2025 M. UŽSIENIO K. (ANGLŲ) VBE I DALIES UŽDUOTIES ANALIZĖ

Tolesnėse šios ataskaitos skyriuose bus pateikiama atskirų užduočių statistika, pagrindiniai parametrai, vidutinių rezultatų bei jų sklaidos standartiniai statistiniai įverčiai: **taškų vidurkis, mediana, standartinis nuokrypis, didžiausias surinktas taškų skaičius**.

Užduoties patikimumui įvertinti pateikiamas **Kronbacho alfa (α) koeficientas**. Jis yra vienas iš plačiausiai pripažintų vidinio užduoties suderinamumo įvertis, rodantis, kiek užduoties klausimai yra tarpusavyje susiję ir matuoja vienmatį konstruktą – to paties mokomojo dalyko akademinius pasiekimus. Formuojamojo ar diagnostinio vertinimo užduotims paprastai priimtini yra 0,70-0,79 alfa koeficientai, o apibendrinamojo vertinimo užduotims paprastai reikalaujama 0,80 ar didesnių koeficientų. Tačiau, siekiant sumažinti klasifikavimo klaidas ir užtikrinti pakankamą tikslumą interpretuojant atrankos rezultatus, kai siekiama didžiausio tikslumo, reikalaujama, kad koeficientas alfa būtų didesnis nei 0,90.

Apibendrinus informaciją, esančią kandidatų darbuose, kiekvienam užduoties klausimui (ar jo daliai, jeigu jis sudarytas iš struktūrinių dalių) buvo nustatyti toliau pateikiami parametrai.

- **Klausimo sunkumas.** Jeigu klausimas buvo vertinamas vienu tašku, tai jo sunkumas tiesiogiai parodo, kuri dalis kandidatų į tą klausimą atsakė teisingai. Šį parametrą išreiškia toks santykis:

$$\frac{\text{Visų kandidatų už šį klausimą surinktų taškų suma}}{\text{Visų už šį klausimą teoriškai galimų surinkti taškų suma}} \times 100$$

- **Klausimo skiriamoji geba**. Šis parametras rodo, kaip atskiras egzamino klausimas išskiria stipresnius ir silpnesnius kandidatus. Jei klausimas buvo labai lengvas ir į jį beveik vienodai sėkmingai atsakė ir stipresni, ir silpnesni kandidatai, tai tokio klausimo skiriamoji geba maža. Panaši skiriamoji geba gali būti ir labai sunkaus klausimo, į kurį beveik niekas neatsakė. Neigiama skiriamosios gebos reikšmė rodo, kad silpnesnieji (sprendžiant pagal visą egzamino užduotį) už tą klausimą surinko daugiau taškų negu stipresnieji. Taigi neigiama skiriamoji geba – prasto klausimo požymis.
  Pagal testų teoriją vidutinio sunkumo geri klausimai būna tie, kurių skiriamoji geba yra 40–50, o labai geri – kurių skiriamoji geba yra 60 ir daugiau. Tačiau siekiant įvairių didaktinių ir psichologinių tikslų kai kurie labai sunkūs arba labai lengvi klausimai vis tiek pateikiami teste, nors jų skiriamoji geba ir neoptimali.
- **Klausimo koreliacija su visa užduotimi**. Tai to klausimo surinktų taškų ir visų užduoties surinktų taškų koreliacijos koeficientas (apskaičiuojamas naudojant Pirsono koreliacijos koeficientą). Šis parametras rodo, kuria dalimi atskiras klausimas žinias ir gebėjimus matuoja taip, kaip ir visa užduotis.

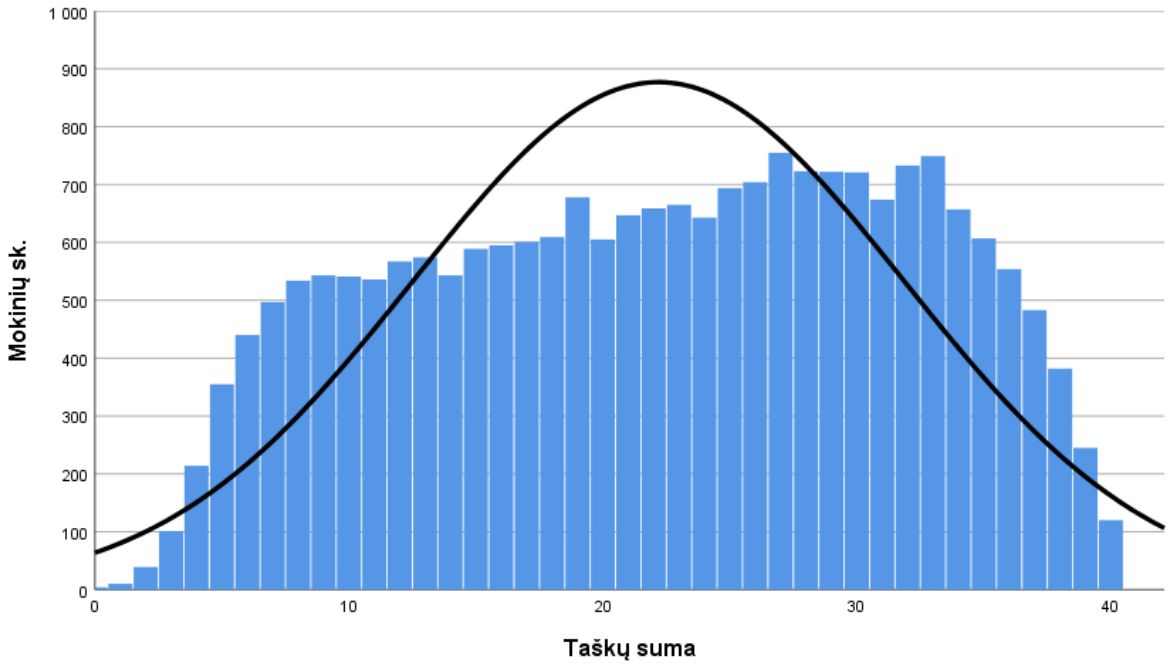
Egzamino klausimai suskirstyti į penkias grupes pagal klausimų sunkumą, remiantis užsienio k. (anglų) valstybinio brandos egzamino rezultatais:

- LL – labai lengvi (vidutiniškai mokiniai surinko daugiau kaip 80 proc. taškų);
- L – lengvi (vidutiniškai mokiniai surinko 60–80 proc. taškų);
- V – vidutinio sunkumo (vidutiniškai mokiniai surinko 40–60 proc. taškų);
- S – sunkūs (vidutiniškai mokiniai surinko 20–40 proc. taškų);
- LS – labai sunkūs (vidutiniškai mokiniai surinko mažiau kaip 20 proc. taškų).

