The text is for questions number 1 and 2.

1	Climate Change	Sosial Budaya	Disajikan sebuah teks berupa **poster** dengan topik **perubahan iklim yang mengandung pesan tertentu**, peserta didik dapat menemukan pesan tersebut dengan benar.	SL1	PG

1. What information does the text offer?
   A. Using more energy than normal will stop climate change.
   B. Green house paint can help us stop climate change.
   C. Recycling our waste helps us stop climate change.
   D. By being educators, we can stop climate change.

Alternative:

The text persuade us to prevent climate change by doing … .

   A. waste recycling
   B. one-use energy source utilizing
   C. excessive energy consumption
   D. greenhouse creating

To prevent climate change, the text persuades us to … .

   A. recycle waste
   B. utilize ….

| 2	Climate Change	Sosial Budaya	Disajikan sebuah teks berupa **poster** yang sama, peserta didik dapat memprediksi tindakan (ditunjukkan dalam gambar) yang sebaiknya dilakukan oleh sekelompok pembaca tertentu dengan benar.	SL3	PG

2. In response to the poster's advice, what steps would students who care deeply about the environment take to combat climate change?
   A. Vote for the party whose logo has a tree.
   B. Abandon the use of renewable energy.
   C. Grow trees in their community.
   D. Ride motorcycles to school.

Alternative: Anna is concerning on climate change. What will she likely do after reading the poster?

To respond to the poster, which picture shows the activity of students concern with climate change? (pilihan gambar)

Actions to show concern/awareness on climate change

The text is for questions number 3 and 4.
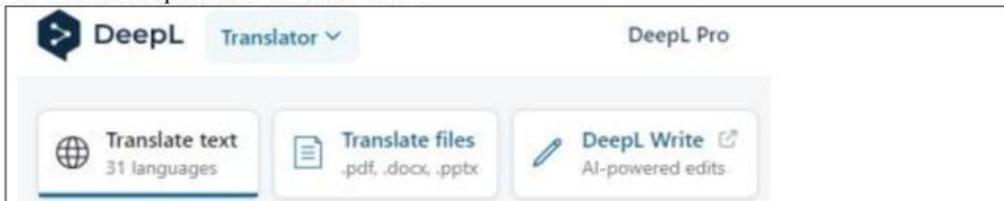
DeepL offers high-quality translations for various languages. To translate a document using DeepL, you can follow these steps:
1. Visit the DeepL Website: https://www.deepl.com/translator.
2. Select Your Language: On the left side of the DeepL Translator, select the language you want to translate from.
3. Upload Your Document: You can copy or paste the text you want to translate into the left-hand text box or click the "Document" button to upload a file.
4. Choose the Target Language: On the right side of the DeepL Translator, select the language you want to translate to.
5. Start the Translation: Once you have chosen both the source and target languages, DeepL will automatically begin translating your text. You will see the translation in the right-hand text box.
6. Download or Copy the Translation: You can copy and paste the translated text where needed or use the "Download" button to save the translated document as a file.

3	Digital Literacy	Sosial Budaya	Disajikan sebuah teks berupa **manual** (100-150 kata) terkait penggunaan aplikasi tertentu, peserta didik dapat menentukan rincian langkah dengan benar.	SL1	PG

3. To translate document using DeepL, what do you do first?
   A. Visit the DeepL website.
   B. Use keyboard shortcuts to open DeepL directly.
   C. Send a document via email to DeepL for translation.
   D. Access through a specialized translation device.

4	Digital Literacy	Sosial Budaya	Disajikan sebuah teks berupa **manual** yang sama yang dilengkapi dengan 4 pernyataan terkait rincian langkah penggunaan aplikasi, peserta didik dapat menentukan 2 pernyataan yang benar.	SL2	PGK

4. Read the following statements carefully.

(1)	To upload a document for translation we click the "Document" button on DeepL's website.
(2)	DeepL automatically maintains the formatting of your document during translation.
(3)	You can download the translated document directly from DeepL's website.
(4)	DeepL does not allow users to select the target language for translation.

