

2025–2026 M. M. UŽSIENIO KALBOS
(ANGLŲ) VALSTYBINIO BRANDOS
EGZAMINO REZULTATAI
(pagrindinė sesija)

Turinys

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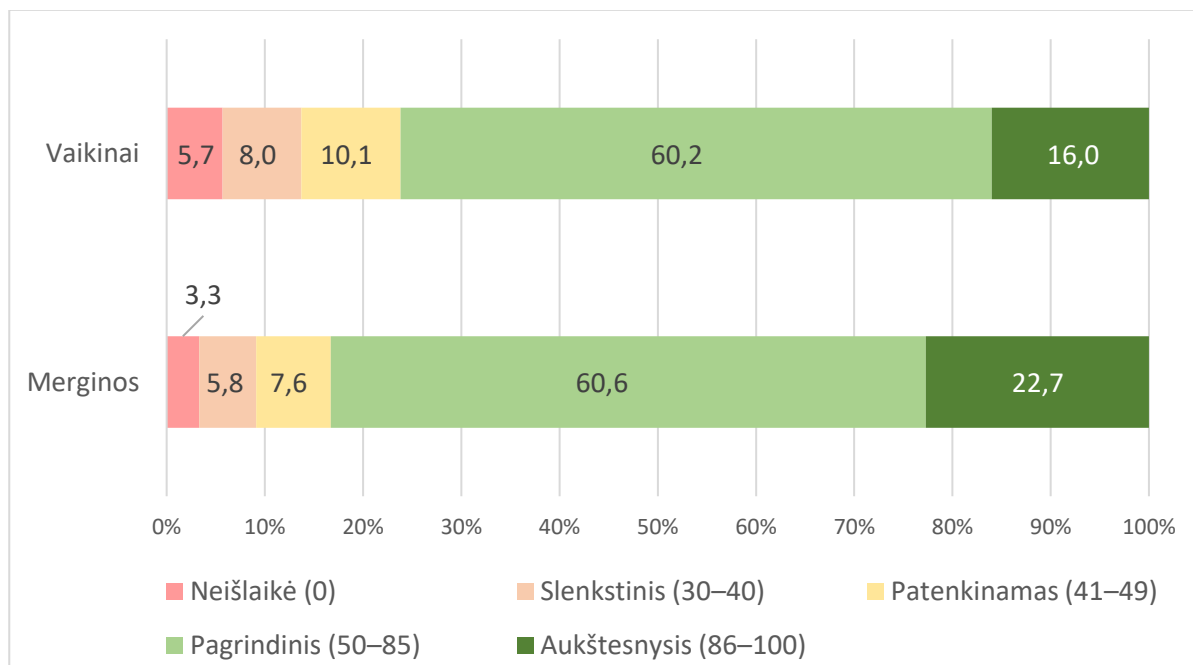
2025–2026 m. m. užsienio kalbos (anglų) valstybinio brandos egzamino bendri rezultatai

2025 m. birželio 10 d. įvyko užsienio kalbos (anglų) valstybinio brandos egzamino (VBE) pirmoji dalis (I), 2026 m. birželio 9 d. – antroji dalis (II). Iš viso egzaminą laikė 18 370 mokinių. Maksimali taškų suma, kurią galėjo surinkti kandidatai, buvo 100 taškų, minimali egzamino išlaikymo taškų sumos riba – 25 taškai. Užsienio kalbos (anglų) valstybinio brandos egzamino neišlaikė 4,5 proc. kandidatų, jie surinko nuo 3 iki 24 taškų.

Užsienio kalbos (anglų) valstybinio brandos egzamino kandidatų surinktų užduoties taškų vidurkis yra 61,7 taško, standartinis nuokrypis yra 19,74. Iš 100 galimų surinkti taškų daugiausia buvo surinkta 100 taškų. Merginos sudarė 48,7 proc. visų laikusiųjų egzaminą, jos vidutiniškai surinko 64,0 taško. Vaikinai sudarė 51,3 proc. visų laikusiųjų egzaminą, jie vidutiniškai surinko 59,5 taško. Egzamino neišlaikė 3,3 proc. merginų ir 5,7 proc. vaikinių.

Minimalus išlaikyto valstybinio brandos egzamino įvertinimas yra 30 balų, maksimalus – 100 balų. Visi kandidatai pagal gautą įvertinimą priskiriami vienam iš keturių pasiekimų lygių: slenkstiniam, patenkinamam, pagrindiniam ar aukštesniajam. Aukštesnįjį pasiekimų lygį pasiekė 19,3 proc. kandidatų, pagrindinį pasiekimų lygį pasiekė 60,4 proc., patenkinamą – 8,9 proc., slenkstinį – 6,9 proc. visų laikusiųjų egzaminą.

1 diagramoje pateiktas vaikinių ir merginų pasiskirstymas pagal pasiekimų lygius. Diagramoje prie pasiekimų lygio pavadinimo nurodyta, kiek valstybinio brandos egzamino balų jis atitinka.



1 diagrama. Užsienio kalbos (anglų) valstybinį brandos egzaminą laikusių vaikinių ir merginų pasiskirstymas pagal pasiekimų lygius

2025–2026 m. m. užsienio kalbos (anglų) VBE statistinė analizė

Užsienio kalbos (anglų) VBE sudaro dvi dalys. Jas ta pati kandidatų grupė laiko skirtingais mokslo metais: pirmąją dalį – III gimnazijos klasėje, antrąją dalį – IV klasėje. Kandidato įvertinimas yra abiejų dalių sudėtinis balas, todėl kandidatų rezultatų rodikliai – taškų vidurkis, pasiskirstymas ir patikimumo rodiklis – teikiami bendrai. Klausimų parametrai skaičiuojami kiekvienai daliai atskirai, nes dalys laikytos skirtingu laiku, skirtingu formatu ir vertintos skirtingu būdu; pirmosios ir antrosios dalių rodikliai tarpusavyje tiesiogiai nelyginami. Antrosios dalies rašymo ir kalbėjimo užduotys analizuojamos pagal vertinimo kriterijus.

Sudėtinio balo patikimumui įvertinti pateikiamas **stratifikuotas Kronbacho alfa (α) koeficientas**. Jis rodo, kurią kandidatų rezultatų skirtumų dalį lemia tikrieji pasiekimų skirtumai, o ne atsitiktiniai veiksniai. Kadangi egzaminą sudaro dvi skirtingais mokslo metais laikytos dalys, koeficientas skaičiuojamas kiekvieną dalį laikant atskiru vienetu. Vertinama, kaip tiksliai abi dalys kartu matuoja kandidato pasiekimus.

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

- **Klausimo sunkumas.** Tai visų kandidatų už klausimą surinktų taškų dalis nuo teoriškai galimos surinkti taškų sumos, išreikšta procentais. Jeigu klausimas vertinamas vienu tašku, sunkumas tiesiogiai rodo, kuri kandidatų dalis į jį atsakė teisingai:

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

- **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 yra maža. Panaši skiriamoji geba gali būti ir labai sunkaus klausimo, į kurį beveik niekas neatsakė teisingai. Neigiama skiriamosios gebos reikšmė rodo, kad silpnesnieji (sprendžiant pagal tos egzamino dalies, kurioje klausimas pateiktas, balą) už tą klausimą surinko daugiau taškų negu stipresnieji. Taigi neigiama skiriamoji geba – prasto klausimo požymis. Vidutinio sunkumo klausimams gera skiriamoji geba yra 40–50, labai gera – 60 ir daugiau. Šios ribos netaikytinos labai lengviems ir labai sunkiems klausimams: jei į klausimą atsakė teisingai beveik visi ar tik keli kandidatai, jo skiriamoji geba aritmetiškai negali būti didelė, ir tai nėra klausimo trūkumas. 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 egzamino dalimi.** Tai už klausimą surinktų taškų ir tos egzamino dalies, kurioje klausimas pateiktas, surinktų taškų koreliacijos koeficientas (apskaičiuojamas naudojant Pirsono koreliacijos koeficientą). Šis parametras rodo, kuria dalimi atskiras klausimas žinias ir gebėjimus matuoja taip, kaip ir visa tos dalies užduotis.

- **Klausimo koreliacija su egzamino taškais.** Tai už klausimą surinktų taškų ir visų egzamino surinktų taškų koreliacijos koeficientas (apskaičiuojamas naudojant Pirsono koreliacijos koeficientą). Šis parametras rodo, kuria dalimi atskiras klausimas žinias ir gebėjimus matuoja taip, kaip ir visas egzaminas.