2025 m. užsienio k. (anglų) VBE I dalį laikė 21 312 gimnazijos III kl. (11 kl.) mokinių. Didžiausias galimas surinkti taškų skaičius buvo 40 taškų, egzaminą laikę kandidatai daugiausiai surinko 40 taškų. Šios dalies taškų vidurkis siekė 22,2 taško, visų taškų pasiskirstymas pasislinkęs nuo rezultatų skalės vidurio į aukštesnių rezultatų pusę. Pagrindinės šios egzamino dalies statistinės charakteristikos yra pateiktos 1 lentelėje, o taškų histograma – 1 diagramoje.

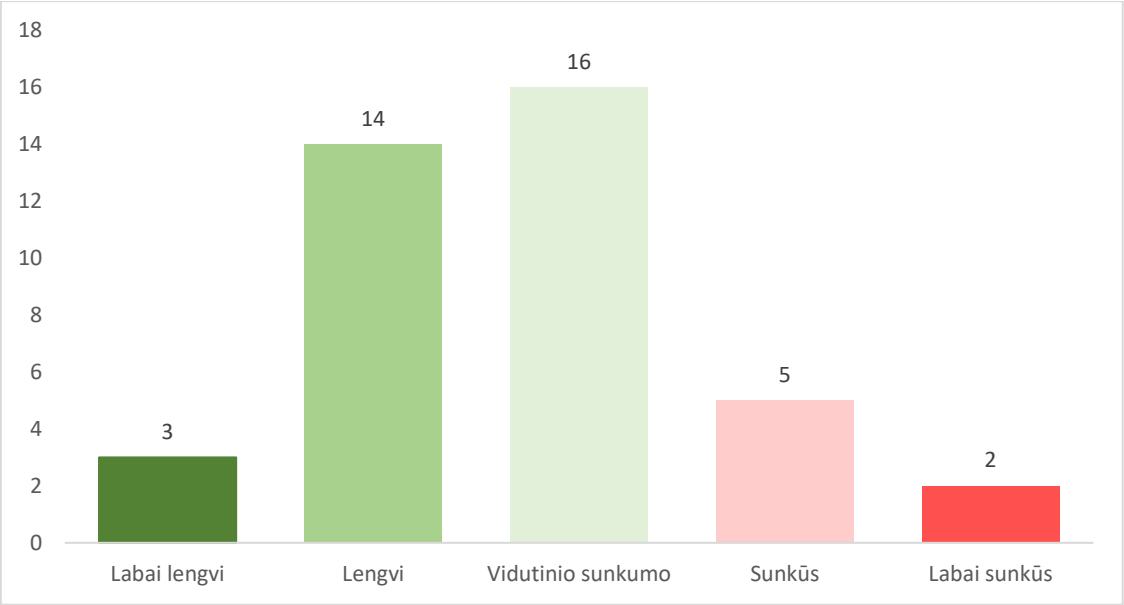
1 lentelė. 2025 m. užsienio k. (anglų) VBE I dalies užduoties pagrindinės statistinės charakteristikos

Užduotį atlikusių mokinių skaičius	21 312
Klausimų (ar jų dalių) skaičius	40
Maksimali galimų surinkti taškų suma	40
Maksimali surinktų taškų suma	40
Mokinių surinktų taškų vidurkis	22,2
Taškų standartinis nuokrypis	9,695
Mediana	23
Užduoties patikimumo indeksas (Kronbacho alfa)	0,931
Vidutinis klausimo sunkumas	55,5
Vidutinė klausimo skiriamoji geba	61



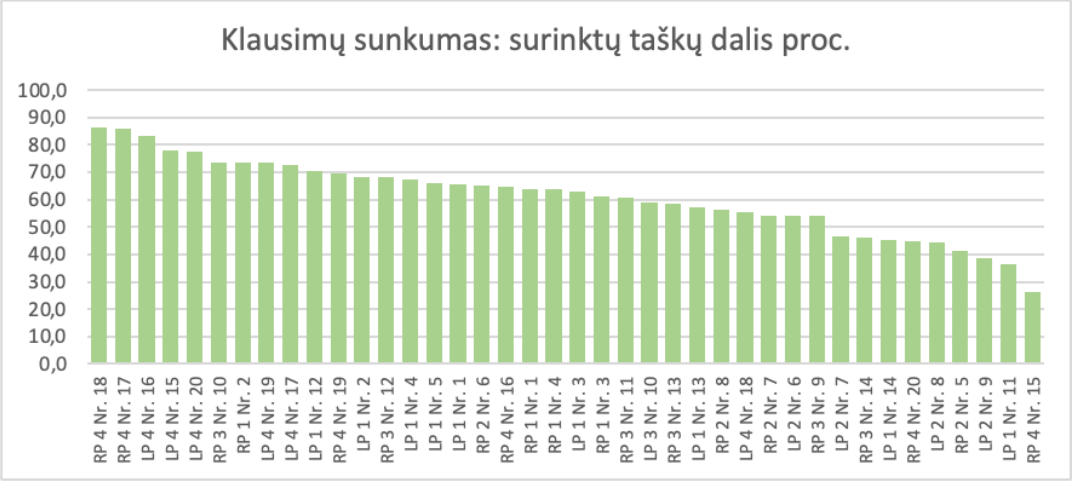
1 diagrama. 2025 m. užsienio k. (anglų) VBE I dalies taškų pasiskirstymas

2 diagramoje pateiktas klausimų sunkumo pasiskirstymas. Šioje diagramoje nurodyta, kiek daugiausia taškų galima surinkti, atsakius į tam tikro sunkumo klausimus. Matoma, kad atsakydami į 2025 m. užsienio k. (anglų) egzamino I dalies labai lengvus ir lengvus klausimus, mokiniai galėjo surinkti iki 17 taškų. Labai sunkių klausimų užduotyje buvo 2, sunkių – 5. Užduoties struktūroje dominuoja lengvi ir vidutinio sunkumo klausimai.



