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Jurys de l'enseignement secondaire – CESS général, technique et artistique de transition

Langue moderne I : Anglais Cycle 2022-2023/2

Articles servant de base à l'évaluation de l'expression orale

NB : les cinq articles doivent être lus et préparés. Deux seront tirés au sort lors de l'examen oral

1. Equality of Opportunity in Education
2. Climate anxiety is rising - it might be a good thing
3. Five important skills that we can learn from young people
4. History of School Uniforms
5. Students show 'shocking growth in support for censorship', ministers warn

1. Equality of Opportunity in Education

Researchgate.net

The educational goal of a country is to provide individuals economic and social benefits by equipping them with certain qualifications. At the national level, education aims to make peaceful, tolerant, non-violent, economically qualified human capital, and as a social purpose, to educate individuals who protect the national interests of the society in which they live. For this reason, every country is developing policies to raise the education level of the society. By doing so, they want to increase the quality of human capital by providing all citizens with access to education.

Equality of opportunity typically refers to justice and impartiality. In other words, it is a nation-state treating all its citizens equally. According to the definition of OECD (2007), equality of opportunity is equal attitude and equal behaviour of the State to all its citizens, regardless of gender, socio-economic status and ethnicity. Equality of opportunity in education is that all individuals living within the borders of the nation-state have the right to equal access to the most appropriate educational services which can develop their abilities and skills, without being exposed to discrimination. Equality of opportunity in education is affected by economic, geographical, social, political and individual factors.

The economic power of the country, the income level of the family, the profession of the parents and income distribution are the economic factors affecting the equality of opportunity in education. These variables are also affecting the access to education due to the reasons arising from their relations with each other in the context of economic factors. In countries where income distribution is not justified, national education expenditure shifts more towards rich, which in turn increases the inequality of opportunity in education.

In the countries where justice is not provided in the distribution of income, the wealthy group holds political power, which will obstruct the redistribution of income and cause the next generations to be less equal. This fact is an obstacle for national development especially in countries where both public and private sectors provide educational services, as wealthy people increase their opportunity to receive education from the private sector and take more share of the country's economy in the formation of human capital.

At the beginning of the geographical factors affecting equality of opportunity in education is the distinctness between village-city and regions. In villages or undeveloped regions, variables such as the low enrolment rates especially for girls, financial incapability of families, high student-teacher ratio, inadequate number of teachers, child labour and unregistered employment negatively affect the equality of opportunity in education.

Gender discrimination, religion, differences in language, ethnic discrimination, are other social factors that affect equality of opportunity in education. For example, both in developed and developing countries, women are disadvantaged in access to education compared to men.

As the determiner and follower of educational policy, the state can also be a part of the factors that can lead to inequality of opportunity in education. The political group who holds the power may perceive the views of a particular group as a threat to their political interests and create difficulties for them in receiving education. This situation increases the inequalities within the country and weakens the socio-economic development.

Government intervention is inevitable when economic, geographical, social, political and individual factors create inequality of opportunity in education. To eliminate economic factors, states have an impact on policies of educational spending. The state can provide distribution of public education expenditures according to the economic situation of the citizens.

The government can also reduce the negative impact of geographical factors by applying mandatory service to teachers, developing technical and physical facilities of schools based on regional differences, and applying incentive policies for local people to work together with schools.

2. Climate anxiety is rising - it might be a good thing

By Georgina Rannard, <https://www.bbc.com>, 5 November 2022

Global leaders are about to meet for another UN climate summit - COP27 starting in Sharm el-Sheikh on Sunday - and the reality of climate change for many people can be overwhelming.

Record-breaking heatwaves, devastating floods in Pakistan, and drought in East Africa - and that is just this year. It is no surprise that climate anxiety is rising, particularly among young people, who have mostly only known a world affected by climate change.

But experts and activists have told BBC News that these fears can actually be good news for the planet. "People who are really aware of climate change may be more motivated to take action," University of Bath environmental psychologist Prof Lorraine Whitmarsh says. Her research has found a link between climate concerns and taking effective action, including reducing carbon footprint by cutting down on waste or buying second-hand.

When people talk about their own climate anxiety, they often say it is linked to the vast amounts of negative and often scary news about the planet. "I think it's hard not to worry about climate change. We're constantly bombarded with news articles and social media about how it's just crisis after crisis - ice caps melting, disasters - it can be very overwhelming," explains Roisin, 16, from County Antrim in Northern Ireland.

Roisin is on the youth advisory board of *Save The Children*, which recently found that 70% of children in the UK worried about the world they are inheriting. But she says there is hope too: "You can always see young activists like Greta Thunberg, and people like David Attenborough taking action on it." Roisin says she has become a vegetarian and makes sure she only shops locally. "Taking action is my only way of dealing with climate anxiety - it means I know I've done everything I can do to solve the problem," she says.