Egzamino klausimai suskirstyti į penkias grupes pagal klausimų sunkumą, remiantis egzamino rezultatais:

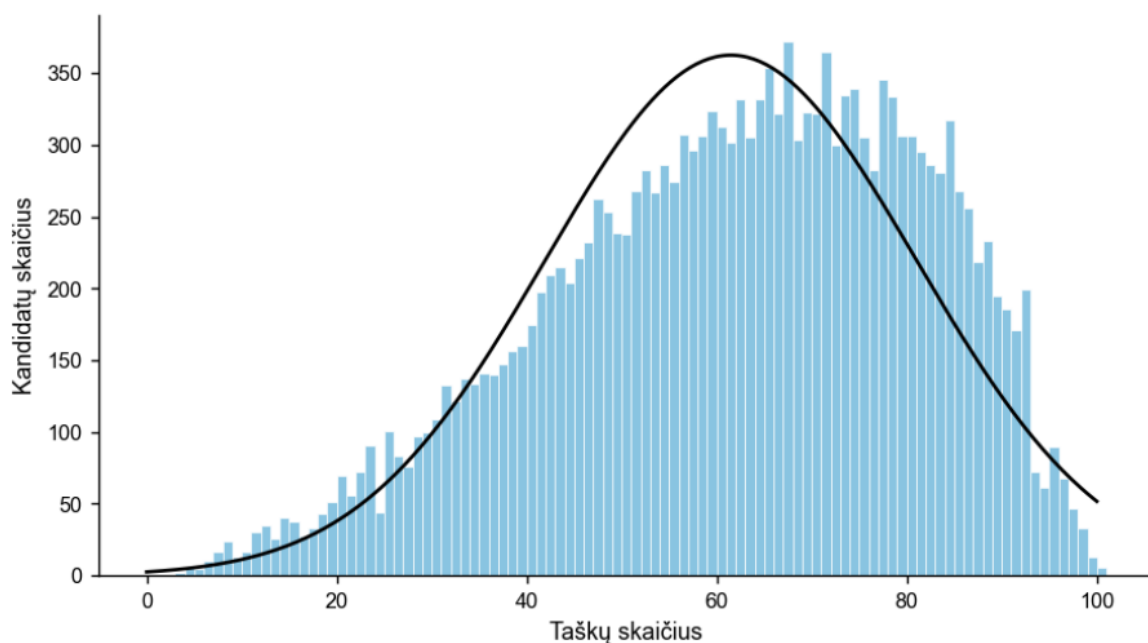
- **LL** – labai lengvi (vidutiniškai mokiniai surinko daugiau kaip 80 proc. taškų);
- **L** – lengvi (vidutiniškai mokiniai surinko 60–80 proc. taškų);
- **V** – vidutinio sunkumo (vidutiniškai mokiniai surinko 40–60 proc. taškų);
- **S** – sunkūs (vidutiniškai mokiniai surinko 20–40 proc. taškų);
-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

2025–2026 m. m. užsienio kalbos (anglų) VBE pirmąją ir antrąją dalis **pagrindinėje sesijoje** laikė 17 740 gimnazijos III ir IV kl. (11 ir 12 kl.) mokinių. Didžiausias galimas surinkti taškų skaičius buvo 100 taškų. Taškų vidurkis yra 61,5 taško. Pagrindinės šios egzamino dalies statistinės charakteristikos pateiktos 1 lentelėje.

1 lentelė. 2025–2026 m. m. užsienio kalbos (anglų) VBE pagrindinės statistinės charakteristikos

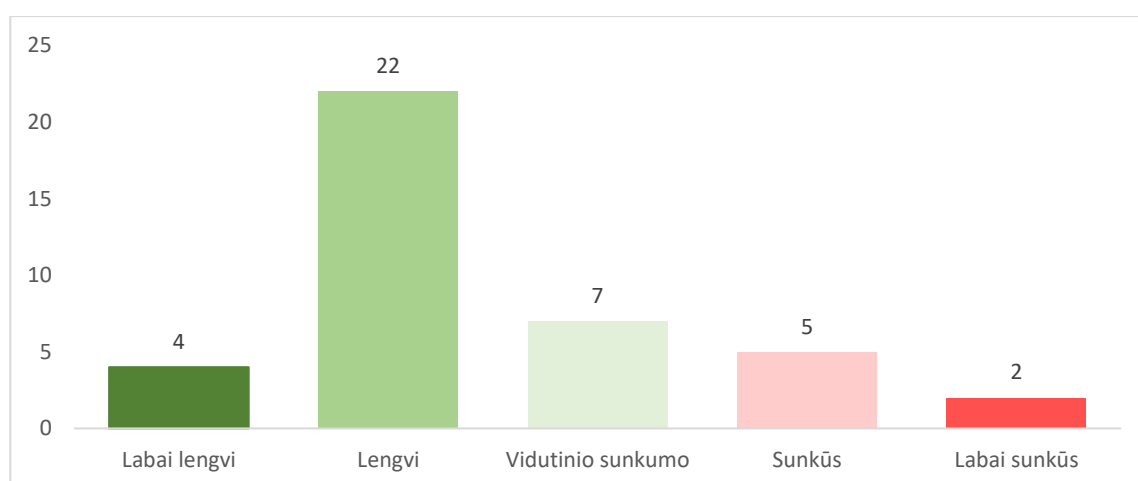
Egzaminą laikiusių kandidatų skaičius	17 740
VBE I dalies klausimų (ar jų dalių) skaičius	40
Maksimali galimų surinkti taškų suma	100
Kandidatų surinktų taškų vidurkis	61,5
Taškų standartinis nuokrypis	19,52
Mediana	63
Užduoties patikimumo indeksas (stratifikuotas Kronbacho alfa koeficientas)	0,917
Vidutinis VBE I dalies klausimo sunkumas	59,9
Vidutinė VBE I dalies klausimo skiriamoji geba	55,3

2 diagramoje pateiktas VBE kandidatų surinktų taškų pasiskirstymas.



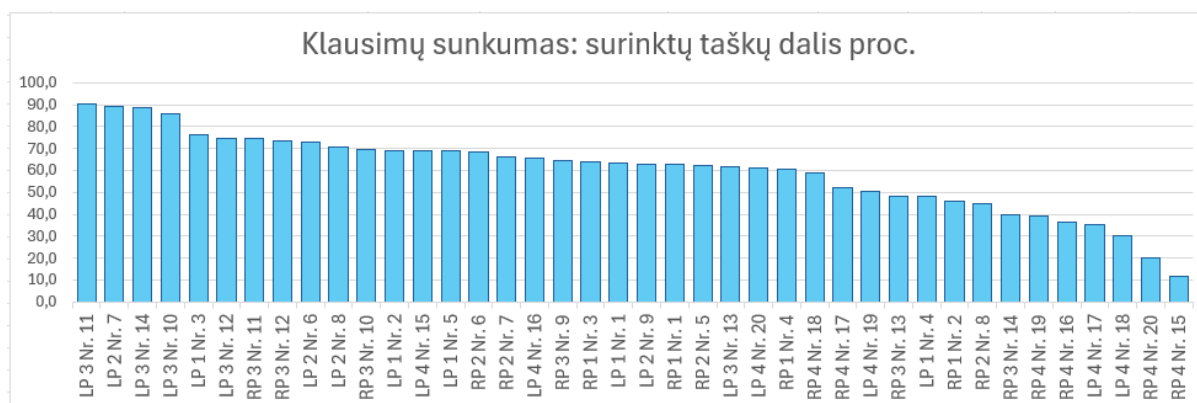
2 diagrama. 2025–2026 m. m. užsienio kalbos (anglų) VBE taškų pasiskirstymas

3 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 kalbos (anglų) VBE I dalies labai lengvus ir lengvus klausimus, kandidatai galėjo surinkti iki 26 taškų – į šiuos klausimus teisingai atsakė daugiau nei 60 proc. visų laikusiųjų egzaminą. Atsakydami į labai sunkius klausimus kandidatai galėjo surinkti iki 2 taškų, į sunkius – iki 5 taškų. Kiekvieną sunkų uždavinį išsprendė 20–40 proc., kiekvieną labai sunkų – mažiau nei 20 proc. kandidatų. Egzamino struktūroje vyrauja lengvi klausimai.



3 diagrama. Galimas surinkti taškų skaičius pagal faktinį klausimų sunkumą

4 diagramoje visi klausimai (jų sunkumas) yra išrikiuoti nuo lengviausio iki sunkiausio.



