

Code branche <b>ANGLA</b>	Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse EXAMEN DE FIN D'ÉTUDES SECONDAIRES TECHNIQUES Régime technique - Session 2015/2016	
<b>Épreuve écrite</b>	Branche	Division / Section
Durée épreuve 3 heures	<b>ANGLAIS</b>	<b>GE/GI/AR/SO</b>
Date épreuve 07/06/2016		

## PART A

(Dictionaries **NOT** allowed!)

### **I. Essential Articles**

1. 'My beef isn't with beef'

In what ways does Jenna Woginrich's love for animals differ from that of most vegetarians? **(5 marks)**

2. 'iSlave'

Why did a number of Chinese migrant workers at Foxconn attempt to commit suicide in 2010? **(10 marks)**

### **II. Short stories**

1. 'Sauce for the Goose'

What was Olivia's murder plan for Loren and how did she finally accomplish this task? **(7 marks)**

2. 'Sharp Practice'

How was it possible for O'Connor to leave the court as a free man?  
When and how did Judge Comyn find out that he was cheated? **(8 marks)**

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## PART B

(Dictionaries allowed)

### **Shut-eye for the iPhone generation**

*As social media, gaming and caffeine increasingly rob teenagers of sleep and harm their studies, **Sian Griffiths** says a new study may reveal whether lessons in nodding off and a later school start time can help*

Jai Chung, 16, a pupil at the Northumberland Church of England Academy, stands out among his classmates for having an unusually regular and settled sleeping pattern. He knows he is one of the lucky ones.

“When I was growing up my parents were strict about bedtimes. They did not let me play video games in my bedroom.” “I can see the link between being able to sleep well and being able to focus,” he says. By contrast his classmate Noshin Karim, 16, does not fall asleep until 1 am on weekdays “because I’m on my smartphone or watching Netflix”, she says. She is so tired in the mornings that she would like the school to open a couple of hours later to allow her to lie in.

Chung and Karim are among pupils at their school taking part in pioneering research. The hope, says Helen Allis, director of teaching at the academy, “is that it may enormously improve GCSE results this summer.

The teenagers will be taught about their body clocks and the natural shifts in their circadian rhythms. They will learn, too, about the damaging effects of watching television or playing video games late at night.

The pilot, involving three schools, is a precursor to Teensleep, a ground-breaking research project by academics at Oxford. When Teensleep is fully up and running in 100 schools later this year it will track nearly 32,000 pupils to assess whether lessons in sleep and a later school start really can lead to higher exam grades, and better mental health and wellbeing.

Russell Foster, a professor at Oxford and part of the research team, says: “Studies in the States have shown that if you start the school day later, you can reduce self-harm and truancy, and academic performance goes up.”

Pupils’ grades will be recorded at the beginning and at the end of the trial, and watch-like monitors worn on the wrist will record their sleeping patterns.

Steve Gibson, Northumberland's principal (says) "Parents have a more relaxed attitude about bedtimes these days and teenagers' rooms are like entertainment zones. The 24/7 social media lifestyle is a real issue. If you wake up in the night and find you have to reach for your phone to check what is on there, that will prevent you falling back to sleep.

According to Foster, the sleep deprivation many teenagers experience is potentially highly damaging. "How much sleep do teens need? For peak intellectual performance they need nine hours a night," he says. In the day many teens are fuelled by Red Bull or caffeine. Then they try to sedate themselves with everything from alcohol to sleeping tablets. These complex brains are being fuelled by stimulants in the day and sedated at night. That does not feel right to me."

Foster adds: "So many important things are going on when we sleep: memory consolidation; the integration of information; problem solving; the brain clears toxins. Sleep loss increases impulsivity. Being reckless is a classic example of too little sleep; so are lack of empathy and memory difficulties. Shattered sleep is also associated with the release of the hunger hormone. Part of the obesity epidemic we are seeing is down to lack of sleep."

Foster and Gibson are clear their aim is not to enforce curfews or lay down the law to teenagers. Instead they want to persuade them of the benefits of a good night's sleep and teach them how to achieve it.

There is one line, however, that the principal will not cross. He will not be volunteering to start the school day at 10 am or later. Gibson may be sympathetic to the problems caused by his pupils' insomnia but he knows the task he faces. "We have to prepare children for the adult world, which often does not revolve around them," he says firmly.

675 words

Sian Griffiths , *The Sunday Times*, 7<sup>th</sup> February 2016 (adapted)

## **Comprehension Questions (15 marks)**

*Answer the following questions by using your own words as far as possible.*

- 1) Briefly describe what the research programme Teensleep is about. What are its aims and how does it work? (5 marks)
- 2) Why do so many teenagers suffer from sleep deprivation these days? How do they try to cope with their lack of sleep? (5 marks)
- 3) What are the potential benefits of sufficient sleep and the possible dangers of sleep deprivation for teenagers? (5 marks)

## **Development Essay (15 marks)**

*Write an essay of 250 words (+/- 10%) about the following topic:*

**Life was much easier when *Apple* and *Blackberry* were just fruits. Discuss.**

*Indicate the number of words at the end of your essay.*