Junta de Castilla y León
Consejería de Educación

PREMIO EXTRAORDINARIO DE BACHILLERATO 2025-2026

ENGLISH LANGUAGE

General assessment criteria:

1. **Reading comprehension.** Students must:
   - ✓ Demonstrate precise understanding of explicit details and implicit meaning in a text.
   - ✓ Provide accurate, relevant, and clearly expressed answers to questions based on a text.
   - ✓ Prove ability to paraphrase rather than copy.

2. **English in Use.** Students must:
   - ✓ Show a clear understanding of vocabulary as used in context.
   - ✓ Use grammatical structures to rephrase sentences without changing their meaning.

3. **Written expression.** The following will be assessed:
   - ✓ **Task Achievement.**

   Focus: How well the student addresses the task and develops their ideas.
   Looks at clarity of position, relevance to the prompt, and how well arguments are supported.
   - ✓ **Coherence & Organisation.**

   Focus: How clearly and logically the ideas are structured.
   Includes logical progression, paragraphing, and appropriate use of linking devices.
   - ✓ **Range of Language.**

   Focus: The variety and sophistication of vocabulary and grammatical structures used.
   Assesses lexical richness and syntactic diversity.
   - ✓ **Accuracy.**

   Focus: Correctness of grammar, spelling, and punctuation.

Specific assessment criteria:

1. **The exercise will be graded out of a maximum of 10 points, distributed as follows:**

QUESTION 1: 1 point. 0,25 points will be awarded for each correct answer.
QUESTION 2: 1 point. 0,25 points will be awarded for each correct answer.
QUESTION 3: 1 point. 0,50 points will be awarded for each correct answer.
QUESTION 4: 1 point. 0,50 points will be awarded for each correct answer.
QUESTION 5: 1 point. 0,50 points will be awarded for each correct answer.
QUESTION 6: 1 point. 0,25 points will be awarded for each correct answer.
QUESTION 7: 4 points.

Instructions for completing the task

- ➡ Answers must be written on the same sheets as the questions.
- ➡ The use of dictionary or any type of electronic device is not permitted.

What teens eat could be affecting their mental health more than we thought

Adapted from ***ScienceDaily****. March 29, 2026.*
https://www.sciencedaily.com/releases/2026/03/260328043602.htm

A new study led by researchers at Swansea University suggests that the way teenagers eat could influence their mental health. The team also focuses on organising future research to better understand how diet and mental well-being are connected.

Published in the journal *Nutrients*, the review looked at findings from 19 studies that explored links between diet and mental health in adolescents. Overall, healthier eating patterns were commonly associated with fewer symptoms of depression. In contrast, lower-quality diets were more often linked to higher levels of psychological distress.

Whole Diet vs. Supplements

The researchers examined six randomized controlled trials and 13 prospective cohort studies. Their analysis found mixed evidence when it came to individual nutrient supplements. For example, some results suggested that vitamin D might help reduce depressive symptoms in teens, but the findings were not consistent.

On the other hand, broader dietary patterns showed clearer trends. Diets that emphasized overall quality and balance were more consistently linked to better mental health outcomes than focusing on single nutrients alone.

Why Adolescence Matters

The authors emphasize that adolescence is a key stage for brain development and emotional health. This period offers an important window for prevention and early support. Diet stands out as a factor that can be changed and scaled across populations since it is part of everyday life.

At the same time, the researchers note that current evidence is not fully consistent. Factors such as socioeconomic status and sex may influence how diet relates to mental health, making the relationship more complex.

Gaps in the Evidence

The review also aimed to make the findings more relevant to real-world settings by looking beyond strictly clinical populations. The goal is to better inform both healthcare practices and public health strategies.

However, the researchers highlight major gaps in the existing literature. Much of the current research focuses on depression, while other important outcomes such as anxiety, stress, externalizing behaviors, self-esteem and aggression have received far less attention.

A Roadmap for Future Research

To move the field forward, the authors propose a roadmap for future research, including more exposure-based studies, the use of biological markers, and greater standardisation. They also emphasise open science practices and the need to examine a wider range of mental health outcomes.

The research was supported by the Cognitive Health Committee of the Institute for the Advancement of Food & Nutrition Sciences (IAFNS). Professor Hayley Young of Swansea University stated: ”Overall, our findings suggest that public health and clinical strategies should prioritise whole-diet approaches over isolated supplementation when considering adolescent mental health. However, further high-quality research is needed to determine which dietary patterns are most effective and for whom."

READING COMPREHENSION

Exercise 1 (1 point. 0.25 points each correct answer)

Write True / False / Not Given according to the text.

a) The authors recommend using biological markers in future research.
b) The study suggests that supplements are more effective than whole-diet approaches for adolescent mental health.
c) The research received funding from an academic institution in Wales.
d) The authors believe that more research is needed to identify the most effective dietary patterns for adolescents.

Exercise 2 (1 point. 0.25 points each correct answer)

Read the text carefully and **choose the best answer (A, B, C or D)** for each question.

1. What do the authors recommend to improve future research?

a) Focusing only on laboratory experiments.
b) Including biological markers and improving standardisation.
c) Reducing the number of studies conducted.
d) Avoiding exposure-based research designs.

2. What do the authors suggest about research practices?

a) Studies should focus on a single outcome.
b) Open science practices should be encouraged.
c) Research should be limited to clinical settings.
d) Standardisation is no longer necessary.

3. What does Professor Hayley Young recommend for adolescent mental health?

a) Using isolated nutritional supplements.
b) Avoiding dietary interventions.
c) Prioritising overall diet rather than supplements.
d) Reducing food intake.

4. What limitation does the text highlight?

a) There is not enough funding for research.
b) Biological markers are unreliable.
c) More research is needed to identify effective dietary patterns.
d) Whole-diet approaches are ineffective.

Exercise 3 (1 point. 0.50 points each correct answer)

Answer the following questions using information from the text. Your answers should not be a literal copy of the text.

a) What overall approach to diet does Professor Hayley Young recommend?

b) Why is further research still necessary?

ENGLISH IN USE

Exercise 4 (1 point. 0.50 points each correct answer)

Find **one word** in the text that means exactly the same as the following:

a) areas where something is missing or insufficient
b) a plan or guide for future actions.

Exercise 5 (1 point. 0.50 points each correct answer)

Give **one synonym** for the following words from the text. Your answer should match the meaning as it is used in the text.

a) led
b) current

Exercise 6 (1 point. 0.25 points each correct answer)

Complete the second sentence so that it has the **same meaning** as the first. Use **between two and five words**. You must not change the word given.

a) Researchers studied a group of adolescents over time. These adolescents were part of a cohort.
The adolescents _____ were part of a cohort were studied over time.
WORD: who

b) Researchers examined several studies on diet and mental health.
Several studies on diet and mental health _____ researchers.
WORD: examined

c) If research focused more on diet quality, results might be clearer.
Results might be clearer _____ more on diet quality.
WORD: focused

d) It is necessary to study a wider range of mental health outcomes.
A wider range of mental health outcomes _____ studied.
WORD: must

WRITTEN EXPRESSION

Write an argumentative essay (120–150 words) on **ONE** of the following topics. Give your opinion and support it with reasons and examples. (4 points)

a) “Lifestyle choices, including diet, can play an important role in teenagers’ emotional well-being.”

b) “Schools should play a more active role in promoting healthy eating among teenagers.”