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

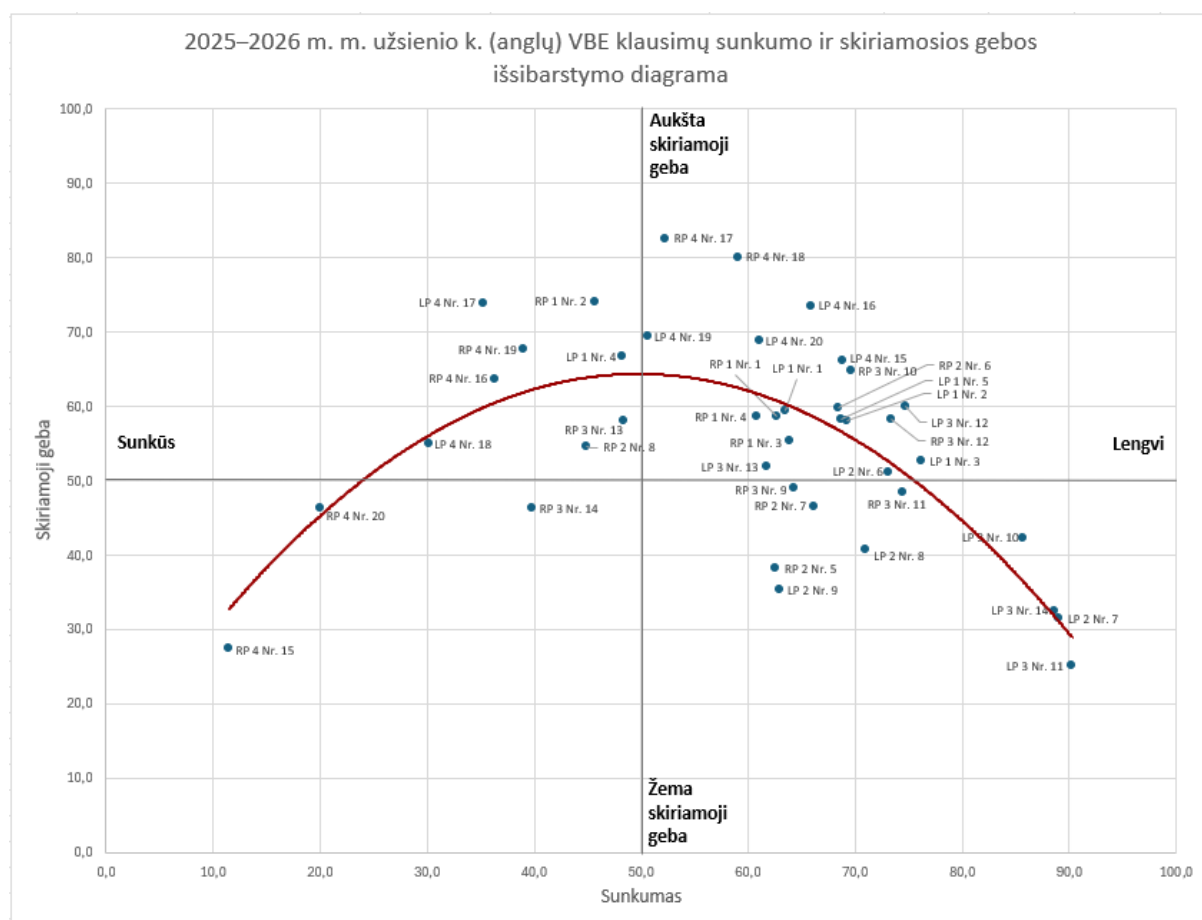
Visų 2025 m. užsienio kalbos (anglų) VBE I dalies klausimų parametų suvestinė pateikta 2 lentelėje.

2 lentelė. 2025 m. užsienio kalbos (anglų) VBE I dalies klausimų parametų suvestinė

Egzamino dalis	Klausimo Nr.	Taškai	Sunkumas		Skiriamoji geba	Koreliacija su egzamino dalimi	Koreliacija su egzamino taškais
Listening	Part 1 Nr. 1	1	63,5	L	59,4	0,452	0,413
Listening	Part 1 Nr. 2	1	69,2	L	58,0	0,471	0,450
Listening	Part 1 Nr. 3	1	76,2	L	52,6	0,465	0,447
Listening	Part 1 Nr. 4	1	48,2	V	66,8	0,482	0,409
Listening	Part 1 Nr. 5	1	68,7	L	58,3	0,459	0,400
Listening	Part 2 Nr. 6	1	73,0	L	51,2	0,421	0,370
Listening	Part 2 Nr. 7	1	89,0	LL	31,6	0,408	0,406
Listening	Part 2 Nr. 8	1	70,9	L	40,7	0,311	0,283
Listening	Part 2 Nr. 9	1	62,9	L	35,2	0,239	0,212
Listening	Part 3 Nr. 10	1	85,6	LL	42,3	0,482	0,471
Listening	Part 3 Nr. 11	1	90,3	LL	25,1	0,326	0,317
Listening	Part 3 Nr. 12	1	74,7	L	60,0	0,527	0,489
Listening	Part 3 Nr. 13	1	61,8	L	51,8	0,378	0,358
Listening	Part 3 Nr. 14	1	88,5	LL	32,4	0,399	0,376
Listening	Part 4 Nr. 15	1	68,8	L	66,2	0,540	0,488
Listening	Part 4 Nr. 16	1	65,9	L	73,5	0,586	0,524
Listening	Part 4 Nr. 17	1	35,2	S	73,8	0,563	0,516
Listening	Part 4 Nr. 18	1	30,1	S	54,9	0,426	0,401

Egzamino dalis	Klausimo Nr.	Taškai	Sunkumas		Skiriamoji geba	Koreliacija su egzamino dalimi	Koreliacija su egzamino taškais
Listening	Part 4 Nr. 19	1	50,7	V	69,4	0,508	0,476
Listening	Part 4 Nr. 20	1	61,0	L	68,8	0,521	0,487
Reading	Part 1 Nr. 1	1	62,7	L	58,6	0,440	0,376
Reading	Part 1 Nr. 2	1	45,7	V	74,1	0,541	0,440
Reading	Part 1 Nr. 3	1	63,8	L	55,3	0,414	0,344
Reading	Part 1 Nr. 4	1	60,8	L	58,6	0,431	0,385
Reading	Part 2 Nr. 5	1	62,5	L	38,3	0,267	0,244
Reading	Part 2 Nr. 6	1	68,4	L	59,7	0,471	0,417
Reading	Part 2 Nr. 7	1	66,1	L	46,5	0,354	0,308
Reading	Part 2 Nr. 8	1	44,8	V	54,6	0,383	0,335
Reading	Part 3 Nr. 9	1	64,2	L	49,0	0,357	0,337
Reading	Part 3 Nr. 10	1	69,6	L	64,7	0,529	0,503
Reading	Part 3 Nr. 11	1	74,4	L	48,4	0,414	0,415
Reading	Part 3 Nr. 12	1	73,4	L	58,2	0,497	0,480
Reading	Part 3 Nr. 13	1	48,4	V	58,0	0,406	0,382
Reading	Part 3 Nr. 14	1	39,7	S	46,4	0,323	0,310
Reading	Part 4 Nr. 15	1	11,5	LS	27,4	0,308	0,277
Reading	Part 4 Nr. 16	1	36,4	S	63,7	0,474	0,453
Reading	Part 4 Nr. 17	1	52,3	V	82,5	0,617	0,553
Reading	Part 4 Nr. 18	1	59,0	V	80,0	0,611	0,574
Reading	Part 4 Nr. 19	1	38,9	S	67,8	0,499	0,459
Reading	Part 4 Nr. 20	1	19,9	LS	46,4	0,415	0,383

Visų užsienio kalbos (anglų) valstybinio brandos egzamino klausimų išsibarstymas pagal jų sunkumą ir skiriamąją gebą pavaizduotas 5 diagramoje. Joje taškeliais pavaizduoti klausimai, o raudona parabolės linija – klausimus atitinkanti regresijos kreivė.