2 diagrama. Galimas surinkti taškų skaičius pagal faktinį klausimų sunkumą

3 diagramoje visi klausimai (jų sunkumas) yra išrikiuoti nuo lengviausio iki sunkiausio. Pastaba: RP – skaitymo dalis (angl. reading part); LP – klausymo dalis (angl. listening part). Reading Part 4 Nr. 18 – skaitymo dalies 4 sekcijos 18 klausimas.



3 diagrama. Užsienio k. (anglų) VBE I dalies klausimų sunkumas pagal surinktų taškų dalį procentais. Klausimai išrikiuoti nuo lengviausio iki sunkiausio.

Visų 2025 m. užsienio k. (anglų) VBE I dalies klausimų parametrų suvestinė yra pateikta 2 lentelėje.

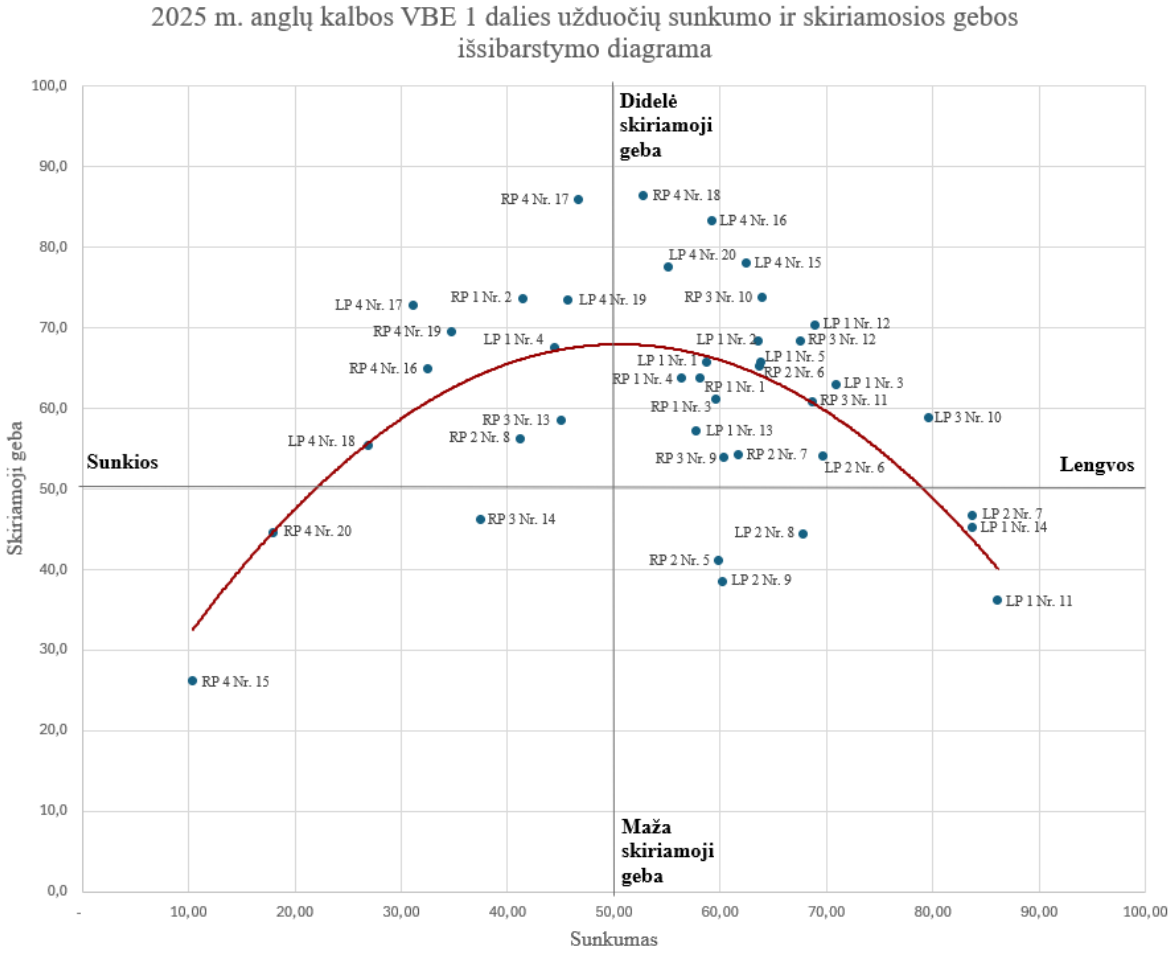
2 lentelė. 2025 m. užsienio k. (anglų) VBE I dalies klausimų parametrų suvestinė

Klausimo Nr.	Taškų skaičius	Sunkumas		Skiriamoji geba	Koreliacija	Turinio sritis
Listening Part 1 Nr. 1	1	58,7	V	65,7	0,533	Klausomo teksto supratimas
Listening Part 1 Nr. 2	1	63,6	L	68,5	0,567	Klausomo teksto supratimas

