

ISTINYE UNIVERSITY
FOREIGN LANGUAGES DEPARTMENT
ENGLISH PREPARATORY PROGRAM
TESTING AND ASSESSMENT DIVISION
ISTINYE ENGLISH PROFICIENCY (ISTEP) EXAM

Candidate Name:	
Candidate Number:	
Date:	
Examiner:	

References

Hargittai, E. (2002). Second-level digital divide: Differences in people's online skills. First Monday, 7(4).
UNESCO (2021). Education: From disruption to recovery. UNESCO Publishing.

PART 1 — INTEGRATED WRITING

Duration: 90 minutes

Instructions:

1. Read the academic text below carefully. Pay attention to the author's arguments, data and use of evidence.
2. Study the chart provided and interpret its data in relation to the reading.
3. Write a response paper of approximately one page (4 paragraphs-300 words) in response to the question below.
4. Your response must draw on **BOTH** the text **AND** the chart. Responses based on only one source will receive a reduced score.

Question:

How does unequal access to the internet affect people's lives in modern society? In your response paper, use evidence from the reading text and information presented in the chart to support your argument.

References

Hargittai, E. (2002). Second-level digital divide: Differences in people's online skills. *First Monday*, 7(4).
UNESCO (2021). *Education: From disruption to recovery*. UNESCO Publishing.

READING TEXT:
**Bridging the Digital Divide: Internet Access and Social Inequality in
the 21st Century**

Today, the internet is one of the most important tools in modern life. It helps people find jobs, continue their studies, get health information, and stay in touch with others. In the past, having internet access was seen as a luxury, something nice to have but not really necessary. Today, however, things have changed a lot. The internet has become as important as electricity or clean water, and most people cannot fully participate in modern society without it. However, millions of people around the world still do not have reliable internet access. Researchers and policymakers call this problem the digital divide, the gap between people who have good access to digital technology and people who do not.

The digital divide is more complicated than it looks at first. It is not only about whether a person has a device and an internet connection. Researcher Eszter Hargittai (2002) pointed out that even among people who are connected, there are big differences. Some people have fast and stable connections, while others have slow or unreliable ones. Some people are confident using digital tools, while others find it hard to do even simple tasks like sending an email or completing an online form. Hargittai called this the second-level digital divide — the idea that having internet access does not automatically mean a person can use it well or benefit from it equally.

The consequences of the digital divide can be seen in many areas of life. In education, the COVID-19 pandemic showed how serious this problem is. A 2021 UNESCO report found that around 463 million children could not join online lessons because they did not have an internet connection or a suitable device at home. In the world of work, people without internet access or digital skills find it very hard to compete in a job market that is increasingly online. According to the International Labor Organization (ILO, 2020), workers with weak digital skills in less developed regions are most at risk of losing their jobs as technology grows. Access to healthcare is also affected, as more medical services move online, leaving those without internet having to wait longer or travel further to receive care.

It is also important to understand that the digital divide does not affect everyone in the same way. While people in poor or rural areas are often the most seriously affected, digital inequality also exists inside wealthy cities and developed countries. Older people frequently find it harder to learn how to use new technology. People with disabilities may have trouble using certain devices or websites. People who do not speak the main language of a country may not be able to find helpful information online. These different groups all face different challenges, which means that one simple solution cannot work for everyone. Governments need to think carefully about the specific needs of each group when planning their responses.

Governments and international organizations have tried different ways to reduce the digital divide. One common approach is to build better internet networks in areas that do not have good coverage, often through partnerships between governments and private companies. Another approach is to make the internet cheaper by offering low-cost plans or affordable devices to families with low incomes. There are also programs that teach people how to use digital tools safely and effectively. These efforts have helped in some places, but experts agree that they are often not funded well enough and do not always reach the people who need them most. Ultimately, the digital divide is not just a technology problem, it is a question of fairness and solving it will require a real commitment from governments and societies to ensure that no one is left behind simply because they lack the money or the skills to get online.

References

Hargittai, E. (2002). Second-level digital divide: Differences in people's online skills. *First Monday*, 7(4).
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CHART FOR PART 1 — INTEGRATED WRITING

**Figure 1: Internet Access and Key Social Indicators by Income Group
(Global Estimates, 2023)**

Country Income Group	% with Internet Access	University Enrolment Rate (%)	Unemployment Rate (%)	Digital Skills Literacy* (0–10)
High Income	92%	97%	5.1%	7.8
Upper-Middle Income	74%	88%	7.6%	5.9
Lower-Middle Income	45%	72%	11.2%	3.4
Low Income	19%	48%	18.7%	1.6

Source: World Bank & ITU estimates (adapted for examination purposes). Figures are approximate global averages.