5 diagrama. 2025–2026 m. m. užsienio kalbos (anglų) VBE I dalies klausimų sunkumo ir skiriamosios gebos išsibarstymo diagrama

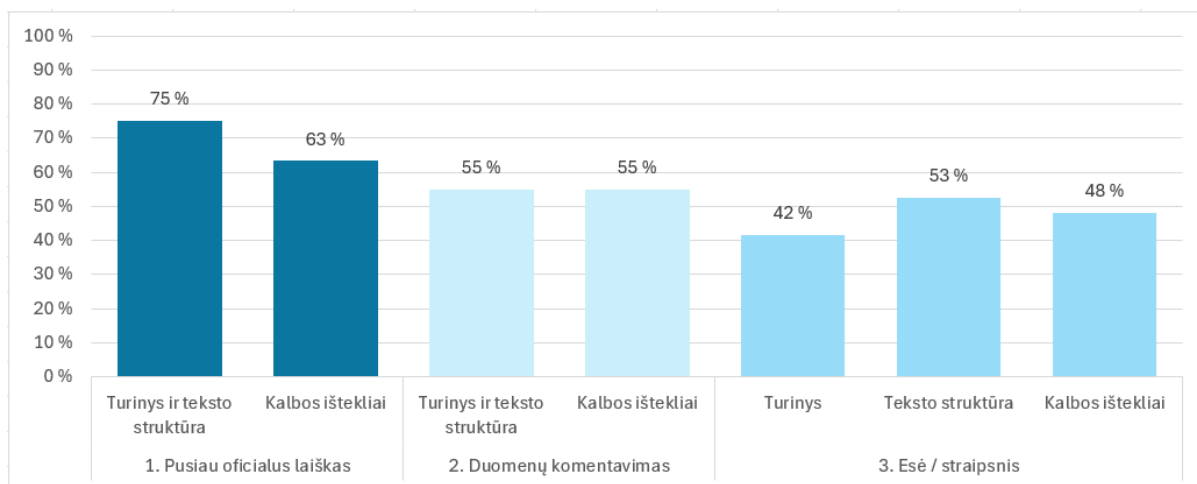
Užsienio kalbos (anglų) VBE patikimumas (stratifikuota Kronbacho $\alpha = 0,917$; atskirų dalių α atitinkamai lygi 0,916 ir 0,840) yra aukštas ir atitinka didelės svarbos pasiekimų patikrinimams keliamus reikalavimus. Pirmosios ir antrosios dalių balų koreliacija (0,667; įvertinus matavimo paklaidą – apie 0,760) rodo, kad abi dalys matuoja susijusius, bet ne tapačius gebėjimus. Matavimo standartinė paklaida yra 5,6 taško, todėl 95 proc. pasikliautinis intervalas lygus maždaug ± 11 taškų. Paklaida didesnė aukščiausių rezultatų srityje, kur yra apie 5 proc. kandidatų.

Rašymo dalies statistinė analizė

6 diagramoje yra pateikti užsienio kalbos (anglų) VBE II dalies rašymo dalies vertinimo rezultatai pagal atskirus kriterijus. Rašymo dalį sudaro trys dalys (pusiau oficialaus laiško, duomenų komentavimo ir esė / straipsnio). Šių dalių vertinimo rezultatų suvestinė ir tarpusavio koreliacijos yra pateiktos 3 lentelėje.

3 lentelė. 2025–2026 m. m. užsienio kalbos (anglų) rašymo dalies vertinimo suvestinė

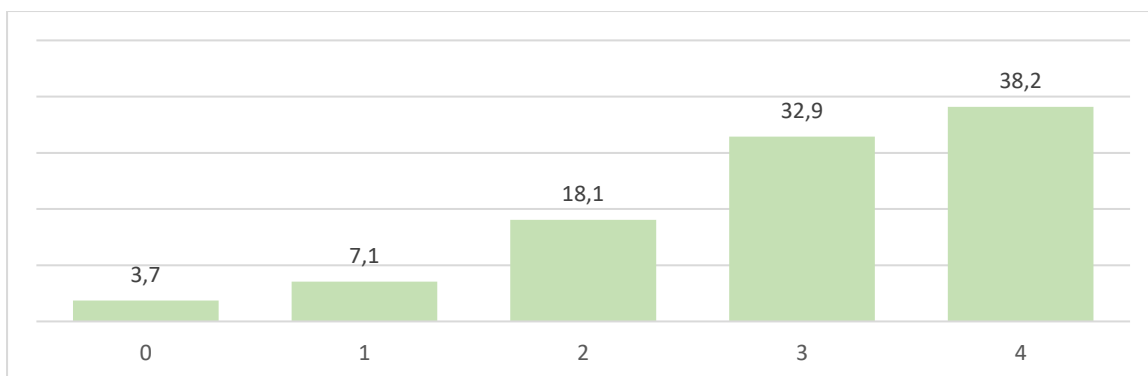
	Koreliacija			
	su visu testu	su laiško bendrais taškais	su duomenų komentavimo bendrais taškais	su esė / straipsnio bendrais taškais
Rašymo dalis	0,864	0,801	0,809	0,933
Pusiau oficialus laiškas	0,730		0,631	0,606
Duomenų komentavimas	0,718	0,631		0,601
Esė / straipsnis	0,780	0,606	0,601	
Laiško turinys ir struktūra	0,650	0,928	0,572	0,544
Laiško kalbos ištekliai	0,691	0,895	0,585	0,570
Duomenų komentavimo turinys ir struktūra	0,640	0,570	0,935	0,546
Duomenų komentavimo kalbos ištekliai	0,709	0,618	0,933	0,583
Esė / straipsnio turinys	0,723	0,547	0,549	0,953
Esė / straipsnio struktūra	0,729	0,578	0,574	0,948
Esė / straipsnio kalbos ištekliai	0,765	0,602	0,588	0,949



6 diagrama. Rašymo dalies vertinimo rezultatai pagal kriterijus

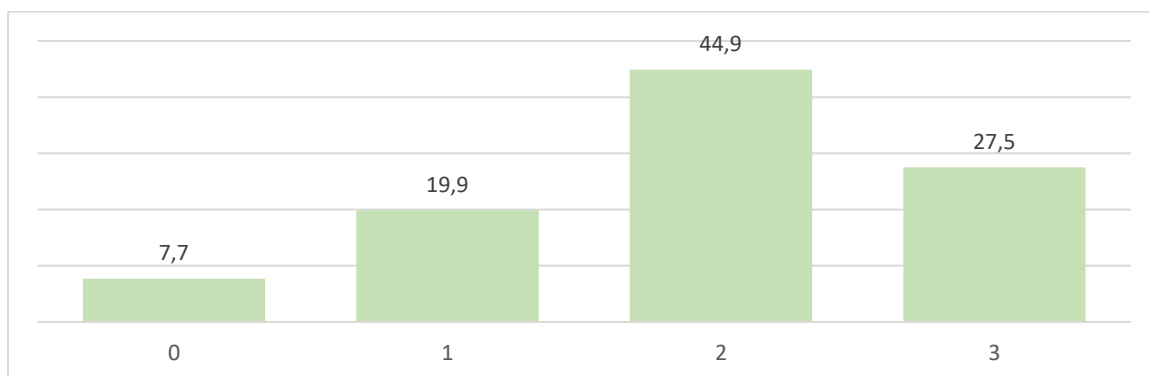
Pusiau oficialaus laiško vertinimo taškų pasiskirstymas pagal atskirus kriterijus

Turinio ir struktūros vertinimas



7 diagrama. Rezultatų pasiskirstymas procentais pagal pusiau oficialaus laiško turinio ir struktūros vertinimo taškus

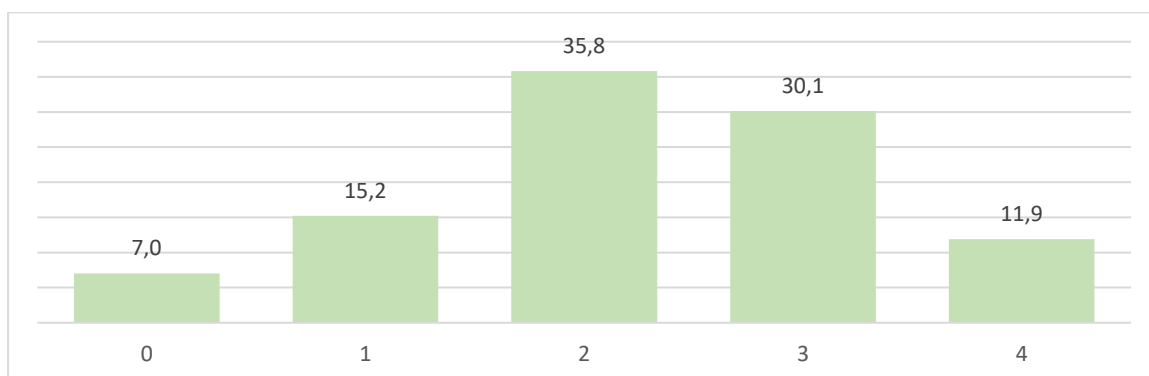
Kalbos išteklių vertinimas



8 diagrama. Rezultatų pasiskirstymas procentais pagal pusiau oficialaus laiško kalbos išteklių vertinimo taškus