Klausimo Nr.	Taškų skaičius	Sunkumas		Skiriamoji geba	Koreliacija	Turinio sritis
Listening Part 1 Nr. 3	1	70,9	L	63,0	0,558	Klausomo teksto supratimas
Listening Part 1 Nr. 4	1	44,4	V	67,6	0,534	Klausomo teksto supratimas
Listening Part 1 Nr. 5	1	63,8	L	65,8	0,541	Klausomo teksto supratimas
Listening Part 2 Nr. 6	1	69,7	L	54,1	0,467	Klausomo teksto supratimas
Listening Part 2 Nr. 7	1	83,7	LL	46,7	0,518	Klausomo teksto supratimas
Listening Part 2 Nr. 8	1	67,8	L	44,5	0,377	Klausomo teksto supratimas
Listening Part 2 Nr. 9	1	60,3	V	38,6	0,312	Klausomo teksto supratimas
Listening Part 3 Nr. 10	1	79,6	L	58,8	0,585	Klausomo teksto supratimas
Listening Part 1 Nr. 11	1	86,1	LL	36,3	0,432	Klausomo teksto supratimas
Listening Part 1 Nr. 12	1	68,9	L	70,4	0,607	Klausomo teksto supratimas
Listening Part 1 Nr. 13	1	57,8	V	57,2	0,456	Klausomo teksto supratimas
Listening Part 1 Nr. 14	1	83,7	LL	45,2	0,498	Klausomo teksto supratimas
Listening Part 4 Nr. 15	1	62,5	L	78,1	0,640	Klausomo teksto supratimas
Listening Part 4 Nr. 16	1	59,2	V	83,4	0,676	Klausomo teksto supratimas
Listening Part 4 Nr. 17	1	31,2	S	72,8	0,616	Klausomo teksto supratimas
Listening Part 4 Nr. 18	1	26,9	S	55,4	0,494	Klausomo teksto supratimas
Listening Part 4 Nr. 19	1	45,6	V	73,5	0,587	Klausomo teksto supratimas
Listening Part 4 Nr. 20	1	55,1	V	77,6	0,618	Klausomo teksto supratimas
Reading Part 1 Nr. 1	1	58,2	V	63,8	0,514	Skaitomo teksto supratimas
Reading Part 1 Nr. 2	1	41,4	V	73,7	0,585	Skaitomo teksto supratimas
Reading Part 1 Nr. 3	1	59,5	V	61,2	0,489	Skaitomo teksto supratimas
Reading Part 1 Nr. 4	1	56,4	V	63,7	0,506	Skaitomo teksto supratimas
Reading Part 2 Nr. 5	1	59,9	V	41,1	0,335	Skaitomo teksto supratimas
Reading Part 2 Nr. 6	1	63,7	L	65,3	0,538	Skaitomo teksto supratimas
Reading Part 2 Nr. 7	1	61,7	L	54,2	0,450	Skaitomo teksto supratimas
Reading Part 2 Nr. 8	1	41,2	V	56,3	0,448	Skaitomo teksto supratimas
Reading Part 3 Nr. 9	1	60,3	V	54,0	0,442	Skaitomo teksto supratimas
Reading Part 3 Nr. 10	1	63,9	L	73,8	0,610	Skaitomo teksto supratimas
Reading Part 3 Nr. 11	1	68,7	L	60,9	0,525	Skaitomo teksto supratimas
Reading Part 3 Nr. 12	1	67,6	L	68,4	0,585	Skaitomo teksto supratimas
Reading Part 3 Nr. 13	1	45,1	V	58,5	0,464	Skaitomo teksto supratimas
Reading Part 3 Nr. 14	1	37,5	S	46,2	0,374	Skaitomo teksto supratimas
Reading Part 4 Nr. 15	1	10,4	LS	26,2	0,345	Skaitomo teksto supratimas

Klausimo Nr.	Taškų skaičius	Sunkumas		Skiriamoji geba	Koreliacija	Turinio sritis
Reading Part 4 Nr. 16	1	32,5	S	64,9	0,543	Skaitomo teksto supratimas
Reading Part 4 Nr. 17	1	46,6	V	85,9	0,683	Skaitomo teksto supratimas
Reading Part 4 Nr. 18	1	52,8	V	86,4	0,687	Skaitomo teksto supratimas
Reading Part 4 Nr. 19	1	34,8	S	69,6	0,571	Skaitomo teksto supratimas
Reading Part 4 Nr. 20	1	17,9	LS	44,7	0,460	Skaitomo teksto supratimas

Visų užsienio k. (anglų) valstybinio brandos egzamino klausimų išsibarstymas pagal šių klausimų sunkumą ir skiriamąją gebą pavaizduotas 4 diagramoje. Joje taškeliais pavaizduoti klausimai, o raudona parabolės linija – klausimus atitinkanti regresijos kreivė.



4 diagrama. 2025 m. užsienio k. (anglų) VBE I dalies klausimų sunkumo ir skiriamosios gebos išsibarstymo diagrama

Svarbu atkreipti dėmesį į tai, jog didžioji dalis klausimų yra viršutiniame dešiniajame diagramos ketvirtyje. Galima teigti, kad didelė dalis egzamino užduočių yra lengvos (teisingai atsako daugiau nei 60 proc. mokinių). Tokiu atveju yra sunkiau atskirti aukštesniais balais įvertintus mokinius tarpusavyje. Svarbu paminėti ir tai, kad didžioji dalis egzamino užduočių yra didelės skiriamosios gebos.

Šios užsienio k. (anglų) VBE I dalies užduoties patikimumo koeficientas ($\alpha = 0{,}931$) yra labai aukštas ir atitinka didelio tikslumo bei didelės svarbos pasiekimų patikrinimams keliamus reikalavimus. Šis

koeficientas rodo, kad visi egzamino klausimai yra tarpusavyje susiję (koreliuoja), o užduotis matuoja vieną konstruktą. Tik maža dalis (apie 7 %) rezultatų sklaidos yra susijusi su atsitiktine paklaida, kurios priežastys gali būti labai įvairios.

