

**ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΑΘΛΗΤΙΣΜΟΥ ΚΑΙ ΝΕΟΛΑΙΑΣ
ΔΙΕΥΘΥΝΣΗ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ**

**ΕΝΙΑΙΕΣ ΤΕΛΙΚΕΣ ΑΠΟΛΥΤΗΡΙΕΣ ΓΡΑΠΤΕΣ ΕΞΕΤΑΣΕΙΣ 2025-2026
Γ΄ ΤΑΞΗΣ ΛΥΚΕΙΟΥ**

ΕΞΕΤΑΖΟΜΕΝΟ ΜΑΘΗΜΑ: ΑΓΓΛΙΚΑ

ΚΩΔΙΚΟΣ ΜΑΘΗΜΑΤΟΣ: (Γ006)

Α΄ ΣΕΙΡΑ

ΠΡΟΤΕΙΝΟΜΕΝΕΣ ΛΥΣΕΙΣ ΕΞΕΤΑΣΤΙΚΟΥ ΔΟΚΙΜΙΟΥ

ΟΙ ΠΡΟΤΕΙΝΟΜΕΝΕΣ ΛΥΣΕΙΣ ΑΠΟΤΕΛΟΥΝΤΑΙ ΑΠΟ ΔΕΚΑ (10) ΣΕΛΙΔΕΣ

PART II: READING AND WRITING

(70 MARKS)

TASK 4

(10 marks)

Read the article and answer the questions that follow.

Stolen Treasures: Why the British Museum Refuses to Give Back its Looted Artifacts

Few institutions hold as much global prestige and controversy as the British Museum. Behind its grand façade lies a collection shaped not only by curiosity but also by conquest. Interestingly, many of its most famous pieces were taken during centuries of empire-building, yet they still sit behind glass in London. So, let's find out why the museum refuses to return what so many call stolen history.

A legacy built on empire

Founded in 1753, the British Museum quickly became a symbol of imperial power. Its early curators collected artifacts through explorers and diplomats who roamed the expanding British Empire. Every acquisition was justified as preservation, but for many nations, it represented cultural theft.

For instance, the Elgin Marbles tell one of the most debated stories. Removed from the Parthenon in Athens in the early 1800s, they've remained in Britain ever since. Greece insists they were stolen under foreign occupation, while the museum claims they were legally obtained through Ottoman permission, a defense still disputed by historians.

The museum now argues that it protects global heritage for all humanity, describing itself as a "universal museum". It insists that returning objects could fragment history as well as deprive millions of access to the world's shared story. Yet critics call this reasoning colonial thinking disguised as preservation, questioning who gets to decide what "universal" truly means.

The law, the ethics, and the pressure

Surprisingly, the British Museum's hands are tied by the British Museum Act of 1963, which prevents it from permanently removing most items in its collection. Even if curators wanted to return artifacts, they would require new parliamentary legislation. Still, other nations like France and Germany have started repatriating looted treasures, setting a new moral standard that Britain increasingly struggles to meet.

Public pressure is growing. Activists and cultural historians continue to call out the hypocrisy of displaying stolen artifacts in the name of education. In 2023, after the museum faced an internal theft scandal, critics pointed out the irony: how can an institution accused of losing its own artifacts claim to be the rightful guardian of others?

A future waiting to be claimed

The debate isn't just about ownership, it's about accountability. As former colonies reclaim their histories, the idea of "shared heritage" must evolve into shared responsibility. Some propose cultural partnerships, artifact rotation, or digital replicas that balance access with justice. Technology and diplomacy could bridge what the empire once divided.

For the British Museum, the choice ahead is clear: remain a fortress of empire or become a bridge of reconciliation. True guardianship means more than displaying the past, it means honouring it. And returning what was taken would not erase history but would complete it.

Adapted from: <https://www.historysnob.com/places/stolen-treasures-why-the-british-museum-refuses-to-give-back-its-looted-artifacts/4>

1. When were many of the British Museum's best-known treasures stolen?
.....(1)

2. How did the early curators defend their possession of antiquities?
.....(1)

3. Give two reasons why the British Museum currently refuses to return the looted artifacts to their countries.
.....
.....(2)

4. What restricts the British Museum from returning the stolen artifacts to their countries?
.....(1)

5. Name two ways through which museums can share their cultural heritage.
.....
.....(2)

6. Describe the British Museum as it is presented in the article using three different adjectives. Support each adjective with a short phrase from the passage.
.....
.....
.....(3)