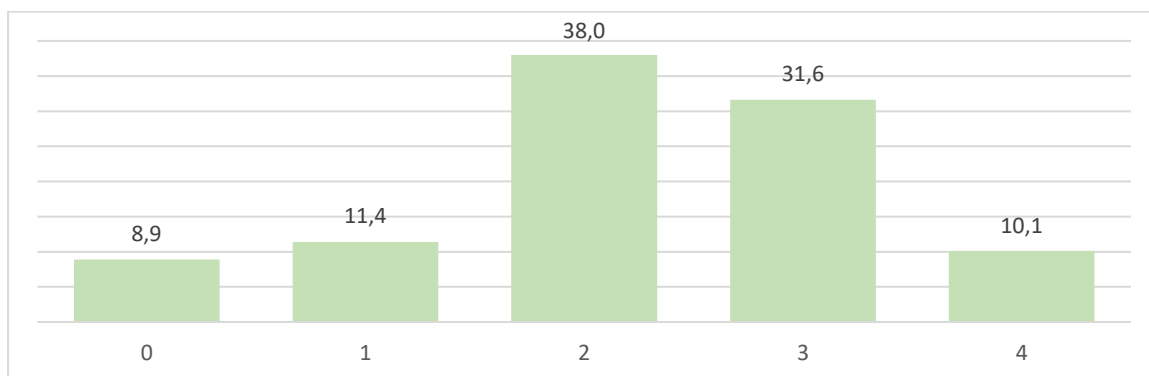
Duomenų komentavimo vertinimo taškų pasiskirstymas pagal atskirus kriterijus

Turinio ir struktūros vertinimas



9 diagrama. Rezultatų pasiskirstymas procentais pagal duomenų komentavimo turinio ir struktūros vertinimo taškus

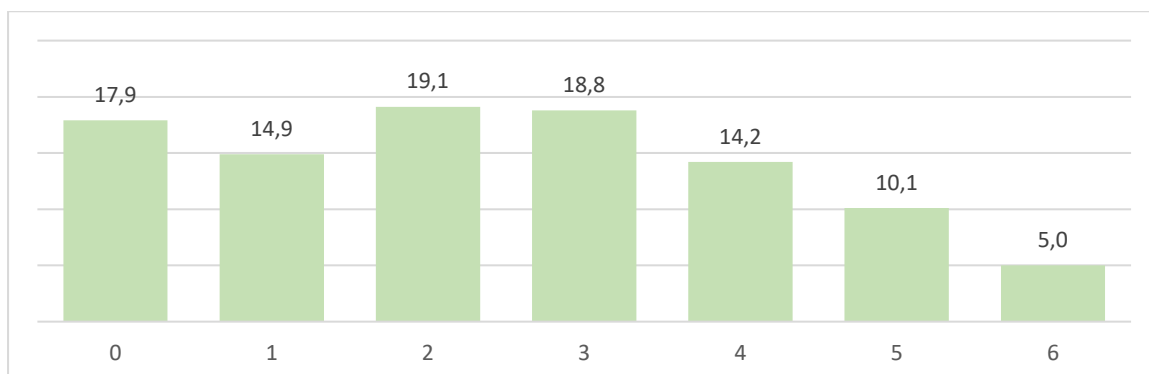
Kalbos išteklių vertinimas



10 diagrama. Rezultatų pasiskirstymas procentais pagal duomenų komentavimo kalbos išteklių vertinimo taškus

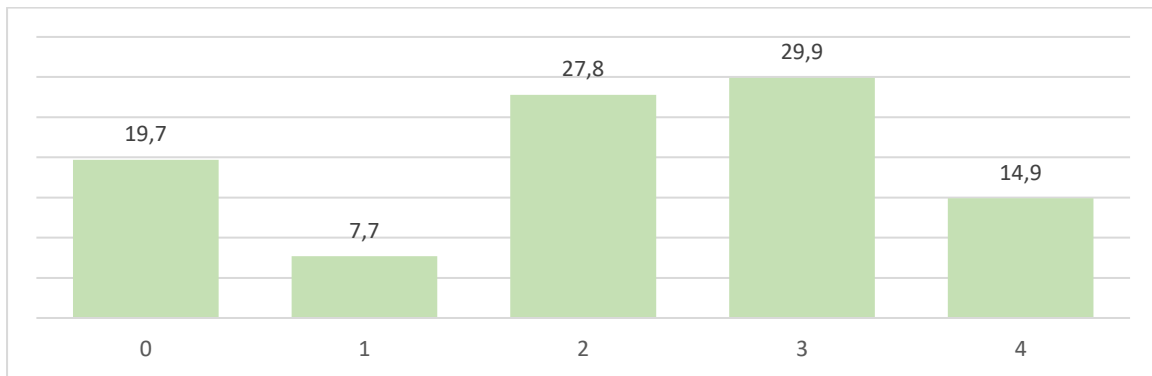
Esė / straipsnio vertinimo taškų pasiskirstymas pagal atskirus kriterijus

Turinio vertinimas



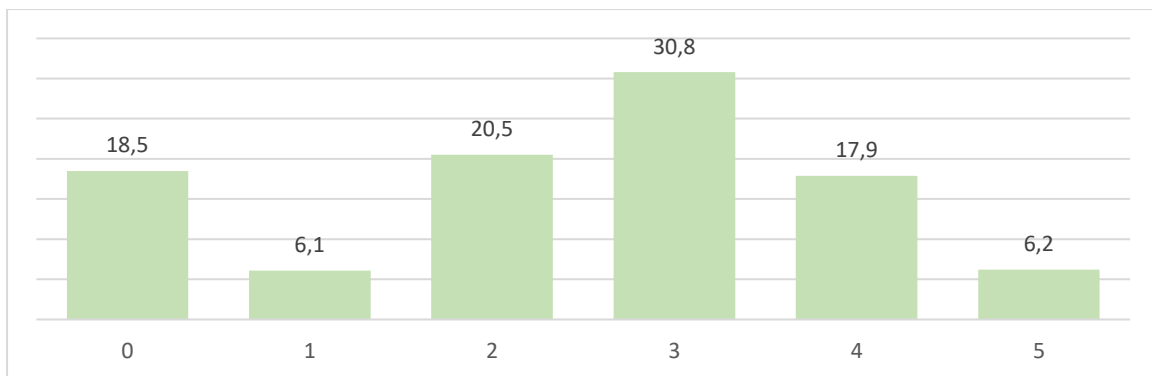
11 diagrama. Rezultatų pasiskirstymas procentais pagal esė / straipsnio turinio vertinimo taškus

Teksto struktūros vertinimas



12 diagrama. Rezultatų pasiskirstymas procentais pagal esė / straipsnio teksto struktūros vertinimo taškus

Kalbos išteklių vertinimas

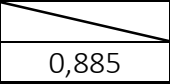


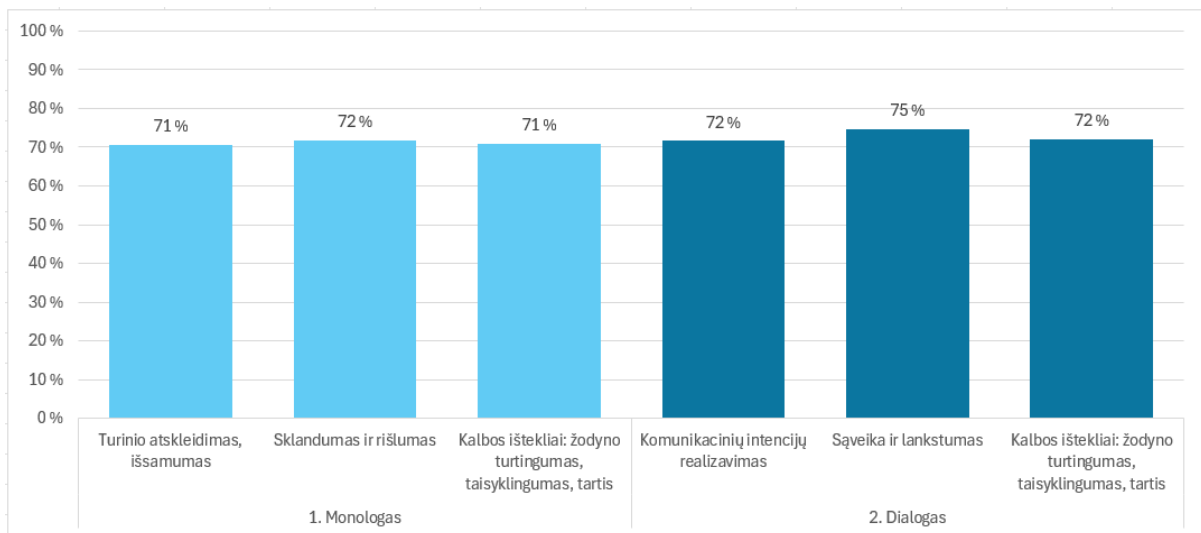
13 diagrama. Rezultatų pasiskirstymas procentais pagal esė / straipsnio kalbos išteklių vertinimo taškus

Kalbėjimo dalies statistinė analizė

14 diagramoje yra pateikti užsienio kalbos (anglų) VBE II dalies kalbėjimo vertinimo rezultatai pagal atskirus kriterijus. Kalbėjimo dalis buvo vykdoma 2026 m. balandžio 1–3 dienomis; ją sudarė dvi dalys – monologas ir dialogas. Šių dalių tarpusavio ir rašymo dalies koreliacijos pateiktos 4 lentelėje.

