

ÉPREUVE ÉCRITE

Ministère de l'Éducation nationale,
de l'Enfance et de la Jeunesse

EXAMEN DE FIN D'ÉTUDES SECONDAIRES TECHNIQUES

2016

Division des Professions de Santé et des Professions sociales
Section de la formation de l'éducateur, de l'infirmier et des sciences de la santé

BRANCHE : ANGLAIS

DATE : 24 mai 2016

DURÉE : 3 H

PART I: READING (20 marks)

Copy only the numbers / letters / words asked for onto your answer sheets. Do not copy questions!

TEXT 1: Put away the knitting: Video games improve cognitive ability in the elderly

Ageing is a daunting process, not least because some of the first things to fail are also the most useful, such as memory, attention and motor skills. The idea that some form of regular mental activity—doing a crossword, for example—can postpone mental decline is not new. Now researchers have found another: playing a certain type of video game could help the elderly stay sharper for longer.

Video games can be fun, but whether they serve any useful purpose beyond keeping some young people confined to their bedrooms is questionable. In a 2010 study, thousands of volunteers spent six weeks playing video games but showed virtually no improvement in performance of cognitive tasks that were not related to the game when compared with non-players. The players' gaming skills improved, but the prowess did not extend to other cognitive areas. Age, though, was not a factor in this study: most of the participants were in their late 30s or early 40s. So things might be different for other age groups.

Adam Gazzaley of the University of California and his colleagues wondered if playing video games would be more effective in exercising the brains of older people. And, according to their research just published, that turns out to be so.

Dr Gazzaley and his team recruited more than 200 volunteers, whose ages spanned seven decades, to play a video game designed specially to use multi-tasking skills, which can be particularly testing for older folk. The participants, who had healthy vision and little prior gaming experience, used a hand-held controller to drive a car following a line on a road. At the same time they had to pay attention to signs that would appear above the car. As they played the game, the brain activity of each participant was measured by a cap fitted with electrodes.

The first set of experiments, which involved those aged between 20 and 79, found, not surprisingly, that the older participants had to put more mental effort, as measured by their brain activity, into the game than younger people. In other words, they found multi-tasking harder.

In the second set of experiments, a group aged 60 to 85 got to take the video game home and play it in an adaptive mode (as they got better at the game, the game got harder) for three hours a week over a month. When the participants returned, their multi-tasking abilities were again measured with the cap and found to have improved along with other aspects of cognition that were not specifically demanded by the game, such as working memory. The improvement in multi-tasking was so great that the amount of cognitive effort required by the oldies after their training was no more than if they were in their 20s and playing the game for the first time. Furthermore, the changes seemed to last for some time. After a six-month break from playing, the older participants were still quick-witted.

Exactly how the process works neurologically is still an open question. The prefrontal cortex, a region of the brain responsible for attention, is one area being explored by researchers. In the meantime, the gaming and brain-training industry might find new customers. With more disposable income, free time and discipline to play games in moderation, older people could be a healthy market for a whole new generation of video games.

(The Economist, 558 words)

Decide if the following statements are true (T) or false (F) according to the article. If the information is not given in the text, the statement is considered false. (7 marks / -1,5)

1. It has been known for a long time that playing video games can help senior citizens to keep useful skills.
2. Although playing games can improve people's gaming skills, these skills do not expand to other areas of life.
3. The age gap between the participants taking part in Dr Gazzaley's study was no more than seven years.
4. Most participants in Dr Gazzaley's experiment had been playing games in their youth.
5. In the second set of experiments, each participant was given a game adapted to his or her individual level.
6. Even six months after the experiment, the participants had still a sharper mind than before the experiment.
7. In future, video games will be developed that target specific areas of the brain to increase gamers' attention span.

Text 2: Teenagers shunning cigarettes and alcohol for fruit and veg, survey says

They could be described as the ‘Goody Two-Shoes’ generation. The age of the unruly teenager who indulges in illicit drinking and smoking is over, according to new data which shows that the vast majorities of children in England are not only shunning cigarettes and alcohol but are also obediently eating their fruit and vegetables.

While only small minorities of under-16s have ever tried an alcoholic drink or a cigarette, almost a quarter now eat the recommended five portions of fruit and vegetables a day, according to the Health Survey for England, published this month by Britain’s leading independent social research institute.

Stricter attitudes towards drinking and smoking among parents, public health drives and a clampdown on under-age sales by newsagents and off-licences are believed to be behind the decline. Analysts said cigarettes and alcohol were increasingly seen as socially unacceptable among younger teenagers, making peer pressure less of a factor than it once was.

Rachel Craig, the head of health surveys at ‘NatCen Social Research’, said the stereotype of the alcopop-drinking, cigarette-puffing teenager continually succumbing to peer pressure was now “much less likely to be the norm”. Children were now “rebellious in different ways”.