1.	During centuries of empire building	1 mark
2.	By justifying them as preservation	1 mark
3.	Any two of the following: <ul style="list-style-type: none"> • It protects global heritage for all humanity / It describes itself as a universal museum • Returning them could fragment history • Returning them could deprive millions of access to the world's shared history 	2 marks
4.	The British Museum Act of 1963.	1 mark
5.	Any two of the following: <ul style="list-style-type: none"> • cultural partnerships • artifact rotation • digital replicas 	2 marks
6.	Any three of the following: <ul style="list-style-type: none"> • Grand/impressive/imposing: “Behind its grand façade...” • Prestigious/high-profile: “Few institutions hold as much global prestige and controversy as the British Museum.” • Well-known/famous: “Few institutions hold as much global prestige and controversy as the British Museum.” • Controversial: “Few institutions hold as much global prestige and controversy as the British Museum.” • Unjust/unfair/unethical/immoral: “setting a new moral standard that Britain increasingly struggles to meet...” • Imperial: “... the British Museum quickly became a symbol of imperial power.” • Powerful /dominant: “... the British Museum quickly became a symbol of imperial power.” • Colonial: “colonial thinking disguised as preservation...” • Thieving: “it represented cultural theft...” / “stolen under foreign occupation...” / “a defense still disputed by historians...” • Unlawful: “it represented cultural theft...” / “stolen under foreign occupation...” / “a defense still disputed by historians...” • Unjustifiable: “a defense still disputed by historians...” • Universal: “...describing itself as a universal museum” • Protective/preserving/conserving: “The museum argues that it protects global heritage for all humanity”. 	3 marks

	<ul style="list-style-type: none"> • Exploitative: “colonial thinking disguised as preservation...” / “every acquisition was justified as preservation...” • Constrained/restricted: “hands are tied by the British Museum Act...” • Hypocritical/false/fake/dishonest/deceptive/insincere: “colonial thinking disguised as preservation”/ “the hypocrisy of displaying stolen artifacts in the name of education” / “faced an internal theft scandal...” • Stubborn/adamant/conservative/defensive: “the museum refuses to return what so many call stolen history...” • Responsible/accountable: “...it’s about accountability.” / “...the idea of “shared heritage” must evolve into shared responsibility.” <p>Accept any other appropriate adjective with relevant supporting evidence from the article.</p>	
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TASK 5

(5x1=5 marks)

Read the extracts from a newspaper article about three people (A-C) who express their views on AI music. Then answer the questions that follow.

A. Mike Lee, 67, ex-photographer and teacher, Southampton

Music composed by AI has a big problem with visible lyrics and a lack of emotional content. But I am happy with musicians using AI as a tool. It brings professional quality recordings to those unable to hire a studio or orchestra. In the 80s I couldn’t afford a Portastudio (four-track cassette recorder), so I used two single-track machines instead to play and record simultaneously. Now I can upload my songs to Suno (a generative AI program) and create new arrangements of them close to my original intention.

B. Jon, 30, musician and music teacher, Switzerland

Music generated by AI is hurting the livelihoods of musicians. The only ones served by AI music are companies like Spotify, and major record labels which would rather not have to pay artists at all. As for working with AI, I once recorded an album with my band and lost the stem tracks before we finished the final mix, but we were able to use an AI tool that could isolate certain instruments in the masters and boost them to get the mix we wanted. We cannot, however, call music made by AI “composed”. That word gives AI prompters far more credit and muddies the waters as to what composition is.

C. Geoff Smith, 65, musician and retired headteacher, Cornwall

In my home studio I use AI to help mix and master music. It might be tempting to use an AI voice on your composition if you can't sing, but why not go out to an open mic and see if you can find a real, living voice? I might use AI to write a song but then I suspect my musical abilities would atrophy and I would become quickly dependent on the technology. We need to protect human creativity and one way is to go out and see live music, commission people to write it, and to buy music directly from the artist, avoiding those streaming services that seem to be actively promoting fake artist profiles.

Adapted from: <https://www.theguardian.com/music/2025/dec/17/guardian-readers-on-the-growing-use-of-ai-in-music>

Which of the three people believes that AI music ...?		
1.	may cause musical talent to decline	C
2.	does not communicate feelings	A
3.	constitutes a threat to musicians' survival	B
4.	encourages the creation of false artist identities	C
5.	should not be defined as a "musical composition"	B

TASK 6

(5x2=10 marks)

Read the article about mistakes and answer the questions that follow. For each question, choose the correct answer A, B, C or D.