Which of the following statements TRUE about DeepL Translator?
a. (1) and (3)
b. (2) and (3)
c. I and IV
d. II and IV

Sedentary Time

Active Living Research
www.activelivingresearch.org

Studies show kids are sitting still a lot more than they used to—and it's not good for them.

Watching TV Increases Obesity Risk

Children who watch TV for 3+ hours per day have a

65%
higher chance of being obese than children who watch for <1 hour.

Kids who have a TV in their bedroom watch

56%
more TV daily than those who don't.

Screen Time Is Increasing and Linked with Higher Risk of Adult Obesity

In 2009, kids spent an average of

89 minutes per day

using a computer for fun, up from 62 minutes in 2004.

Teen boys who spend <7 hours per week watching a screen are

40% less likely

to become obese adults than teens who spend 25+ hours per week on screen activities.

For more information, see our research review at www.activelivingresearch.org/sedentaryreview

5	Global Health	Sosial Budaya	Disajikan sebuah teks berupa **infografis** terkait **tren kesehatan penduduk dunia**, peserta didik dapat menemukan fakta tertentu dengan benar.	SL1	PG

5. What information can we get from the text?

A. 56% of kids have a TV in their bedroom.
B. 40% of teenagers spend more than 25 hours a week in front of their gadgets.
C. Kids who watch TV for less than an hour a day have a higher chance of being obese.
D. Children with TV in their bedroom have more screen time than those who don't.

6	Global Health	Sosial Budaya	Disajikan sebuah teks berupa **infografis** yang sama, peserta didik dapat membuat kesimpulan berdasarkan fakta-fakta yang tersaji dalam infografis dengan benar.	SL2	PG

6. What can we conclude from the text?

A. Screen time raises the risk of obesity.
B. Watching television lowers the risk of childhood obesity.
C. In 2009, the number of teenagers using computer for fun is decreasing.
D. Teen boys spend more time watching television than teen girls.

The text is for number 7 and 8.

> All my life, I had dreamt about travelling abroad. One day my school announced a competition for a scholarship to study in Singapore. As I really wished to go abroad, I followed the competition. I prepared well for the competition because I didn't want to miss the chance. I won the competition and could go abroad, studying in Singapore.
>
> I was pleased when I heard about my winning the scholarship. I was going to study in Singapore. I actually felt cheerless when I had to say goodbye to my family and friends. However, I was excited about going to the university and meeting people from all over the world.
>
> The first few weeks in Singapore was not easy for me. Sometimes, I felt homesick and lonely. The other students were nice, but I found it hard to get along with people from the countries with different backgrounds, cultures, and languages. I tried hard to get my best to adjust to the new environment. The classes were interesting, but they were hard. I had to spend time in library many hours every day. I didn't want to give up. I knew I had to do my best to succeed.
>
> Adapted from:

7. What does the text tell us about?
A. The writer's dream of traveling to Singapore.
B. The writer's explanation of how to go abroad.
C. The writer's experience of studying abroad.
D. The writer's life story.

8	Diversity and Inclusion	Personal	Disajikan sebuah teks *recount* yang sama, peserta didik dapat menyimpulkan perasaan penulis saat menulis **teks tersebut** dengan benar.	SL3	PG

8. When writing the text, the writer felt ….
A. satisfied
B. optimistic
C. anxious
D. gloomy

The following text is for question no. 9 and 10.

Two-step verification (2SV) is a unique safety system. It needs two different ways to confirm who you are before you can access something. Two-step verification can make online accounts, phones, or even doors more secure. It does this by asking for two kinds of information from you before it lets you get to what's being kept safe.

2SV consists of two layers of information. First information is something you remember, like your password. The second information is related to something you have, like a code that is sent to your smartphone. They can also be your password and something about you, such as a fingerprint or face scan. Other way is using your password and your location by using a GPS to track where you are.