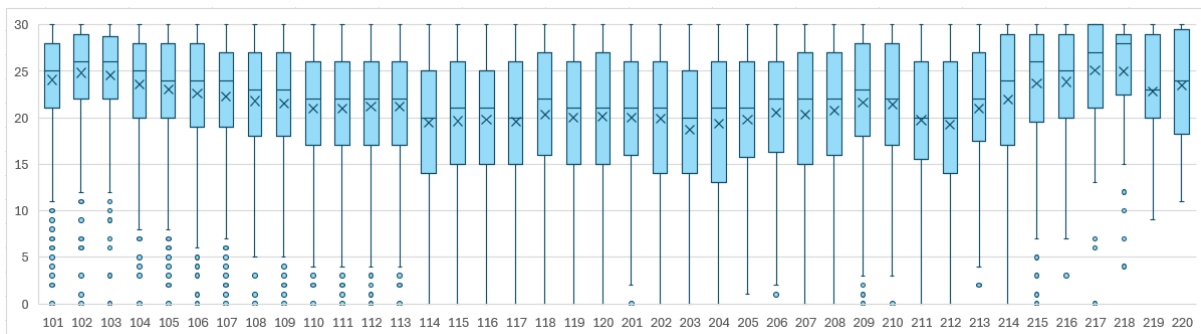
4 lentelė. 2025–2026 m. m. užsienio kalbos (anglų) kalbėjimo dalies vertinimo suvestinė

	Koreliacija					
	su visu testu	su monologo bendrais taškais	su dialogo bendrais taškais	su laiško bendrais taškais	su duomenų komentavimo bendrais taškais	su esė bendrais taškais
Kalbėjimo dalis	0,817	0,970	0,971	0,534	0,512	0,514
Monologas	0,795		0,885	0,524	0,503	0,504
Dialogas	0,790			0,512	0,491	0,493
Monologo turinio atskleidimas, išsamumas	0,752	0,952	0,837	0,499	0,479	0,479
Monologo sklandumas ir rišlumas	0,748	0,955	0,839	0,495	0,480	0,477
Monologo kalbos ištekliai	0,769	0,948	0,850	0,502	0,476	0,482
Dialogo komunikacinių intencijų realizavimas	0,741	0,817	0,948	0,479	0,465	0,466
Dialogo sąveika ir lankstumas	0,731	0,823	0,948	0,477	0,460	0,458
Dialogo kalbos ištekliai	0,771	0,871	0,941	0,499	0,468	0,476



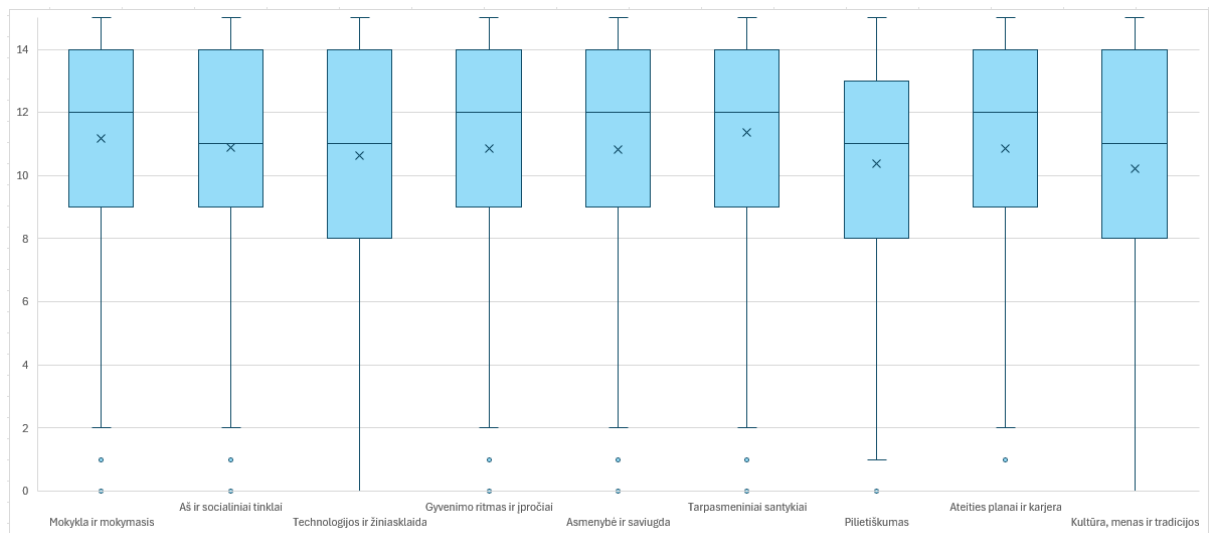
14 diagrama. Kalbėjimo dalies vertinimo rezultatai pagal kriterijus

15 diagramoje pavaizduotas taškų pasiskirstymas pagal užduotis. Surinktų taškų medianų intervalas yra nuo 20 iki 28 taškų. Vidurkiai svyruoja nuo 18,8 iki 25,1 taško. Diagramos apačioje matomos išskirtys – pavieniai 0–12 taškų rezultatai. Išskirtys matomos tik tose užduotyse, kurių rezultatai mažiau išsibarstę.



15 diagrama. Kalbėjimo dalies taškų pasiskirstymas pagal užduotis

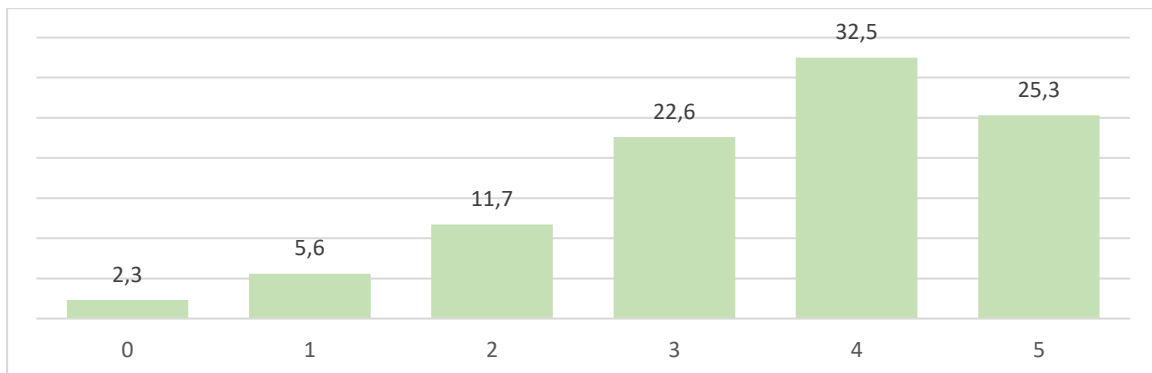
16 diagramoje pateiktas dialogo dalies taškų pasiskirstymas pagal pokalbių temines sritis. Rezultatai labai panašūs: surinktų taškų medianos yra 11 ir 12 taškų, o vidurkiai svyruoja nuo 10,2 iki 11,4 taško. Diagramos apačioje matomos išskirtys – pavieniai labai žemi (0–1 taško) rezultatai. Išskirtys matomos tik tose srityse, kurių rezultatai mažiau išsibarstę.