Užsienio k. (anglų) VBE I dalį sudaro klausymo ir skaitymo dalys. Šių dalių vertinimo rezultatų suvestinė ir jų tarpusavio koreliacijos pateiktos 3 lentelėje.

3 lentelė. 2025 m. užsienio k. (anglų) VBE I dalies atskirų dalių vertinimo suvestinė.

	Maksimali taškų suma	Taškų vidurkis	Taškų vidurkis proc.	Koreliacija		
				Su viso egzamino taškų suma	Su klausymo taškų suma	Su skaitymo taškų suma
Klausymo dalis	20	12,4	62,0	0,948	–	0,796
Skaitymo dalis	20	9,8	49,0	0,947	0,796	–

2025 M. UŽSIENIO K. (ANGLŲ) VBE I DALIES KLAUSIMAI, JŲ STATISTINIAI PARAMETRAI IR KLASIFIKAVIMAS

Toliau pateikiama 2025 m. užsienio k. (anglų) VBE I dalies atskirų klausimų formuluotės bei klausimų pagrindiniai statistiniai parametrai.

Listening Part 1

Part 1 (5 points, 1 point per item). You will hear some people talking about the positive aspects of fashion and lifestyle trends. For questions **1–5**, match each extract that you hear with one option from the list **B–G**. There is an example (0). There is **one option** that you do not need to use. You will hear the recording twice. You now have **30 seconds** to read the task.

The aspect the speaker admires most about fashion is that it

A *stimulates creativity and brings joy.*
B encourages continuous self-improvement.
C boosts social connections.
D reflects the evolution of cultural values.
E drives transformative technological innovation.
F fosters sustainable economic growth.
G respects historical traditions.

0. *Example 0* A
1. Speaker 1
2. Speaker 2
3. Speaker 3
4. Speaker 4
5. Speaker 5

Klausimas	*Taškai*	*Sunkumas*	*Skiriamoji geba*	*Koreliacija*
I_01_ATS1	1	58,7	65,7	0,533
I_01_ATS2	1	63,6	68,5	0,567
I_01_ATS3	1	70,9	63,0	0,558
I_01_ATS4	1	44,4	67,6	0,534
I_01_ATS5	1	63,8	65,8	0,541

Listening Part 2

Part 2 (4 points, 1 point per item). You will hear an interview with an expert in cybersecurity and digital law. For questions **6–9**, choose the correct answer. There is an example (0). You will hear the recording twice. Don't forget to scroll down to see all of the questions. You now have **one minute** to read the task.

0. What inspired the speaker to specialise in cyber law?

- ● *a specific case of misused personal data*
- ○ *a passage for technology*
- ○ *awareness of general online risks*

6. What does the speaker see as the major difficulty in handling identity theft cases?

- ○ tracing the source of the theft
- ○ restoring victims' confidence in online platforms
- ○ proving the theft of personal information

7. What is the biggest digital security mistake teenagers make on social media?

- ○ They do not adjust their privacy settings.
- ○ They accept friend requests from strangers.
- ○ They neglect to act when they notice suspicious activity.

8. What is the main future challenge to cyber law?

- ○ the loss of a vast amount of personal data online
- ○ the rise of artificial intelligence
- ○ establishing consistent laws to tackle international cybercrimes

9. According to the speaker, what is essential in keeping systems safe over time?

- ○ updating systems regularly
- ○ monitoring systems continuously
- ○ integrating security features from the start

PLAY: 1 / 1

Klausimas	*Taškai*	*Sunkumas*	*Skiriamoji geba*	*Koreliacija*

I_02_ATS1	1	69,7	54,1	0,467
I_02_ATS2	1	83,7	46,7	0,518
I_02_ATS3	1	67,8	44,5	0,377
I_02_ATS4	1	60,3	38,6	0,312

Listening Part 3

Part 3 (5 points, 1 point per item). You will hear an interview with a jazz singer. For questions **10–14**, choose the correct answer. There is an example (0). You will hear the recording twice. Don't forget to scroll down to see all of the questions. You now have **one minute** to read the task.

0. How does Jimmy describe his journey into jazz music?

- ○ *He was inspired by his mother's beautiful voice.*
- ○ *He realised his passion after performing in front of an audience.*
- ● *His love for jazz evolved gradually as he grew artistically.*

10. What is the singer's educational background in jazz?

- ○ He is entirely self-educated.
- ○ He took workshops but did not attend an academy.
- ○ He graduated from an academy.

11. What does the singer find most appealing about jazz?

- ○ It is vibrant and rich.
- ○ It is sophisticated and unpredictable.
- ○ It is structured and distinctive.

12. According to the singer, what makes jazz powerful?

- ○ Its ability to establish ties and spark change.
- ○ Its focus on technical brilliance and complex arrangements.
- ○ Its fixed forms and nostalgic connection to the past.

13. Which song did the singer find most demanding to perform?

- ○ The one with extreme vocal intensity.
- ○ The one needing precise timing.
- ○ The one focused on harmonic balance.

14. How does Jimmy describe the most suitable type of jazz for beginners?

- ○ fast and vibrant
- ○ structured and steady
- ○ spontaneous and rhythmic

PLAY: 1 / 1

Klausimas	*Taškai*	*Sunkumas*	*Skiriamoji geba*	*Koreliacija*

I_03_ATS1	1	79,6	58,8	0,585
I_03_ATS2	1	86,1	36,3	0,432
I_03_ATS3	1	68,9	70,4	0,607
I_03_ATS4	1	57,8	57,2	0,456
I_03_ATS5	1	83,7	45,2	0,498

Listening Part 4

Part 4 (6 points, 1 point per item). You will hear a talk about the future of meat production. Listen to the recording and complete gaps **15–20** in the text below. You may write **one word** only. Write the word exactly as you hear it. There is an example (0). You will hear the recording twice. You now have **one minute** to read the text.

