

Code branche ANGLA	Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse EXAMEN DE FIN D'ÉTUDES SECONDAIRES TECHNIQUES Régime technique - Session 2015/2016	
Épreuve écrite	Branche	Division / Section
Durée épreuve 3 heures	ANGLAIS	GE/GI/AR/SO
Date épreuve 20/09/2016		

PART ONE

Students are not allowed to use a dictionary for this part.

I. ESSENTIAL ARTICLES (15 marks)

I.1. 'iSlave'

Explain what circumstances led fourteen employees at Foxconn to commit suicide.

(9 marks)

I.2. 'Imagine if we taught maths like PE – a competition with public humiliation if you got a sum wrong'

Describe the author's comparison between maths and PE classes. What is its purpose?

(6 marks)

II. SHORT STORIES (15 marks)

II.1. 'Three is a Lucky Number'

Outline how Ronald chooses his victims. To what extent does Edyth, Ronald's third wife, differ from his former 'subjects'? (8 marks)

II.2. 'Marionettes, Inc'

Describe Braling II. What is his main role in the story, and what happens to him at the end of the story? (7 marks)

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PART TWO

Students may use a dictionary for this part.

Banning child labour imposes naive western ideals on complex problems by Frank Wijen

In an ideal world there would be no child labour, but instead opportunities for children to play, learn, relax and otherwise enjoy life. (...) Unfortunately, we don't live in an ideal world. Child labour is far from exceptional in many parts of the globe. There are an estimated 168 million children involved in child labour, accounting for 11% of children across the world.

Do parents whose offspring work love their kids any less? No. Many of these children work simply to make their families' ends meet, poor families whose income is around the subsistence level often have little choice. (...)

One may argue that a formal ban on child labour will be the necessary trigger to reform labour conditions in low-income countries, or at least improve the living situation of former child labourers. This is a naive idea, because it ignores the direct and indirect effects of such a ban.

For families with subsistence incomes who cannot rely on a societal safety net, an efficiently enforced ban can be devastating. These families must either suffer abject poverty or earn money from activities not affected by a ban. This often means adults and children resorting to underground jobs, such as prostitution. In either case, children bear the loss of such a ban.

One academic study demonstrated the unintended consequences of a western-imposed ban on soccer balls stitched at home by children and their families. Researchers found that the initiative, which involved shifting the work away from homes and into more formal stitching centres, led to income drops, reduced female work participation rates, and offered no clear benefits for children of the affected Pakistani families.

When talking in terms of a categorical ban on child labour, it's also important to understand that the involvement of children in economic activities is subject to intercultural differences. Many societies see children working as perfectly acceptable, especially in the context of family business. The Forum for

African Investigative Reporters, for instance, quoted a Cameroonian farmer and father who said of his own family: “[child labour] is considered as part of the household chores children do to help their parents. I do not consider this child abuse because we are making money that is used to pay their school fees”. Imposing a complete ban on foreign producers is a way of imposing a contemporary western mindset.

Does this mean that anything goes? No, business can and should be proactive to improve the situation of child labourers. One sound measure would be to apply some basic, unbendable rules throughout supply chains. For example, slave labour and dangerous working conditions should be categorically forbidden. In addition, in contexts where child labour is a financial necessity, the involvement of children should be subject to additional conditions. First, families should demonstrate, and employers should record, that the supplementary income by children is needed to attain the purchasing power for meeting their basic needs (such as food, housing, and health care). Second, employers should take measures that make children’s working lives bearable. Working hours should be limited and the nature of tasks should be commensurate with the physical and mental abilities of the children performing them. Furthermore, firms employing children should offer prospects for improvement, such as offering on-site schooling after work.

A categorical ban on child labour is a well-intended but poorly thought out measure, because it ignores the direct and indirect effects of such a ban. It is a policy with its head in the sand, one that will overshoot the intended goal of improving the lives of children workers.

A global ban also shows disrespect for other cultures by imposing a western mindset as to the economic role of children. A more sensible policy would be to apply some basic rules of humane working conditions in conjunction with a targeted, evolving approach that duly considers the actual outcomes of implemented measures.

(642 words – adapted from *The Guardian*, 26 August 2015)

I. COMPREHENSION QUESTIONS (15 marks)

1. Explain why, according to the author, an official ban on child labour will neither benefit the children nor their family. What example does Wijnen use to underline his point? (8 marks)
2. What are the solutions put forward at the end of the article to tackle the problem of child labour? (7 marks)

II. DEVELOPMENT ESSAY (15 marks)

Write an essay of 250 words (+/- 10%) on the following topic. Indicate the number of words used at the end of your essay.

‘Not being able to read and write is one of the worst disabilities a person can have.’ In the light of this statement, discuss the importance of education for a child.