16 diagrama. Dialogo dalies taškų pasiskirstymas pagal pokalbio teminę sritį

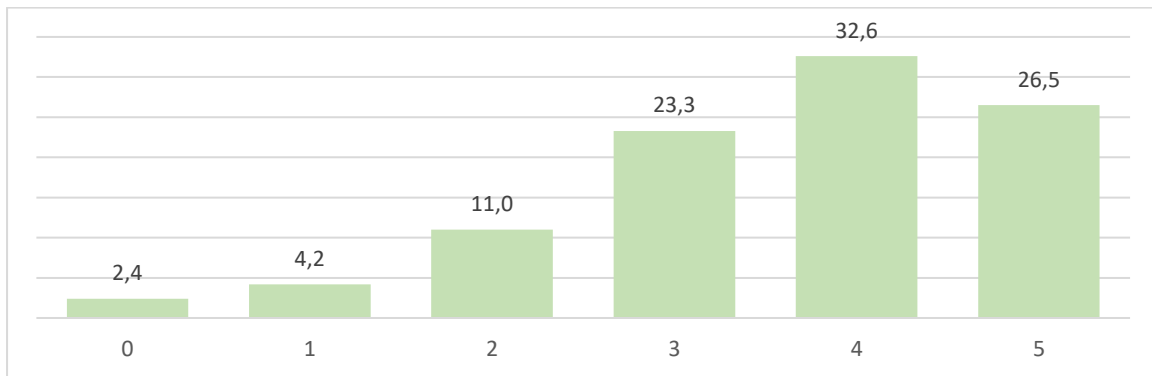
Monologo vertinimo taškų pasiskirstymas pagal atskirus kriterijus

Turinio atskleidimas, išsamumas



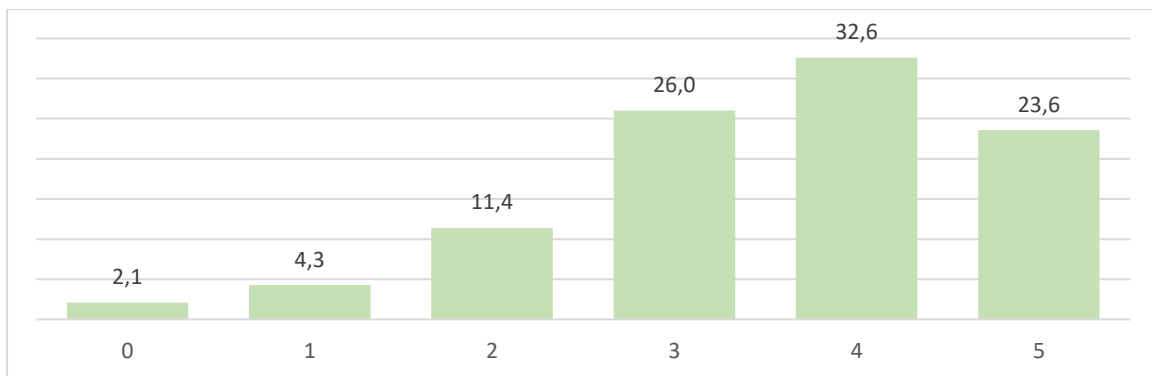
17 diagrama. Rezultatų pasiskirstymas procentais pagal monologo turinio atskleidimo, išsamumo vertinimo taškus

Sklandumas ir rišlumas



18 diagrama. Rezultatų pasiskirstymas procentais pagal monologo sklandumo ir rišlumo vertinimo taškus

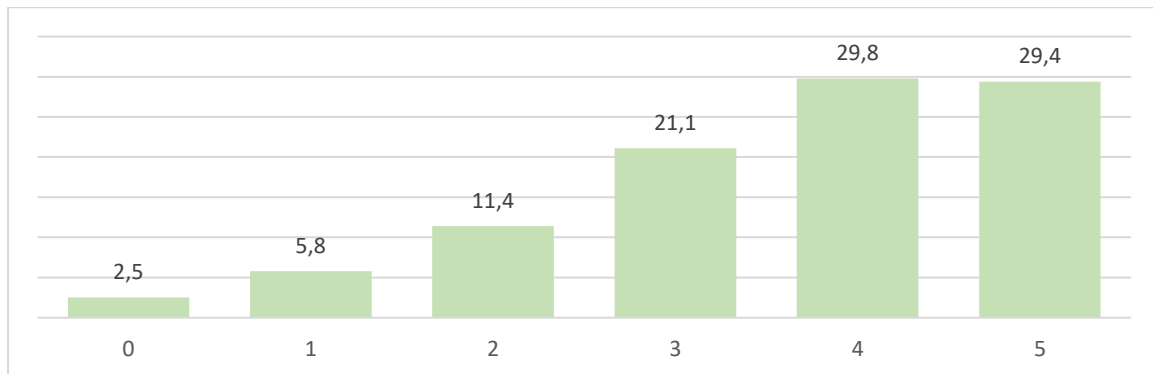
Kalbos ištekliai



19 diagrama. Rezultatų pasiskirstymas procentais pagal monologo kalbos išteklių vertinimo taškus

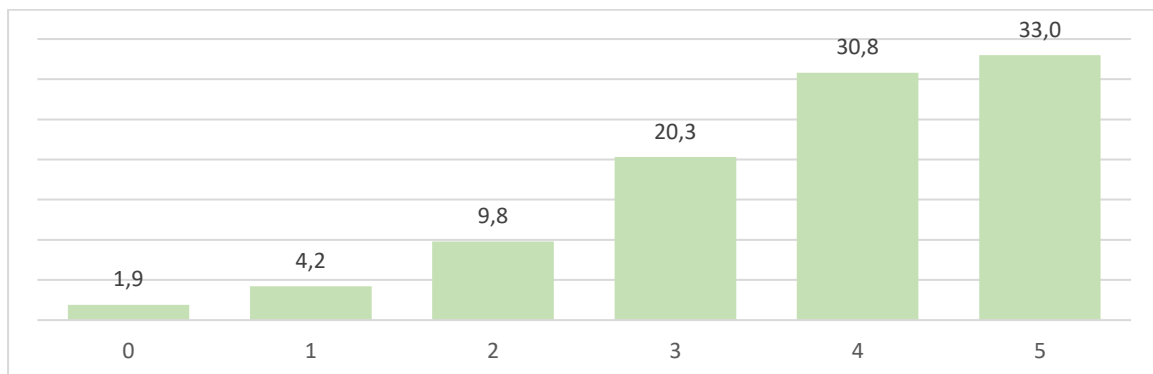
Dialogo vertinimo taškų pasiskirstymas pagal atskirus kriterijus

Komunikacinių intencijų realizavimas



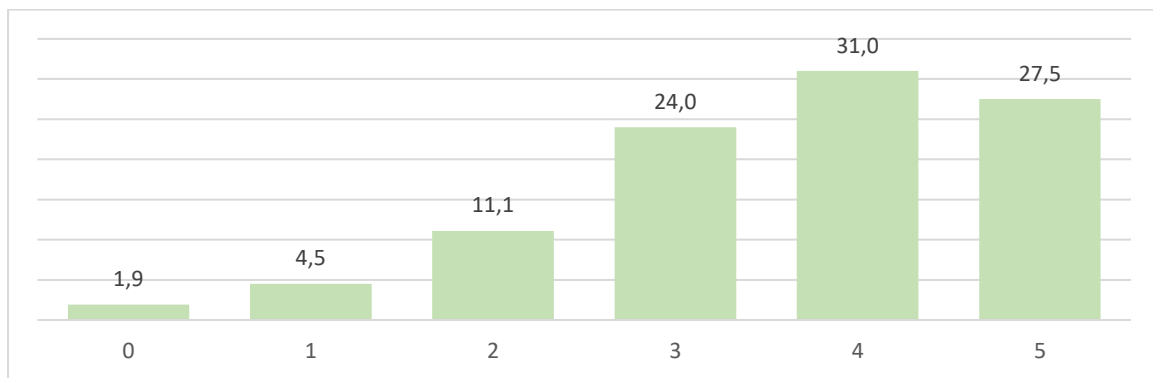
20 diagrama. Rezultatų pasiskirstymas procentais pagal dialogo komunikacinių intencijų realizavimo vertinimo taškus

Sąveika ir lankstumas



21 diagrama. Rezultatų pasiskirstymas procentais pagal dialogo sąveikos ir lankstumo vertinimo taškus

Kalbos ištekliai



22 diagrama. Rezultatų pasiskirstymas procentais pagal dialogo kalbos išteklių vertinimo taškus

2025–2026 m. m. užsienio kalbos (anglų) VBE klausimai ir jų statistiniai parametrai

Toliau pateikiama 2025–2026 m. m. užsienio kalbos (anglų) VBE pagrindinės sesijos atskirų klausimų formuluotės ir klausimų pagrindiniai statistiniai parametrai.

