

BACCALAUREAT GENERAL

ANGLAIS

SERIES ES/S

LANGUE VIVANTE 1

Durée : 3 heures

Coefficient : 3

**Note importante**

- ♦ Les réponses doivent impérativement être portées sur la copie d'examen à en-tête.
- ♦ Il est inutile de recopier les questions posées. En revanche, il faudra inscrire scrupuleusement les numéros et/ou lettres des questions de chaque exercice.
- ♦ Les réponses devront impérativement être proposées dans le même ordre que celui de la feuille de sujet.

L'usage du dictionnaire et des calculatrices est interdit.

COMPREHENSION  
EXPRESSION

10 points  
10 points

Avant de composer, le candidat s'assurera que le sujet comporte bien 3 pages numérotées de 1/3 à 3/3

# AN IPOD BRIBE FOR BAD PUPILS

*Ministers' latest bright idea for curbing classroom thugs: Don't punish, reward.  
School tearaways are to be offered mountain bikes and iPods in return for good behaviour.*

In a Government campaign against soaring indiscipline, teachers are being told to reward disruptive pupils with prizes and privileges.

Badly-behaved youngsters must be praised five times as often as they are punished or criticised under guidelines unveiled yesterday by Education Secretary Alan Johnson.

5 They can be offered prizes and privileges ranging from non-uniform days and extended breaktimes to CDs, cinema tickets, personal music players and state-of-the-art bicycles.

10 The scheme was branded 'absurd' last night. Ministers were accused of 'going soft' on discipline and critics said the guidance would encourage pupils to expect prizes for good behaviour that should be considered the norm.

Chris Woodhead, the former chief inspector of schools, said: 'As a taxpayer, I would like to know how much this absurd guidance cost – it is a complete irrelevance to the real world.'

15 Robert Whelan, deputy director of the right-leaning think tank<sup>1</sup> Civitas, said: 'We don't want to give the pupils the idea that good behaviour is the exception that has to be rewarded at every stage. Good behaviour should be the norm.'

'The idea that children are being over-disciplined is nonsense. They are able to get away with blue murder<sup>2</sup>. It's no wonder teachers are flooding out of the profession.'

20 Tory education spokesman David Willetts said: 'Children have a very strong sense of fairness. It will be resented if it looks as if bad behaviour brings rewards.'

25 Sue McMahon, secretary of the NUT's<sup>3</sup> Calderdale branch in West Yorkshire, said: 'My members this year have been bitten by a five-year-old, thumped by a six-year-old, kicked by a seven-year-old, spat on by an eight-year-old, punched by a nine-year-old, verbally abused by a ten-year-old, received malicious damage to her car by an 11-year-old, gobbled<sup>4</sup> on by a 12-year-old, told where to go so many times by a 13 year-old that they nearly went there, head-butted by a 14-year-old and received a facial injury so bad by a 15-year-old that it required surgery.'

The new Government advice states that pupils should be given five rewards for every criticism or punishment.

30 It goes on to tell teachers that a 'positive' approach can improve relations with parents who are 'tired' of receiving letters and phone calls about their children's behaviour.

'It has long been established that rewards are more effective than punishment in motivating pupils,' the guidelines say. 'By praising and rewarding positive behaviour, others will be encouraged to act similarly.'

35 Schools are told they must avoid lavishing<sup>5</sup> too much praise on well-behaved pupils.

'It is advisable to pay attention to those who have previously been associated with poor behaviour or who have been less likely to meet standards so that it is not always the same ("good") pupils who receive praise and rewards.'

40 The guidance was published yesterday to accompany new legal powers for schools to discipline pupils.

Laura Clark, *Education Reporter*, 2007

<sup>1</sup> a think tank: a committee of people with experience in a particular subject

<sup>2</sup> get away with murder: be allowed anything they want

<sup>3</sup> NUT: National Union of Teachers

<sup>4</sup> to gob: to spit

<sup>5</sup> to lavish: to give generously

## I – COMPREHENSION

1. What category of people does the article focus on? What are they blamed for? (15 words)
2. Give two synonyms used to describe them in the introduction.
3. In the first seven lines of the text, find two words describing how these young people are usually treated.
4. A new measure has been proposed.
  - a) By whom?
  - b) What does this measure consist in and what is new in it? (40 words)
5. Briefly explain the following expressions: (write 1 or 2 lines for each expression)
  - l. 5: "non-uniform days"
  - l. 6: "extended breaktimes"
6. Some people do not approve of this measure.
  - a) Quote two words they use to express their dissatisfaction.
  - b) Using your own words find arguments against the new measure given by these people. (50 words)
7. Yet some people think it is a good idea: what are their arguments? (60 words)
8.
  - a) What does Robert Whelan mean when he says: "It's no wonder teachers are flooding out of the profession." (l. 18)? Explain why (30 words).
  - b) Find two quotations in the text to justify your answer.
9. Translate into French the passage from line 32 "It has long been established..." to line 34: "... to act similarly".

## II – EXPRESSION

Traitez obligatoirement la question 1 puis au choix la question 2a ou 2b.

1. A pupil has been offered a prize for his improved behaviour. He has to deliver a speech at the school assembly. Write his "thank you" speech in which he explains his behaviour at school before and after the new measure (150 words).
- 2a. Is there too much discipline in school and society in general? Discuss. (150 words)
- 2b. "Children have a very strong sense of fairness". (l. 19-20)  
Do you agree that fairness is essential in education? Illustrate your answer with examples. (150 words)