At the moment, the meat movement is rather dynamic. Among the eye-catching advances already underway are a cowless *(0)* steak and a chickenless breast that will arrive on people's plates without an animal having to die. Science is now working to **(15)** _____ meat and other products to meet global food demands. Meat and other products will not be **(16)** _____ from animals and will safely and sustainably feed the growing world population. This **(17)** _____ examines the production of agricultural products from cell cultures, e.g., muscle cells are grown in tanks for the production of meat. This animal-free trend also applies to milk; yeast is modified with **(18)** _____ genetic material to produce a protein matching the one found in cows' milk. By offering a more sustainable solution, lab-grown meat has the **(19)** _____ to provide certain benefits, including reduced use of resources, less pollution, and lower greenhouse gas emissions. Additionally, it **(20)** _____ the risk of diseases being transmitted through food by eliminating the need for antibiotics and exposure to harmful pathogens.

PLAY: 1 / 1

Klausimas	*Taškai*	*Sunkumas*	*Diskriminacija*	*Koreliacija*
I_04_ATS1	1	62,5	78,1	0,640
I_04_ATS2	1	59,2	83,4	0,676
I_04_ATS3	1	31,2	72,8	0,616
I_04_ATS4	1	26,9	55,4	0,494
I_04_ATS5	1	45,6	73,5	0,587
I_04_ATS6	1	55,1	77,6	0,618

Reading Part 1

Part 1 (4 points, 1 point per item). Read the text about some of the scariest train routes sections in the world. For questions **1–4**, match each paragraph with the most suitable heading from the list **B–G**. There is one heading per paragraph. There are **two headings** that you do not need to use. There is an example (0).

Challenge the Rails!

0. *A The train might be underwater as well.*

You might not expect to find a genuinely dangerous railway somewhere as harmless as Devon, England, but the main railway line through the little town of Dawlish is notorious for its exposure to Atlantic storms, so the tracks themselves – which pretty much hug the water – sit entirely at the mercy of the sea. Trains that pass through are frequently battered by waves as they leave the station, often eclipsing them from sight entirely.

1. _____

The biggest complication faced during the construction of the Trans-Andean railroad was the Devil's Nose – a mountain with almost vertical slopes. To overcome this obstacle, a zigzag railroad was built. Even today it remains an impressive piece of engineering. The track drops 500 metres in about 12.5 km. That does not sound like much, but it will feel like it when you are going down at high altitudes. Trains pass through the Devil's Nose via switchbacks, meaning the train travels forth for a stretch, passes a junction, then continues down in reverse.

2. _____

The railway in Switzerland, climbing one of its most impressive mountains, is the steepest cogwheel railway in the world. The track itself is an engineering marvel, winding its way through the picturesque Swiss Alps. It is certainly a pretty journey, but the terrific feelings of tranquil air and gorgeous views might be somewhat diminished by the horrifying steepness of the track. The experience might be horrible when strong headwinds blow forcefully, opposing the forward motion of the train, which makes it difficult to maintain balance. Luckily, the railway's design prevents the cogwheels from requiring periodic diagnostics and derailing, despite the rails themselves being over 100 years old.

3. _____

This railway in New Zealand is not particularly out of the ordinary for most of its length. It crosses a bridge or two with vertical supports showing some signs of deterioration; minor repair work has been done over the years, so it is not exactly what you would call terrifying. Where things do get a little trickier, however, is at Gisborne Airport, where the railway crosses an active runway. At the airport, either the trains or planes are prevented from continuing while either the runway or the tracks are put into use. The runway the trains cross also happens to be the main strip, making it quite likely that these are the only trains in the world that navigate routes at both low elevations and high altitudes, with part of their journey managed by air traffic controllers.

4. _____

This train railroad crosses the Barron Gorge National Park, Australia. All this natural splendour is very inspiring, but not for those travellers who are afraid of heights and suffer from vertigo. Part of the way, trains pass over bridges where one can see a rainforest on one side and vertical cliffs on the other. The depth of sight of 730 metres of altitude climbing is very scary and might derail one's sense of balance. Built in a tropical dense rain forest since the late 1800s, the railroad has an amazing framework. As you move forward through the journey, the surrounding views become even more breathtaking, while looking back reveals the path you have already travelled. The route has changed little since then, despite some rail maintenance and refurbishment of the carriages in 1990.

A *The train might be underwater as well.*

B The train travels almost vertically.

C Dizziness at high altitudes is a problem.

D Additional coordination is required.

E The train moves backwards and forwards.

F The train has a tendency to derail.

G The track undergoes periodic maintenance.

Klausimas	*Taškai*	*Sunkumas*	*Diskriminacija*	*Koreliacija*
I_05_ATS1	1	58,2	63,8	0,514
I_05_ATS2	1	41,4	73,7	0,585
I_05_ATS3	1	59,5	61,2	0,489
I_05_ATS4	1	56,4	63,7	0,506

Reading Part 2

Part 2 (4 points, 1 point per item). Read the text about guinea pigs. For questions **5–8**, choose the correct answer. There is an example (0).

Guinea Pigs – Friends and Heroes

1. Guinea pigs, despite their name, are rodents and have no similar physical or behavioural traits to their namesakes. The origin of the name 'guinea pig' is unclear: some think their meat reminded Europeans of piglets; while others point to their squealing sounds or pig-like build. The name might also refer to the price of one guinea in 16th-century England, or to the countries of Guinea or Guiana, from where they were transported to European markets.

2. Guinea pigs are domesticated animals, originally from South America. While they are still eaten in some regions, they are mostly kept worldwide as affectionate pets. Domestication is believed to have occurred around 5000 BC. While domesticated guinea pigs have become extinct in the wild, they have wild cousins called 'wild cavies'. Unlike their wild counterparts, domesticated guinea pigs have undergone significant behavioural and physiological adaptations to thrive in human-managed environments, with their social structures often being influenced by the consistent presence of humans. Conversely, wild cavies continue to show intricate social hierarchies and territorial behaviours essential for survival in their natural, unpredictable habitats. Changes from domestication include increased body size, and different behaviours and hair colour. Wild cavies are naturally grey, while guinea pigs often have multi-coloured or white fur. Guinea pigs are not solitary; as herd animals, they thrive on human affection. They are crepuscular, meaning they are most active during the hours of dusk and dawn.

