic moderation on platforms like TikTok. For example, activists might use ‘@b0rt!0n’ instead of ‘abortion,’ ‘clock app’ instead of ‘TikTok,’ or watermelon emojis to reference Palestine. Parallel forms of coded language are emerging in multiple languages and cultural contexts,” says Daniela Rincón, Policy Officer at Democracy Reporting International.

Gen Z is no longer waiting for institutions to deliver democracy, they are practicing it through horizontal forms of leadership and clear demands.

Source: Text adapted and retrieved from Mantoiu, E. (2025, November 28). *Gen Z movements and the future of protest*. EU SEE – Hivos.
<https://eusee.hivos.org/gen-z-movements-and-the-future-of-protest/>

Reading comprehension activities:

6. Read the following statements and decide whether they are **true** (T) or **false** (F) according to the information provided in the Document 2. Complete the table below. (*Criteria 4*)

Statement	True / False
a) The 2025 youth movements were isolated events with little connection to the protests of 2024.	
b) In Colombia, the 2025 youth council elections achieved full representation of rural and marginalized populations.	
c) The resignation of the Prime Minister in Nepal was partially triggered by a government attempt to ban social media.	

7. Read the statements and **fill in the gaps** using the options from the word box. Write the appropriate number in each gap. (*Criteria 5*)

- | |
|---|
| 1. be responsible 2. official elections
3. dangerous space 4. escape censorship
5. personal costs |
|---|

- a) The author mentions "AlgoSpeak" (like using emojis or strange spellings) to show that young people are very clever at finding ways to _____ when websites try to block their messages.

- b) Even though the protesters live in different countries, they are all fighting for the same things: they want an end to corruption and they want their governments to _____.
- c) The text compares two ways of making change: some young people protest in the streets to fight the system, while others, like in Colombia, use _____ to try to change things from the inside.
- d) There is a contrast in how the internet is described: it is a great tool for helping people join together, but it is also a(n) _____ where some governments use censorship to stop them.
- e) While these movements can achieve success, like policy changes, the text emphasizes that many young people face high _____ such as injuries or legal punishment.

Document 3:

The Gen-Z Movement: This is Why we're Risking our Lives to Protest

Protesting as a young person in my country means standing up to all human rights violations. I protest for a more just world where raising my voice isn't synonymous with death. I protest because I want every person to feel free and proud to be who they are and to love whoever they want.

Amnesty International Peru stands for resistance, companionship, and humanity. Yet, being a human rights defender in Peru can be a challenge. Recently, I participated in the protests in Chiclayo, Lambayeque – a region located in northern Peru. We were protesting because the right to therapeutic abortion is at risk. Many girls who are survivors of rape continue to be forced to face unwanted pregnancies, and not only are they denied their right to safe abortion, but they also face cruel treatment and in some cases criminalization. This continues to happen, despite the alarming figures on sexual violence in 2024, where 12,183 women, girls, and adolescents reported being victims of sexual violence.

In my country, we are facing a crisis of legitimacy and trust in institutions and authorities, which is why we are protesting every week and being repressed by the police. When we take to the streets, we are faced with various political and economic forces that don't want to see us there. My message to everyone is that humanity must win and it will, because I can see it happening every day.

Source: Text adapted and retrieved from Amnesty International. (2025, October 15). *The Gen Z movement: This is why we're risking our lives to protest*.
<https://www.amnesty.org/en/latest/campaigns/2025/10/the-gen-z-movement-this-is-why-were-risking-our-lives-to-protest/>

Reading comprehension activities:

8. What is the **main intention of the author? (*Criteria 5*)**

- a) to inform about global statistics
- b) to share a personal testimony
- c) to analyse political systems

9. Based on the **author's perspective, what is the situation regarding **therapeutic abortion in Peru?** (*Criteria 4*)**

- a) A minor issue that only affects a small number of people.
- b) Under threat, leading to the forced pregnancy of rape survivors.
- c) Supported by the majority of political and economic forces.