She added: “The cost [of drinking and smoking] continues to be high, and there is more enforcement around – it’s actually quite hard for children, especially younger children, to buy alcohol now. With smoking, there’s a lot more checking up on newsagents not slipping packets of fags to children, and I’m sure that’s having an impact.”

There has been a feeling [in the past] of, ‘Oh well, if they start to drink a little bit it means they won’t binge too much’,” Ms Craig said. “But there’s more recognition now that children under 15 shouldn’t drink alcohol at all and I think that’s been filtering through to parents.”

The Department of Health welcomed the findings. “We continue to take action to tackle smoking and drinking amongst young people, with shops unable to display cigarettes, smoking banned in pubs, clubs and cars carrying children, and schemes like “Think 25” stopping under-age sales of alcohol.”

The pervasion of the Internet and social media, coupled with better parental monitoring and supervision, has prompted major changes in the behaviour of the country’s youth, it added, noting that the “digital immersion” of the internet carried its own risks.

(Adapted from: *The Independent* / 478 words)

Carefully read the text and identify the expressions/words which correspond to the following definitions:

(7 marks / -1,5)

1. illegal; disapproved of by society (adjective)
2. doing what you have been told to do (adverb)
3. a sudden action taken to stop or limit a certain activity (noun)
4. the strong influence of a group, especially of children, on members of that group to behave as everyone else does (two-word noun)
5. to investigate, to inspect or examine sth. in order to find out if it is done correctly (phrasal verb)
6. when an activity is done in an extreme way, especially eating or drinking (verb)
7. to be spread throughout all parts (noun)



TEXT 3: What Good Is Technological Progress Without Moral Progress?

Energy-neutral, glow-in-the-dark trees planted on pavements to replace street lights. Water pipes that monitor their own leaks. Bionic arms powered by the mind. Self-driving cars.

__ (1) __ And, no doubt, the pace of innovation will accelerate at a dizzying speed as the world's best creative minds try to satisfy the demands of our insatiable appetite for progress and a lifestyle that's faster, cheaper, easier and better - whatever 'better' might mean.

But as we consider what the next 10 years will bring, let's ask ourselves this: __ (2) __ Especially by the people or nations who need them most? Or if a lack of security and stability prevent people from accessing them?

In other words, what good is technological progress without moral progress?

Answer: It's nothing more than the illusion of progress.

__ (3) __ Women are enslaved and abused for belonging to 'another' religion. Around five million children are out of school. Already this year, around 1,500 refugees, in search of a better life, have drowned, in part, because of the global community's indifference to their plight. As long as progress is exclusive and not inclusive, shared by some and not all, the more we'll see incidents like these.

To go forward, to write a narrative of real and lasting progress, we must go back. Back to basics. __ (4) __ And we must be as hungry and restless for them as we would be if they were the next smart phone or video game.

Imagine the power behind the simple act of getting to know others different from ourselves - of reaching out to someone from a religion or culture different to our own. __ (5) __ Somewhere in our fast-paced world, crammed full of the latest gadgets, the alleged hallmarks of 'progress', too many people have forgotten the values on which our global family is built.

So, how do we remedy this? With an app called 'Moralify' on which we click daily to remind us to be honest, kind and generous? Or a 'Valuebit' we wear on our wrists to count integrity, love and forgiveness points?

__ (6) __ Not so much 'connectivity' as just connecting with each other. And if that moral progress could keep pace with technological progress then that would be, well, *real* progress.

(Adapted from: *HuffingtonPost*, 464 words)

Read the article carefully, and then complete the text with the missing sentences. There is one sentence more than you need. (6 marks / -1,5)

- A. Right now in the Middle East, men are beheaded for sorcery while children are forced to watch.
- B. We must return to the roots of our common humanity and to the universal values that connect us to each other.
- C. How about we pause, put down our devices, look up and listen to our hearts and our consciences?
- D. These are the kind of technologies of which we'll see more in the next 10 years.
- E. What good are these technologies if they cannot be shared and enjoyed by all?
- F. Is it really that hard to connect to the person you love most in the world?
- G. What waves of understanding and compassion would follow if we stood in one another's shoes.



PART II: SHORT STORIES (20 marks)

Answer the two questions on the short stories with close reference to the texts studied in class.

1) Sauce for the Goose (10 marks)

Compare Loren Amory and Stephen Castle. Describe how both men feel about Olivia.

2) Marionettes, Inc. (10 marks)

Did Braling Two correspond to both the descriptions of the business 'Marionettes, Inc.' and to the expectations of Braling? Explain.

PART III: ESSAY (20 marks)

Write a well-structured essay of 250-300 words on one of the following topics. Clearly indicate which topic you have chosen. Please indicate the number of words used.

A) The competitive nature of our society causes more harm than good. Discuss.

OR

B) Is childhood ruined by modern culture and lifestyle? Discuss.