3. Domestication led to a substantial shift in the bio-behavioural profile of the guinea pig across all investigated domains in early and late adolescence. Young individuals already show adaptations that reflect the differences between the natural habitat and the man-made housing conditions these animals are exposed to. Higher levels of exploration and risk-taking, along with a high-alert response to danger, help wild cavies survive in their natural habitats. Their high hormonal stress responsiveness can be interpreted as a mechanism for energy mobilisation that is needed to meet these demands. By contrast, guinea pigs are adapted to a less hostile setting with much higher population densities.

4. In regular conversation, guinea pigs have almost become synonymous with scientific experimentation. Yet despite this ubiquitous metaphor, guinea pigs are not often the rodent of choice in modern scientific research. Some other rodent models are far more common, namely the mouse or the rat. The utility of these widespread rodent models is clear. They satisfy the normal standards for good animal models (e.g., easy and quick to breed, relatively low-cost). ***They*** have been well-characterised in a large variety of experimental techniques and lend themselves to some methods that are not currently possible with many other species.

5. The fact that guinea pigs have become shorthand for an experimental subject is no coincidence. The furry creatures have provided essential information to support biomedical research and the development of new medicines. Even though guinea pigs have contributed to 23 Nobel Prizes for medicine or physiology, and their contributions – which are often downplayed – extend far beyond traditional medical fields, they are overshadowed by other animals. However, despite their key role in many pioneering experiments, guinea pigs have sparked ongoing debates about the moral implications of their use in research. Concerns regarding the ethics of using guinea pigs in experiments continue to surface. Some scientists, however, breed them merely as tools for their ongoing experiments. Though small in size, the legacy of guinea pigs remains part of scientific history.

0. The introductory paragraph implies that guinea pigs

- ○ *originated in Guinea.*
- ○ *belong to the same species as pigs.*
- ● *have a name with an uncertain origin.*
- ○ *have similar character traits to pigs.*

5. According to scientists, guinea pigs

- ○ are most lively at night.
- ○ remain in the wild.
- ○ are sociable animals.
- ○ are protective of their space.

6. Behavioural studies comparing guinea pigs and wild cavies reveal that

- ○ wild cavies show calmer behaviour than guinea pigs.
- ○ guinea pigs show a reduced response to dangerous situations.
- ○ guinea pigs display greater investigative behaviour than wild cavies.
- ○ guinea pigs tolerate harsher conditions than wild cavies.

7. The underlined word *They* in paragraph 4 refers to

- ○ guinea pigs.
- ○ models.
- ○ standards.
- ○ rats and mice.

8. The text suggests that the use of guinea pigs in scientific research

- ○ is often exaggerated in terms of its significance.
- ○ has been limited in recent years due to ethical concerns.
- ○ has not received enough credit for its importance.
- ○ has received insufficient attention in relation to its moral implications.

I_06_ATS1	1	59,9	41,1	0,335
I_06_ATS2	1	63,7	65,3	0,538
I_06_ATS3	1	61,7	54,2	0,450
I_06_ATS4	1	41,2	56,3	0,448

Reading Part 3

Part 3 (6 points, 1 point per item). Read the text on technology-driven education. Six sentences have been removed from the text. For questions **9–14**, choose the most appropriate sentence from the list **B–H** that fits best in the text. There is **one sentence** that you do not need to use. There is an example (0).

Technology-Driven Education: A New Era of Learning

In an era marked by rapid technological advancements, education is undergoing a revolutionary transformation. The technology of education, once a mere facilitator, now shapes how we learn, teach, and interact in schools. It is redefining traditional learning methods and paving new paths for educational inclusivity and future readiness. Our journey through this transformation explores the immense potential and multifaceted challenges technology brings to education, setting the stage for an endless expansion of learning boundaries. ***(0)*** [A] .

In today's educational landscape, digital tools have become indispensable. Interactive technologies like smart whiteboards and digital textbooks are replacing traditional blackboards and printed materials, creating more engaging, responsive classroom environments. As these tools continue to evolve, the integration of educational technology is not only reshaping how learning is delivered but also improving accessibility. **(9)** [ ] . Weaker students are able to get more support, and those who are more capable can receive more challenging tasks. This shift is leading to a more inclusive and adaptive education system.

The incorporation of new digital resources, such as educational apps and online platforms, has further enhanced the teaching process, allowing educators to deliver lessons in more interactive and impactful ways. When implemented effectively, such methods can transform learning environments. Indeed, there is evidence that this is already happening. **(10)** [ ] . Due to an increasingly dynamic atmosphere, students who used to be lazy or easily demotivated are now more willing to contribute and be involved in their tasks and activities. This leads to better learning outcomes and higher enthusiasm from both students and teachers.

As we move forward, it is crucial to recognise that digital literacy has become as fundamental as traditional literacy. Preparing students for a digital future is now an essential goal of education. Technology in education goes beyond teaching the standard curriculum. Students today need more than subject-specific knowledge. **(11)** [ ] . Without these, success in the 21st century is more difficult, especially if a good level of digital proficiency has not been achieved.

Nevertheless, integrating technology into education comes with its own set of challenges, such as unequal access to digital tools, the need for robust cybersecurity measures, and the ongoing requirement for educator training. Many schools face difficulties in providing affordable devices and reliable internet connections, while data privacy risks call for stronger protections. **(12)** [ ] . By working together and partnering with tech companies to provide structured training for teachers, the obstacles can be overcome.