10. Circle the **correct meaning of the underlined expression as used in the context of the text. (*Criteria 5*)**

"...raising my voice isn't synonymous with death."

- a) Speaking loudly causes physical illness.
- b) Speaking out for your rights can result in being killed.
- c) Protesting is a quiet activity in Peru.

11. What does the author refer to when she mentions the "crisis of legitimacy"? (*Criteria 5*)

- a) A lack of public trust in government institutions and authorities.
- b) The high cost of living and inflation in northern Peru.
- c) The difficulty of joining international organizations like Amnesty International.

- 12.** Look at the phrase: "... not only are they denied their right to safe abortion, but they also face cruel treatment and in some cases criminalization."

What does the "***not only... but also***" structure express here?

(Criteria 5)

- a) Compare two opposite ideas.
- b) Emphasize that there are multiple, accumulating layers of injustice.
- c) Show that the first problem is more important than the second.

Document 4:

GEN Z PROTESTS IN 2025

THE KILLING OF ALBERT OJWANG

Albert Ojwang, 31-year-old digital creator, was arrested on June 8, 2025, in connection with his online activity, fueling anew protests.



VIOLENCE AND CHAOS

Masked aggressors infiltrated the demonstrations, unleashing coordinated violence on protestors. Amnesty International Kenya monitoring confirmed hundreds of attackers, armed with tyre whips, wooden batons, and knives were mobilized, and deployed.

400 INJURED, AT LEAST 16 KILLED

Over 400 protestors and bystanders were reported injured, and at least 16 killed, mostly by gunshot wounds. Among the deceased was Boniface Mwangi Karluki, who was shot at close range by police, and succumbed to his injuries two weeks later.



SABA SABA DAY 2025

Thousands of Kenyans nationwide took to the streets on July 7, 2025, commemorating the historic Saba Saba Day, a day remembered for the 1990 pro-democracy demonstrations.

www.eastleighvoice.co.ke

Source: Kenya Tech Violence Report

Source: Eastleigh Voice. (2025, June). *How Ojwang's killing sparked June 2025 Gen Z protests* [Infographic]. <https://eastleighvoice.co.ke/infographics/244806/how-ojwang's-killing-sparked-june-2025-gen-z-protests>

Reading comprehension activities:

13. Read the news infographic and decide if the following **statements** are **true** (T) or **false** (F). Complete the table below. (*Criteria 4*)

Statement	True /False
a) Albert Ojwang was arrested because of things he posted or did on the internet.	
b) Amnesty International Kenya reported that the protesters were the ones carrying weapons like knives and wooden batons.	
c) Saba Saba Day is a historical day linked to protests and democratic demands in Kenya.	

14. Answer the following question, using the **required information only.**
(*Criteria 4*)

According to the infographic, what organization monitored the demonstrations and confirmed that hundreds of attackers were mobilized to use violence against protestors?

.....

Compare all four documents and answer the following questions. Circle the correct answer.

15. Identify which document provides the following evidence. (*Criteria 5*)

a) Which document explains that young people get their news from TikTok and X despite not fully trusting them?

- Document 1
- Document 3
- Document 4

b) Which document explicitly mentions "tyre whips, wooden batons, and knives" as weapons used by attackers?

- Document 2
- Document 3
- Document 4

C3: Choose one of the following options (option A or option B) and write a text of 200 to 350 words. The minimum word count must be respected.

OPTION A

For the local English community newspaper, you have been asked to write a **formal opinion text** on the following topic:

Today, young people see news about the whole world on their phones every minute. They know about many global problems, such as climate change or expensive housing.

In your opinion, does this constant exposure to global problems have a positive or negative impact on young people?

Provide specific **arguments, reasons** and/or **examples** to support your personal viewpoint on the topic. Ensure that your essay adheres to the appropriate structure.

OPTION B

For a school literary assembly, you have been asked to write a **narrative text** about **a day when the internet suddenly stopped working all over the world**.

- Describe where you were and how people reacted at first
- Explain what happened during the day and how communication changed
- Describe how this experience made you feel

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