Two-step verification makes it tougher for bad people to get into your stuff or online accounts. Even if they figure out your password, they will not be able to get through the safety check. More and more websites and apps now offer two-step verification. Some let you pick how you want to do it. Others only give you one choice. Two-step verification is a very important safety step that can help keep your personal stuff and who you are safe.

9	Cyber Security	Sosial Budaya	Disajikan sebuah teks *report sederhana* tentang *cyber security* (150 – 200 kata), peserta didik dapat menemukan rincian deskripsi dengan benar.	SL1	PG

9. Based on the text, why do people use two-step verification (2SV)?
   A. To add extra security.
   B. To make logging in easier.
   C. To find out where someone is.
   D. To recover forgotten passwords.

10	Cyber Security	Sosial Budaya	Disajikan sebuah teks *report sederhana* yang sama yang dilengkapi dengan 4 pernyataan terkait isi teks, peserta didik dapat menentukan 2 pernyataan yang benar.	SL2	PGK

10. The following statements are about two-step verification
    1. It adds extra security layer.
    2. It uses two different passwords.
    3. It trades convenience for security.
    4. It aims to make login easier and simpler.

    Which statements are correct based on the text?

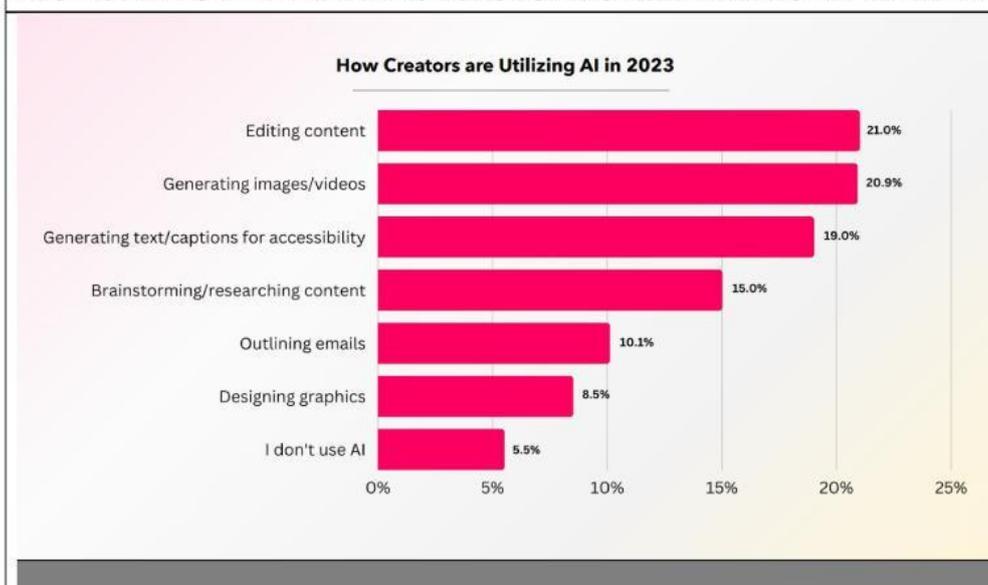   A. 1 and 2
    B. 1 and 3
    C. 2 and 3
    D. 3 and 4

This text for question number 11 and 12

Simon Kofe is a prominent environmental activist and advocate for climate action, hailing from the Pacific island nation of Tuvalu. Born and raised in Tuvalu, Kofe has become a prominent voice in the global fight against climate change, highlighting the existential threat that rising sea levels pose to low-lying sea communities like Tuvalu.

Kofe's activism gained international attention when he addressed the United Nations Climate Action Summit in 2019. In his impassioned speech, he fluently described the terrible consequences of climate change for Tuvalu and other vulnerable nations, emphasizing the urgent need for global action to reduce greenhouse gas emissions and limit global warming.