VBE pirmosios dalies klausimai

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 ▼

PLAY: 1 / 1
⏮️ ————— ⏭️

Klausimas	Taškai	Sunkumas	Skiriamoji geba	Koreliacija su egzamino dalimi	Koreliacija su egzamino taškais
LP 1 Nr. 1	1	63,5	59,4	0,452	0,413
LP 1 Nr. 2	1	69,2	58,0	0,471	0,450
LP 1 Nr. 3	1	76,2	52,6	0,465	0,447
LP 1 Nr. 4	1	48,2	66,8	0,482	0,409
LP 1 Nr. 5	1	68,7	58,3	0,459	0,400

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 passion 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 su egzamino dalimi	Koreliacija su egzamino taškais
LP 2 Nr. 6	1	73,0	51,2	0,421	0,370
LP 2 Nr. 7	1	89,0	31,6	0,408	0,406
LP 2 Nr. 8	1	70,9	40,7	0,311	0,283
LP 2 Nr. 9	1	62,9	35,2	0,239	0,212

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

<i>Klausimas</i>	<i>Taškai</i>	<i>Sunkumas</i>	<i>Skiriamoji geba</i>	<i>Koreliacija su egzamino dalimi</i>	<i>Koreliacija su egzamino taškais</i>
LP 3 Nr. 10	1	85,6	42,3	0,482	0,471
LP 3 Nr. 11	1	90,3	25,1	0,326	0,317
LP 3 Nr. 12	1	74,7	60,0	0,527	0,489
LP 3 Nr. 13	1	61,8	51,8	0,378	0,358
LP 3 Nr. 14	1	88,5	32,4	0,399	0,376

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.



<i>Klausimas</i>	<i>Taškai</i>	<i>Sunkumas</i>	<i>Skiriamoji geba</i>	<i>Koreliacija su egzamino dalimi</i>	<i>Koreliacija su egzamino taškais</i>
LP 4 Nr. 15	1	68,8	66,2	0,540	0,488
LP 4 Nr. 16	1	65,9	73,5	0,586	0,524
LP 4 Nr. 17	1	35,2	73,8	0,563	0,516
LP 4 Nr. 18	1	30,1	54,9	0,426	0,401
LP 4 Nr. 19	1	50,7	69,4	0,508	0,476
LP 4 Nr. 20	1	61,0	68,8	0,521	0,487

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.

<i>Klausimas</i>	<i>Taškai</i>	<i>Sunkumas</i>	<i>Skiriamoji geba</i>	<i>Koreliacija su egzamino dalimi</i>	<i>Koreliacija su egzamino taškais</i>
RP 1 Nr. 1	1	62,7	58,6	0,440	0,376
RP 1 Nr. 2	1	45,7	74,1	0,541	0,440

<i>Klausimas</i>	<i>Taškai</i>	<i>Sunkumas</i>	<i>Skiriamoji geba</i>	<i>Koreliacija su egzamino dalimi</i>	<i>Koreliacija su egzamino taškais</i>
RP 1 Nr. 3	1	63,8	55,3	0,414	0,344
RP 1 Nr. 4	1	60,8	58,6	0,431	0,385

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

- 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.
- 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.
- 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.
- 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.
- 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>Klausimas</i>	<i>Taškai</i>	<i>Sunkumas</i>	<i>Skiriamoji geba</i>	<i>Koreliacija su egzamino dalimi</i>	<i>Koreliacija su egzamino taškais</i>
RP 2 Nr. 5	1	62,5	38,3	0,267	0,244
RP 2 Nr. 6	1	68,4	59,7	0,471	0,417
RP 2 Nr. 7	1	66,1	46,5	0,354	0,308
RP 2 Nr. 8	1	44,8	54,6	0,383	0,335

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 A–H that fits best in the text. There is **one sentence** that you do not need to use. There is an example (X).

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.

(X) 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) B. 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) C. 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) D. 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) E. 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) F. 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) G. 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.

<i>Klausimas</i>	<i>Taškai</i>	<i>Sunkumas</i>	<i>Skiriamoji geba</i>	<i>Koreliacija su egzamino dalimi</i>	<i>Koreliacija su egzamino taškais</i>
RP 3 Nr. 9	1	64,2	49,0	0,357	0,337
RP 3 Nr. 10	1	69,6	64,7	0,529	0,503
RP 3 Nr. 11	1	74,4	48,4	0,414	0,415
RP 3 Nr. 12	1	73,4	58,2	0,497	0,480
RP 3 Nr. 13	1	48,4	58,0	0,406	0,382
RP 3 Nr. 14	1	39,7	46,4	0,323	0,310

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>Klausimas</i>	<i>Taškai</i>	<i>Sunkumas</i>	<i>Skiriamoji geba</i>	<i>Koreliacija su egzamino dalimi</i>	<i>Koreliacija su egzamino taškais</i>
RP 4 Nr. 15	1	11,5	27,4	0,308	0,277
RP 4 Nr. 16	1	36,4	63,7	0,474	0,453
RP 4 Nr. 17	1	52,3	82,5	0,617	0,553
RP 4 Nr. 18	1	59,0	80,0	0,611	0,574
RP 4 Nr. 19	1	38,9	67,8	0,499	0,459
RP 4 Nr. 20	1	19,9	46,4	0,415	0,383

VBE antrosios dalies užduotis

Part 1 (7 points). Semi-formal email

An international educational technology company is developing a new app to help students manage their studies. They are looking for students from different countries to join a testing programme to try out the app before its official release.

Write an email to the programme coordinator. In your email:

- outline why such an app could be useful for students your age;
- explain what personal qualities you have that would make you a good tester;
- describe two study-related features you would like the app to have.

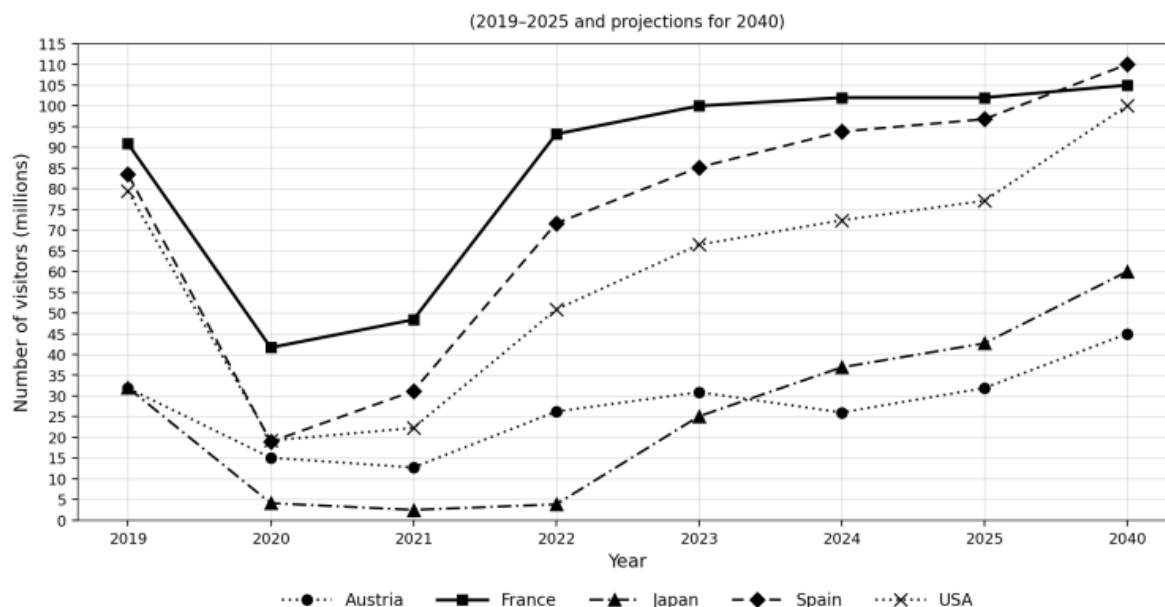
Sign your email as Alex Brown.

You should write at least 150 words. Please count the number of words, and write the word count on the Answer Sheet in the space below your email.

Part 2 (8 points). Data description

You are volunteering at the City Tourism Office and have been asked to write a report based on the line graph. Highlight the main trends, outlining the similarities and differences among the countries from 2019 to 2025, as well as the projections for 2040.

Most Visited Countries in the World



You should write at least 150 words. Please count the number of words, and write the word count on the Answer Sheet in the space below your report.

Part 3 (15 points). Article

The international magazine *Next Generation* is inviting students from around the world to submit articles for a special edition on young people's attitudes to life.

Write an article for this magazine addressing the following topic:

Idealism is often associated with young people and their belief that they can make the world better.

Discuss why this belief is so common among young people.

In your article, provide at least two arguments to support your view.

*You should write at least **250 words**. Please count the number of words, and write the word count on the Answer Sheet in the space below your article.*