So, it is clear that when we look back, we have come a long way. In this rapidly evolving educational context, technology has emerged as a key driver of change. **(13)** [ ] . In order to stay relevant, our attitudes need to change. Humans also need to learn to adapt to new innovations, embracing them without losing sight of educationally sound approaches. Technology is enhancing the overall effectiveness of education, which is why it is so crucial for governments to provide adequate funding for current and future EdTech solutions.

Looking ahead, the prospects for education are boundless, with recent breakthroughs in educational technology – such as artificial intelligence, virtual learning spaces, and personalised digital systems – continually improving and opening up new opportunities for teaching and learning.

(14) [ ] . This is expected not only to transform the delivery of education but also reshape the very way in which students engage with learning, fostering a more personalised, dynamic, and accessible environment for future generations.

A *With the world swiftly moving towards all things digital, let's dive into the dynamic and transformative role of EdTech in revolutionising education.*

B Tackling these challenges requires shared responsibility and collaboration across the educational community.

C This means students with special educational needs can access appropriate material and change the font or size of the text.

D These programmes should focus on the latest educational technologies and teaching methodologies.

E According to a recent National Education Association report, classroom engagement has significantly improved.

F Consequently, a more inclusive, interactive, and imaginative learning experience will be provided.

G They also require technical skills, along with critical thinking, problem-solving, and adaptability.

H We should bear in mind, however, that digital transformations are not merely about adopting new tools but also about redefining how knowledge is shared and experienced in modern education.

Klausimas	*Taškai*	*Sunkumas*	*Diskriminacija*	*Koreliacija*
I_07_ATS1	1	60,3	54,0	0,442
I_07_ATS2	1	63,9	73,8	0,610
I_07_ATS3	1	68,7	60,9	0,525
I_07_ATS4	1	67,6	68,4	0,585
I_07_ATS5	1	45,1	58,5	0,464
I_07_ATS6	1	37,5	46,2	0,374

Reading Part 4

Part 4 (6 points, 1 point per item). Read the article about making choices. For questions **15–20**, complete the summary by inserting no more than **one word from the text**. There is an example (0).

I Can't Decide!

As a society of consumers built on a foundation of free will, it is not just that we prefer options to choose from – we expect them. Generally, the ability to choose is a good thing. It enables us to be the driver of our own destiny, fill our need for self-determination and express who we are to the world. Logic would assume that the more choices we have, the better the options, resulting in greater happiness by getting exactly what we want. But as our options have continued to increase, our everyday decisions have become more overwhelming – from the life-changing decisions of buying a home, choosing a career, a health plan, and a partner, to the mundane choices of deciding which of the 87 shades of white to paint the bedroom.

Could an increase in choices be decreasing our happiness? Scientists seem to think so. Through various behavioural studies, researchers have confirmed that being awash with choice is harmful to our psychological, biological, and emotional well-being. It is a cause of depression and anxiety over missed opportunities, and it plants unrealistically high expectations within us.

Dr Barry Schwartz from Swarthmore College in his research, 'The Paradox of Choice: Why More is Less', asserts that in developed Western societies, having increased options benefits people to a certain point, but as the number of choices keeps growing, we take less joy from the options we are given. The negatives then intensify until we become overloaded, and ultimately reach complete deadlock, where we end up making poor decisions or no decision at all.

Schwartz also suggests that people fall into two categories of decision-makers – the 'satisficer' or the 'maximiser'. Satisficers will look at their options and settle for something they consider good enough. As soon as an item fulfils a satisficer's criteria, the search is over, and other options become irrelevant. For them, choices are less significant, they do not place much value on choices, and they hardly ever agonise about the possibility that there might be something better. Maximisers set out to choose the absolute best and will not stop searching until they find it. The comparison of all options, fuelled by imagination about other possibilities – even ones that are not present – leads maximisers to try everything until they have found 'the one'. What is more, even once they have chosen the best option, they will continue to look for more, because now they might be able to find something even better than the best. So, it is no wonder that a maximiser usually suffers from anxiety when faced with numerous options, or that they are generally less happy with their decisions. How could they not be, when they think there is always something out there that will bring more happiness?

But here is the catch: human beings are fairly hopeless at predicting what will make us happy, or how long that happiness will last. Having lots of options only raises expectations. If jeans come in three hundred styles, then one of them ought to match exactly what we are looking for. If they only come in two styles, then perfection is never expected. So, when we evaluate things characteristically, we ask, 'Is this as good as I expected it to be?' And if you have hopes, the answer is more often than not going to be no. The world of choices has generated ridiculously unrealistically high hopes, and the result is that it becomes inevitable, as we are almost always disappointed, which highlights why, according to Schwartz, low expectations are key to happiness.

Summary

It is great to know that we have freedom and the ability to choose what to do and take charge of our own *(0)* destiny . Everyday decisions, and especially big ones like career choices, can be stressful and difficult. Whilst we might think that having more options in life brings more happiness, the **(15)** _____ suggests that this is not so. B. Schwartz reports that having too many choices increases anxiety and depression, leading to wasted time instead of bringing happiness. This might cause choice **(16)** _____ . Satisficers are those who are happy with 'a good enough' choice and quit searching when the set of their expectations and **(17)** _____ have been met, even if better options might exist. Satisficers are unlikely to **(18)** _____ over their choice, which, consequently, causes less stress; while maximisers put enormous effort into their decisions and spend longer researching the possibilities. Faced with alternatives, they become anxious because the constant **(19)** _____ and evaluation of not only what is available but also of what is hypothetically possible makes decisions harder to reach. Therefore, a plethora of choice leads to the curse of hopes which are too high, so when **(20)** _____ our level of satisfaction, we struggle not to be disappointed. This means few things in life are as good as we imagine.

I_08_ATS1	1	10,4	26,2	0,345
I_08_ATS2	1	32,5	64,9	0,543
I_08_ATS3	1	46,6	85,9	0,683
I_08_ATS4	1	52,8	86,4	0,687
I_08_ATS5	1	34,8	69,6	0,571
I_08_ATS6	1	17,9	44,7	0,460