Why Mistakes Matter: Lessons from Life, Work, and Society

Mistakes have a way of humbling us, even in the most ambitious ventures. I remember a project vividly, one that was groundbreaking and unlike anything I or my team had ever tackled. The techniques and technologies were familiar to me, but I overestimated the readiness of my team to navigate this unexplored area. Looking back, I see how my confidence in my own expertise clouded my judgment of the challenges they would face.

The result? A series of missteps that tested not only our technical capabilities but also our resilience as a team. The unfamiliar techniques and technology placed my team in a position where their lack of experience and knowledge became apparent. Adding to this, we faced immense time pressure, forcing us into a reactive, "firefighting" mode that strained the team and morale. Mistakes under such conditions become even more threatening, as they risk changing into larger failures, similar to a small fire incident turning into a wild bush fire.

The dual nature of mistakes

In our project, the situation was far from ideal, but the steep learning curve pushed the team to adapt rapidly. The mistakes we made along the way exposed weaknesses but also provided immediate opportunities to innovate and grow. The results finally came through “blood and sweat” and left the team stronger, more capable, and better prepared for future challenges.

In my example, while the initial mistake of overestimating the team’s readiness created obstacles, we avoided failure by addressing the problem head-on. By fostering a culture of agility and quick adaptation, the team was able to course-correct and deliver results despite the hurdles.

Mistakes are universal, yet how we respond to them shapes our legacy. Even the most accomplished individuals have stumbled, but they turned their setbacks into stepping stones. Let’s examine an example: ‘Steve Jobs: Leadership missteps at Apple’.

Learning from the famous: mistakes and recovery

Steve Jobs’ early tenure at Apple was marked by impulsive leadership decisions and a harsh management style. His insistence on launching the Lisa computer, an overpriced and flawed product, alienated employees and the board. This led to his ousting from the company he co-founded. Consequently, Jobs faced public humiliation and lost control of Apple, a devastating blow for someone so personally tied to his work.

Jobs, however, didn’t let this failure define him. He founded NeXT, which introduced groundbreaking technologies and acquired Pixar, revolutionizing animation. By the time he returned to Apple in 1997, Jobs had learned the value of collaboration and strategic focus. His comeback led to the creation of transformative products like the iPhone and iPod, solidifying his legacy as a visionary.

Mistakes as part of the journey

Mistakes are an inevitable part of life, work, and growth. Whether it’s a misstep in leadership, a rushed decision under pressure, or a public error amplified by society’s judgment, the way we respond to mistakes defines our path forward. Mistakes can derail progress but also serve as powerful catalysts for change. From historical figures like Steve Jobs to everyday professionals navigating unique challenges, one truth becomes clear: mistakes do not define us, they shape us. They push us to reflect, adapt, and rise stronger.

Adapted from: <https://medium.com/@NL70/why-mistakes-matter-lessons-from-life-work-and-society-2cac9815714e>

1. The writer overestimated his team's abilities to handle the project due to ____.

- A. his ignorance of the problems
- B. **his belief in his competence**
- C. his misjudgment of the team's intentions
- D. his unfamiliarity with the new project

2. When we are in a "firefighting" mode, we may intensify mistakes because of being ____.

- A. **under stress**
- B. under threat
- C. unable to recall prior-knowledge
- D. unable to transform failures

3. The team did not experience failure because they managed to ____ the difficult situation.

- A. purposefully delay
- B. slowly overcome
- C. confidently avoid
- D. **immediately confront**

4. The "devastating blow" for Steve Jobs was his ____.

- A. failure to launch an expensive product
- B. conflict with the customers and the board
- C. **loss of respect and leadership**
- D. loss of ties with the local authorities

5. The article communicates the idea that mistakes in leadership can harm reputations, but ____ can turn failures into comebacks.

- A. technology and revolution
- B. **reflection and reinvention**
- C. solidarity and legacy
- D. vision and foundation

TASK 7

(15 marks)

Read the following article about competition, and write a summary about the negative effects of being too competitive.

Your summary should be about 100 words long (and no more than 120 words long). You should use your own words as far as possible.

Competition: Toxic or Healthy?

American football coach Vince Lombardi once said, "Winning isn't everything. It's the only thing." This quote reflects the uber-competitive nature of American culture, where society sets people up to compete with each other. Everyone wants to win, and many go to great lengths to achieve this, but is being competitive worth it?