** Digital Skills Literacy: composite score measuring ability to perform tasks such as sending email, using search engines, filling online forms, and programming. Scale: 0 (no skills) to 10 (advanced skills).*

How to read this chart:

- Each row represents a group of countries at a similar level of economic development.
- Read across the row to see how internet access correlates with educational, employment, and digital skill outcomes.
- Consider: What patterns do you notice? Are there any relationships between internet access and the other indicators?

References

Hargittai, E. (2002). Second-level digital divide: Differences in people's online skills. *First Monday*, 7(4).
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NAME & SURNAME:

STUDENT NUMBER:

SIGNATURE:

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PART 2 — SPEAKING

Duration: 20 minutes total

Procedure

Phase	Time	What happens
1	3 minutes	Instructor reads the listening text aloud. Candidate takes notes on provided note-taking sheet.
2	1 minute Immediately after	Candidates receive the visual and the speaking question.
3	5 minutes	Preparation time. Candidate may review notes and the visual. No speaking during this phase.
4	2 minutes for each, 4 minutes in total	Candidates deliver spoken responses one by one. Examiner listens and takes notes for assessment.

Speaking Question: *Artificial intelligence and automation are changing the way people work. What problems do these changes cause, and what opportunities do they create?*

Use ideas from the listening text and the pictures in your response.

References

Hargittai, E. (2002). Second-level digital divide: Differences in people's online skills. *First Monday*, 7(4).
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INSTRUCTOR COPY — LISTENING TEXT

(Do not distribute to candidates — to be played using the projector — for instructor use only)

Automation, Artificial Intelligence, and the Future of Work

Artificial intelligence and automation are changing the global economy very quickly. We can already see this in everyday life from self-checkout machines in supermarkets to computer programs that help doctors make medical decisions. These technologies are taking over tasks that used to be done by people. This raises an important question: what will work look like in the future, and who will benefit from these changes?

Economists do not all agree on what automation means for jobs. Some researchers, such as Brynjolfsson and McAfee, believe that machines are replacing workers faster than new jobs are being created. This is sometimes called **technological unemployment**. A well-known 2013 study by Frey and Osborne estimated that around 47% of jobs in the United States could be at risk from automation in the coming decades. Jobs in manufacturing, transport, and data processing are already being affected.

However, other experts are more optimistic. They point out that big technological changes have happened before, such as the industrial revolution, and that in the end, these changes created more jobs than they destroyed. In their view, automation does not simply eliminate jobs. Instead, it changes them. It takes away repetitive and physical tasks and gives workers more time to focus on things that need creativity, care, and problem-solving skills.

What is clear is that the effects of automation are not the same for everyone. Workers in low-skilled jobs are more at risk than those in professional or creative roles. Some communities that depend on industries like manufacturing could face serious unemployment problems if those industries become automated.

Governments need to respond to these changes carefully. Possible solutions include investing in education and job retraining programs, strengthening social support systems, and even exploring new ideas like a universal basic income. The move towards an AI-driven economy will require not just new technology, but also important social and political decisions.

References

Hargittai, E. (2002). Second-level digital divide: Differences in people's online skills. *First Monday*, 7(4).
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SPEAKING VISUALS



References

- Hargittai, E. (2002). Second-level digital divide: Differences in people's online skills. *First Monday*, 7(4).
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CANDIDATE NOTE-TAKING SHEET

Use this sheet to take notes while listening. You may refer to these notes during your preparation and speaking time.

Topic / Main Idea:

(What is the text mainly about? What is happening to jobs because of AI and automation?)

Key Arguments & Evidence:

(What do different experts say about automation and jobs? Do they agree or disagree? Are any numbers or studies mentioned?)

Problems caused by automation:

(Which workers or industries are most at risk? What kinds of jobs might disappear?)

Opportunities created by automation:

(What positive changes might automation bring? What new skills or jobs might be created?)

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Hargittai, E. (2002). Second-level digital divide: Differences in people's online skills. *First Monday*, 7(4).

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