As a representative of the Tuvalu Youth Council, Simon Kofe has played a crucial role in mobilizing young people and indigenous communities to engage in climate activism and advocate for climate justice. He has also been involved in various initiatives aimed at raising awareness about the impacts of climate change on small island nations, including participating in international climate conferences.

Adapted from: https://www.abc.net.au/pacific/programs/pacificbeat/nobel-peace-nomination/

How Creators are Utilizing AI in 2023

Activity	Percentage
Editing content	21.0%
Generating images/videos	20.9%
Generating text/captions for accessibility	19.0%
Brainstorming/researching content	15.0%
Outlining emails	10.1%
Designing graphics	8.5%
I don't use AI	5.5%

11	Artificial Intelligence	Saintifik	Disajikan sebuah teks *berupa grafik/chart yang menampilkan data terkait pemanfaatan AI*, peserta didik dapat menemukan rincian deskripsi berupa fakta dengan benar.	SL1	PG

11. The chart shows that people mostly use AI tools for …
   A. designing graphics
   B. creating content
   C. editing content
   D. generating text

12	Artificial Intelligence	Saintifik	Disajikan sebuah teks *berupa grafik/chart yang sama*, peserta didik dapat memilih pernyataan yang tepat berdasarkan fakta yang tersaji dalam grafik/chart dengan benar.	SL2	PG

12. According to the text above it can be concluded that …
   A. The data is related to the benefits using AI tools.
   B. The number of content creators are more than 21 million.
   C. There are seven activities of AI tools presented on the chart.
   D. The frequency of using AI tools to outline emails is about 10 %.

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Adapted from: https://www.abc.net.au/pacific/programs/pacificbeat/nobel-peace-nomination/

The text is for questions number 13 and 14.

13	Environmental Conservation	Saintifik	Disajikan sebuah teks *deskriptif tentang seorang pegiat konservasi lingkungan (150-200 kata)*, peserta didik dapat menemukan rincian deskripsi dengan benar.	SL1	PG

13. Which is true about Simon Kofe?
    A. He is an educational activist from Tuvalu.
    B. He is the leader of indigenous communities.
    C. He is a representative of the Tuvalu Youth Council.
    D. He is one of the committees in the United Nations Climate Action Summit.

14	Environmental Conservation	Saintifik	Disajikan sebuah teks *deskriptif yang sama*, peserta didik dapat menentukan opini penulis sebagai simpulan dari fakta yang tersaji dengan benar.	SL2	PG

14. From the text, it can be concluded that Simon Kofe's action is … .
    A. inspiring for young people
    B. vulnerable for low-lying communities
    C. dangerous for indigenous communities
    D. influencing people in the United Nations Climate Action Summit

The following text is for question no. 15 and 16.

In a calm field lived a small bull named Ferdinand. While his friends played wrestling and mock-fighting, Ferdinand loved sitting under a special tree, enjoying the pleasant smell of the flowers. His mother, worried he might be alone, asked him to join the lively bull games, but Ferdinand said no.

Years passed, and Ferdinand grew into a strong bull. His friends wanted to fight in Madrid's exciting bull games, but Ferdinand remained uninterested, still finding happiness under his tree.

One day, men came to pick a tough bull for the bull games. The other bulls tried to impress, but Ferdinand, not knowing a little bee was under him, jumped in pain. The men thought he was the toughest, picked him and shipped him to Madrid.

In Madrid, a big event was waiting. In the audience seats were men and ladies with beautiful flowers in their hair. When Ferdinand entered the bullfighting area, the audience thought there would be a big fight. But Ferdinand sat quietly, enjoying the flowers in the ladies' hair. He refused to fight, confusing the fighters.

Finally, they had to take Ferdinand back to the village, under his tree. He probably still sits there, letting his hair down, smelling the flowers in peace.

