

EXAMEN DE FIN D'ÉTUDES SECONDAIRES – Sessions 2024**QUESTIONNAIRE**

<i>Date :</i>	07.06.24	<i>Horaire :</i>	14:15 - 17:15	<i>Durée :</i>	180 minutes	
<i>Discipline :</i>	ANGLA	<i>Type :</i>	écrit	<i>Section(s) :</i>	GA3D / GACV / GIG / GIN / GSE / GSN / GSO	
					<i>Numéro du candidat :</i>	

Part A – Essential Articles and Short Stories (30 marks)

Dictionaries are NOT allowed for this part!

Essential Articles (15 marks)**Blue for a Boy and Pink for a Girl**

1. Explain how clothes restrict children in what they can do and how the parents in question solved these “issues”.

(7 marks)

Why are we wasting?

2. How do individual households and their consumption habits contribute to food waste?

(8 marks)

Short Stories (15 marks)**‘The First Seven Years’ by Bernard Malamud**

3. Explain why Feld is not particularly keen on Miriam and Sobel becoming a couple. Mention three occasions on which Feld’s actions demonstrate this attitude.

(7 marks)

‘Dip in the Pool’ by Roald Dahl

4. Which precautions does Mr Botibol take before participating in the auction? Despite these, why can he not be considered a careful man?

(8 marks)

Part B – Text Analysis and Essay (30 marks)

You are allowed to use a dictionary for this part.

Ministers Confirm Plan to Ban Use of Mobile Phones in Schools in England

Following similar bans in Florida, Italy and China, ministers have now released new guidelines to restrict the use of mobile phones in English schools. This reflects an intensifying global crackdown on young people, social media, and online safety, and comes after more than 20,000 British parents joined a WhatsApp group committed to barring young children from having smartphones.

The Department for Education (DfE) released guidance for headteachers that some teaching unions said included practices and policies that had already been widely adopted by most schools. However, one headteacher welcomed the plan, saying it would help give schools the confidence to make a change that would benefit pupils.

The guidance is not statutory and offers schools a variety of ways to implement the ban, ranging from an order to leave all phones at home, to handing them in on arrival or keeping them in inaccessible lockers on condition they are not used or heard.

The proliferation of smartphones in schools – research found that 91% of children in the UK own a smartphone by the time they are 11 and 44% by the time they are nine – has brought concerns not just about classroom distraction but also the potential for all kinds of social pressure.

On Monday, in interviews about the plan, education secretary Gillian Keegan said the DfE had consulted headteachers and believed the guidance would “empower” those yet to fully ban phones, and “would send a clear message about consistency across schools.” She added: “You go to school, you go to learn, you go to create those friendships, you go to speak to people and socialise and you go to get educated – you don’t go to sit on your mobile phone or to send messages whilst you could actually talk to somebody.”

There is also wider concern about phone use by children and the harmful content they can access. Esther Ghey, mother of the murdered teenager Brianna Ghey, has called for tech companies to do more on this, and for under-16s to be stopped from accessing social media.

Ghey has also argued for phone manufacturers to make specific products for under-16s that prevent them from accessing harmful content, after it emerged that her daughter’s adolescent killers viewed violent material before the murder.

The 13-page DfE guidance says the policy on phones should be clearly communicated to pupils, with the reasons for it also explained. It adds that teachers should not be seen in schools using a phone except when necessary for work.

Parents also needed to be involved in the ban, it says, with a reminder that they should contact students via the school office rather than directly.

Geoff Barton, the general secretary of the Association of School and College Leaders, said that while the amount of time some children spend on phones was a worry, the new guidance was “a non-policy for a non-problem.” He explained: “This compulsive use of these devices is not something that is happening in schools – where robust policies are already in place – but while children are out of school. Most schools already forbid the use of mobile phones during the school day or allow their use only in limited and stipulated circumstances.”

Daniel Kebede, the general secretary of the National Education Union, said: “This guidance will make little difference and is a distraction from the many more serious issues facing education.”

However, Vic Goddard, the executive principal of two schools in Essex, said they had recently imposed a complete ban on phones, which he said had been transformative, with a positive response from both parents and students. “The students felt the social pressure had been removed from them. Without a doubt this guidance will aid schools. We have a generation of parents who weren’t born with phones. We thought that giving children a phone was keeping them safe, when the reality was it was opening them to a world of online harm and pressure.”

(655 words; adapted from *theguardian.com* for the purpose of this exam; 19th February 2024)

I. Comprehension Questions (15 marks)

Answer the following questions. Use your own words as much as possible.

1. Why is there a need for phone bans and respective guidelines in schools? (5 marks)
2. What do we learn about the implementation of the new guidelines for schools, students, teachers and parents? (7 marks)
3. What criticisms have there been of the guidelines and the phone ban in schools? (3 marks)

II. Development Question (15 marks)

Write a structured essay using your own arguments. Do not restate ideas from the text. Limit: 250 words (+/- 10%). Indicate the word count.

Technology is evolving too fast, so we urgently need more regulations. Discuss.