

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 : 15.09.2016

DURÉE : 3h

PART I: READING (20 marks)

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

A) Is it good to be bored (or will it be the death of you)?

One study implies that boredom makes you likelier to die earlier, but another concludes that it spurs creativity

You're watching a PowerPoint presentation and it's slide 10 out of 75. Your boss is present, so you can't risk a quick game of Football Manager 2016 on your phone. But time is stationary. You feel dejected and trapped. You experience something that the Romans documented on the walls of Pompeii: mind-numbing boredom. And you wonder, is being "bored to death" a real thing? Well, yes and no. Boredom traditionally has a bad reputation. In 2009, a study of 7,524 civil servants found that those with the highest levels of boredom were nearly 40% more likely to have died by the end of the 25-year trial, compared with those who weren't bored. ____ (1) The authors speculated that boredom and inactivity might drive people to drink more heavily and smoke – activities not related to longevity. Boredom is often defined as a state of dissatisfaction with the dullness of a situation – usually with a bit of restlessness and fatigue. ____ (2) A series of studies from the University of Virginia, published in the journal *Science* in 2014 found that 18 out of 42 students who were left in a room with nothing to do for 15 minutes gave themselves at least one mild shock on the ankle to alleviate the boredom. ____ (3).

So whatever happened to daydreaming? A study from the University of Central Lancashire links a period of boredom with heightened creativity immediately afterwards. It is not the most robust study: 40 people copied numbers from a telephone directory for 15 minutes and then had to come up with different uses for a pair of polystyrene cups. ____ (4) Another group, who read the numbers, were even more creative with the cups than those who wrote them out. Dr Sandi Mann, one of the authors, concluded that we should embrace boredom "to enhance our creativity". Regardless of the science, I am all for boredom in small doses. I worry that mobile phones mean my children don't daydream at all. Being bored as a child used to mean using your own resources to amuse yourself. ____ (5) Being bored is a useful reminder that we want to do something meaningful. So, hopefully, this article will have bored the pants off you. (448 words / *The Guardian*, February 2016)

Insert the missing sentences. There is one sentence that does not go anywhere. (5 marks, -1.5)

- Their ideas were rated more creative than those of 40 people who didn't do the boring task first.
- The authors concluded that people would rather do something unpleasant than nothing.
- So it makes sense that researchers are suggesting that boredom promotes our creativity.
- The bored civil servants were also more prone to rate their health worse and to be less active and have more unimportant jobs.
- Now it means plugging yourself into an iPad.
- So it may seem counterintuitive that researchers are suggesting boredom might have benefits, and, indeed, be an evolutionary insurance scheme for making us seek new experiences.



B) Textbooks worldwide rely on gender stereotypes, report finds

Released for International Women's Day, a Unesco study of teaching materials in countries around the globe has found overwhelmingly strong gender bias.

In a Turkish textbook, a girl is pictured dreaming of her wedding day, while a boy imagines becoming a doctor. In a Tunisian one, students are asked to complete sentences about Mr Thompson, who is in the garage washing his car, and Mrs Thompson, in the kitchen preparing lunch. A new report from Unesco says that gender bias is rife in textbooks around the world, and is undermining girls' motivation and achievement in schools.

The report cites studies of textbooks around the world. The GEM report pointed to research from the late 2000s into maths textbooks in Cameroon, Côte d'Ivoire, Togo and Tunisia that found the proportion of female to male characters was 30% in each country, with each gender shown in highly stereotyped roles. "Women were portrayed as accommodating, nurturing household workers and girls as passive conformists, while boys and men were engaged in almost all the impressive, noble, exciting and fun things, and almost none of the caregiving roles," it said.

"Some Indian and Malawian textbooks challenge students to identify gender bias in accompanying illustrations and urge them to discuss these stereotypes with their peers. Sweden, likewise, is also complimented for its egalitarian approach to gender in its textbooks," said Unesco, which as it widens its investigations into the topic is asking students and parents to share examples of textbooks that perpetuate gender bias online, using the hashtag #betweenthelines, as well as those that push for gender equality.

"Teachers who in some cases may not have been sufficiently trained at the very least need tools to convey an accurate depiction of men and women, girls and boys, tools that provide the right background for equitable behaviour. If textbooks are filled with discriminatory moments, that's not a good entry point," Antoninis added. "We're launching this call for people to join us and share images of textbooks because this is information we need to see more of."