Competition is a form of extrinsic motivation, where external circumstances work as the driving force instead of motivation coming from within an individual. Competitions can therefore be a useful tool to motivate those without strong internal motivation. However, excessive competition can breed damaged relationships at work. Social psychologist Roy Baumeister notes that viewing others as rivals leads to fractured teamwork and long-lasting interpersonal conflicts in the workplace. Excessive competition may also cause ill feelings amongst peers at school. For example, seeing others excel fosters envy and hostility.

Since winning means outperforming your opposition, people work harder and longer to get an edge over their competition. In a competitive situation where people are given a goal to strive towards, they will work hard to reach it, learning and developing new skills along the way. However, for some, this increased amount of work leads to burnout and leaves them exhausted.

Psychologist Alice Schluger suggests that competition makes people constantly compare themselves and look to others for approval. This constant comparison and search for validation is unhealthy and can lead to a negative self-image and low self-esteem.

Competition also frequently promotes cheating and ethical shortcuts. A recent study by the Josephson Institute found that over 50% of high school students admitted to cheating on tests when under competitive pressure, eroding trust and devaluing genuine accomplishments across educational settings.

In addition, competition often heightens anxiety and mental health issues. Research from the American Psychological Association shows that competitive environments trigger chronic stress responses, increasing rates of depression and sleep disorders students and employees who internalize failure as personal inadequacy. On the upside, when rivals challenge each other, teams brainstorm innovative solutions, as seen in tech industries where companies like Apple and Samsung continually raise the bar through intense market battles.

According to Dr. Sander van der Linden, when intense competition is the main source of motivation, people are no longer motivated when the competition ends. He describes a study where college students competed to reduce their energy consumption, and during the span of the competition, energy usage at the campus decreased significantly. However, when the competition ended, the energy usage immediately bounced back to where it had been before the competition. In short, relying on competition as a motivator often only causes superficial changes in behaviour.

Competition will always be a part of life, so learning how to engage with it healthily is important. If competition becomes increasingly stressful, perhaps it is time to take a step back, and find a way forward that is healthy and productive.

Adapted from: [Competition: Toxic or Healthy? | CU Denver Business School News](#)

Being too competitive:

- Can breed damaged relationships at work
- Can cause ill feelings amongst peers at school
- Can lead to burnout
- Can make people constantly compare themselves and look to others for approval
- Promotes cheating and ethical shortcuts
- Heightens anxiety and mental health issues
- People are no longer motivated when competition ends / relying on competition as a motivator often only causes superficial changes in behaviour

https://archeia.moec.gov.cy/sm/976/summary_assessment_criteria.pdf

TASK 8

(15 marks)

You have recently participated in a “Save Water Campaign”. Write an email to an English-speaking friend to tell them about it.

In your email, you should:

- explain why you decided to take part in the campaign
- describe what actions you took to reduce water consumption
- say what skills you developed from this experience.

Your email should be between 150-200 words long.

https://archeia.moec.gov.cy/sm/976/writing_assessment_criteria_class_c.pdf

TASK 9

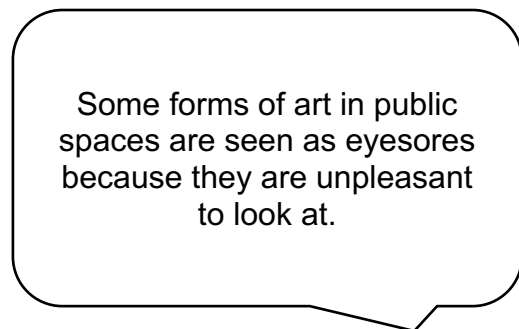
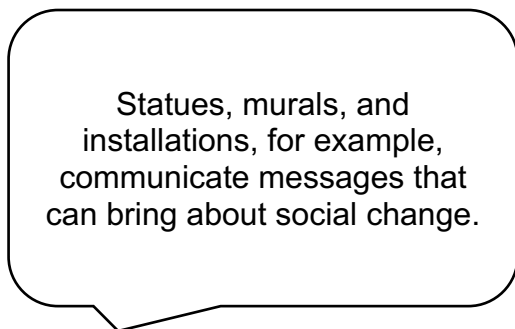
(15 marks)

Your school magazine is inviting students to write essays in English on the following topic:



Write an essay to explore this idea, giving reasons to support your viewpoints.

Here are two comments from students in your school which you may use, but you are free to use any ideas of your own.



Your essay should be between 150-200 words long.

https://archeia.moec.gov.cy/sm/976/writing_assessment_criteria_class_c.pdf

ΤΕΛΟΣ ΠΡΟΤΕΙΝΟΜΕΝΩΝ ΛΥΣΕΩΝ