15	Human Right	Sosial Budaya	Disajikan sebuah teks *naratif dengan topik kesetaraan/perundungan* (150-200 kata), peserta didik dapat menentukan **pesan moral yang diperoleh pembaca** dengan benar.	SL3	PG

15. The fable promotes equality and freedom of expression by suggesting readers to ...
   A. embrace individual happiness
   B. follow society's expectation
   C. support physical competitions
   D. develop dominant leadership

The fable suggests readers to embrace individual happiness to promote ... .

   A. solidarity for the society
   B. individual competition
   C. freedom of expression
   D. dominant leadership

16	Human Right	Sosial Budaya	Disajikan sebuah teks *naratif yang sama*, peserta didik dapat menentukan **makna salah satu ungkapan** dengan benar.	SL2	PG

16. "But Ferdinand said no."
    The sentence means...

   A. Ferdinand accepted.
   B. Ferdinand rejected.
   C. Ferdinand hesitated.
   D. Ferdinand was uncertain.

The text is for number 17 and 18.

17	Economic Literacy	Sosial Budaya	Disajikan sebuah teks *berupa iklan produk pakaian/asesoris*, peserta didik dapat menentukan **target/segmen konsumen yang dituju** dengan benar.	SL1	PG

17. Who will be likely interested to buy the product?
    A. People who like wearing T-Shirts.
    B. People who sell shirts and T-shirts.
    C. People who like having formal style.
    D. People who produce shirts and T-shirts

18	Economic Literacy	Sosial Budaya	Disajikan sebuah teks *berupa iklan produk pakaian/asesoris yang sama*, peserta didik dapat menentukan efek penggunaan kata/frasa/ungkapan terhadap emosi pembaca dengan benar.	SL3	PG

18. "Buy One, Get Another One <u>Free</u>"
    What does the readers probably feel when they read the word "free"?
    A. Excited.
    B. Satisfied.
    C. Hesitant.
    D. Disappointed.

Anxiety Disorders

Anxiety disorders are the most prevalent mental health disorder among adolescents today. The World Health Organization reports that four percent of 10–14-year-olds, and five percent of 15–19-year-olds experienced an anxiety disorder. Most people develop symptoms of an anxiety disorder before age 21. Anxiety disorders are not simply isolated feelings of anxiety – they affect one's day to day living. They are characterized by persistent, excessive fear or worry in situations that are not threatening. In teens, anxiety might show as: constant feelings of fear, restlessness and irritability, anticipation of the worst possible outcomes, racing heartbeat and shortness of breath, upset stomach and fatigue, insomnia or frequent trouble sleeping and feeling tense of nervous.

There are different types of anxiety disorders, so it is important to meet with your clinician if you suspect this mental health condition is arising in your teen. Anxiety disorders may fall into the category of a phobia, panic disorder, social anxiety, or generalized anxiety disorder. It is recommended that professional treatment is sought out for any of the above, particularly in teenagers. Teens' brains are still in development, so it is important to treat mental health conditions as early as they are detected.

Source: https://www.turnbridge.com/news-events/latest-articles/common-mental-health-disorders/

19	Mental Health	Saintifik	Disajikan teks *berupa artikel kesehatan terkait mental health (100 - 150 kata),* peserta didik dapat menentukan **label produk makanan/suplemen nutrisi otak yang sesuai dengan artikel tersebut** dengan benar.	SL1	PG

19. Read the following labels. According to the article, which product labels are appropriate for the anxiety disorder patients …

I.	II.	III.	IV.

- A. I
- B. II
- C. III
- D. IV

20	Mental Health	Saintifik	Disajikan teks *berupa artikel kesehatan yang sama dilengkapi dengan label dengan 4 pernyataan terkait isi teks*, peserta didik dapat menentukan **2 pernyataan yang benar**.	SL2	PGK

20. Read the followings statements

I.	Teens are mostly suffered from anxiety disorders.
II.	There are five categories of anxiety disorders.
III.	Anxiety disorders patients are afraid of their social environment.
IV.	The number of anxiety disorders gets higher after their 21 ages.

The correct statements based on the text are …

- A. I and II
- B. I and III
- C. II and III
- D. II and IV