(339 words / The Guardian, March 2016)

Find expressions in the text which mean the same as the following explanations. Write one word only unless indicated otherwise. (8 marks, -1.5)

- 1) a strong feeling in favour of or against one group of people, or one side in an argument, often not based on fair judgement (noun)
- 2) to make sth. weaker or less effective / to reduce (verb)
- 3) the correct relationship in size, degree, importance, etc. between one thing and another or between the parts of a whole (noun)
- 4) a person who is the same age or who has the same social status as you (noun)
- 5) based on the belief that everyone is equal and should have the same rights and opportunities (adjective)
- 6) to make sth. continue for a long time / to maintain (verb)
- 7) enough for a particular purpose (adverb)
- 8) unfair / treating sb. or one group of people worse than others (adjective)



C) An anti-social experiment

Facebook, Snapchat, Instagram, Twitter - social media tools that only entered our lives in the last decade but quickly became indispensable. Now a thousand school children in Cheshire are trying to find out what life was like in the era before social media.

BBC News School Report and BBC Radio 5 live have challenged pupils at Tarporley High School to go through a digital detox. From last Wednesday they agreed to give up all social media, YouTube and video games for a week. Some adults - not me, I hasten to add - might think that was pretty painless. After all, the pupils' phones were not being confiscated and they were still allowed to call, email or text. But what this experiment has shown so far is just how central to the lives of teenagers social networks and messaging tools have become. Two of the Year-10 students have been reporting on the detox for School Report. Here's what they say about the assembly where the idea was explained:

"The thought of having real conversations and maybe even reading a book seems to be way too much to handle. Many hands are raised when asked who uses games, but pretty much everyone seems to use social media on a day-to-day basis." One teacher tells the reporters he welcomes the experiment: "Social media is becoming increasingly invasive, verging on obsessive."

But if your primary means of communication is taken away that is bound to cause problems. Twenty-five years ago, teenagers would have been furious if they had been told they could not use the home telephone. Today, taking away Snapchat or Facebook Messenger can provoke a similar reaction. It was bad enough on school days, but the pupils had been dreading a weekend without social media. So on Monday I spoke to two of the pupils to see how they were getting on.

"I'm not totally obsessed, I do have a normal life," says 15-year-old Georgia about her use of social media. But beforehand she still worried what her friends would think if she simply disappeared from social media. Seeing that she had Snapchat messages that she could not open had been really hard, but there has been an upside: "I've been looking at newspapers and magazines," she says, "and talking to my parents about other things than them being my taxi drivers!"

Patrick, who's 14 and spends a lot of time watching YouTube and talking to friends while playing Fifa, had found the weekend painful. "I was in the car and I must have picked up the phone 50 times and then put it down." Organising meetings with friends had been difficult - he had to phone them individually. "None of us speak on the phone or email. It's more efficient to use things like Snapchat - it's cheaper and nobody is listening."

Of the 1,000 pupils who started the digital detox, around a quarter have so far admitted to giving up. It sounds as though most of the school's pupils will be mightily relieved when the detox ends and they can return to the modern communications era. But the Tarporley High School librarian might like the experiment to continue - she says she has never seen as many books borrowed as during the last week.

(547 words / BBC World News, March 2016)

Carefully read the article, then decide whether the following statements are true or false (T/F). If it is not mentioned in the article, then the information is false. (7 marks, -1.5)

1. It was painless for the adults to give up all social media.
2. The pupils' phones were not seized.
3. Students say that reading books causes them to be stressed.
4. Nowadays, youngsters are furious when they are not allowed to use the home telephone.
5. Georgia's parents are taxi drivers.
6. 25% of the pupils who started the digital detox have already given up.
7. Most students will not be extremely glad once the experiment ends.



PART II: SHORT STORIES (20 marks)

Answer the following questions with close reference to the short stories studied in class.

A) *The Case for the Defence* (10 marks)

'That extraordinary day had an extraordinary end'. In what respect was the end extraordinary?

B) *Mr. Know-All* (10 marks)

Explain why at the end of the story, the narrator changed his mind about Mr. Kelada.