Some campaigners, like 23-year-old Zahra Biabani in California, say the widespread focus on climate catastrophe can be misleading. When she began posting online about environmental issues at university, she realised there was "a gap between education and action, which was being filled by 'doomism'". "Climate education can be debilitating without a form of encouragement to act, especially when we see what's going on the world, and how it's going to get worse," she explains.

Now she shares "climate optimist" news and writes newsletters focusing on good news and solutions. "Climate optimism is not just nice, it's necessary because in order to be sustained in our action and our advocacy, we need to believe in and have something that's worth fighting for," she explains.

She believes that there is a generational divide between many young people who want to focus on how the planet could be saved, and the "older white man community" that focuses on how "the world is going to end". "I don't want to think this comes from a bad place. I think they have a lot of anxiety as well, but they're finding a very different way to use it," she suggests.

Psychotherapist Caroline Hickman specialises in climate anxiety, and has treated a significant number of young people. She says it is "totally normal" to worry about the state of the planet, but "sinking into despair and 'climate doomism' is not the solution". It is important to distinguish between serious clinical anxiety about climate change, which is a mental health issue, and worries or concerns.

Prof Whitmarsh suggests that while there are high levels of concern about climate change, particularly in young people, most people do not have debilitating climate anxiety that requires treatment by a mental health professional.

What to do if you have climate anxiety?

Zahra Biabani suggests:

- Focus on good news. Find stories about progress made in curbing climate change or a new solution. "Look for information that is a source of encouragement and doesn't blindside you."
- Give yourself a break. Do something unrelated to the problem - exercise, go outdoors, read or watch a film. "Finding an activity not connected to climate change is really cathartic and really beneficial."

Caroline Hickman suggests:

- Take action. Join a local group that does something to tackle the problem, or lobby politicians to pass laws. "Find like-minded people and work together to advance a goal."
- Do not totally switch off. "I caution people about shutting down completely - because when you wake up, the reality will be too extreme."

3. Five important skills that we can learn from young people

Moonshotpirates.com, November 3, 2022*

The future of the world is in the hands of young people growing up today. They either belong to Generation Millenium, Generation Z or the generation following those. These young people were born into a digital, globalized world with all the speed, uncertainty, and possibilities that follow with that. The way they see the world is completely different from how their parents see it. This brings both challenges and opportunities with it. This article will focus on what we can learn from young people and how they deal with the challenges and opportunities that are part of the world they grew up in.

Globalization

Young people grew up in a globally connected world. They are used to consuming entertainment from other countries – they listen to K-Pop, watch Spanish football matches, read British news. They have friends all over the world and browse the global job market. They feel comfortable moving across borders and meeting foreign cultures. Their grandparents probably couldn't imagine or even want this world. But to young people, it's completely normal.

One of the biggest topics for these young generations is equality. The reason for that is they are in regular contact with other cultures. They have seen so many different lifestyles, living standards, and understand how the different circumstances globally are connected and can be compared. Thus, equality becomes a major challenge in their eyes. Their grandparents didn't have the same awareness of how nations differ and how unequal the world is. These young people cannot help but be aware of it.

Digitalization

Only a few decades ago, digitalization was born. The internet was invented and made globally accessible. Consequently, the world was forced to change dramatically. For many who were born before the wide-spreading of the internet, the way to digitalization was and is still difficult. However, young people grew up in this digital world and are thus good at taking advantage of it and adapting to the new technologies currently being invented.

They speak the language of the tools natively and not only adapt to new technologies, but also make those technologies adapt to *their* needs. They see where the technological future is heading and help shape that future.

Connectivity

Connected to both, globalization and digitalization, is connectivity. Globalization made us aware of each other across nations and cultures. Digitalization gave us the tools to build relationships across borders. Out of that came connectivity – the opportunity to

connect with each other and influencing each other, both as nations and individuals. Again, because young people grew up in this interconnected world, they naturally know how to build and maintain connection with people from all over the world. They also see how tools and trends are interconnected and know how to take advantage of the connectivity between our devices, between our countries, between the global challenges.

It is no wonder that it was the young Greta Thunberg, who created Fridays for Future. She understood how she could activate people globally and use digital tools to spread the movement. Perhaps, she didn't even think about it, but just acted from instinct, being so deeply imbedded in the connectivity of the world she grew up in.

Adaptability

The world is moving ever faster and in order to be successful, it is necessary to be skilled in adapting. Young people grew up in this fast-paced world and thus possess a natural ability to change with the world. Throughout their childhood and teenage years, they have had to adapt multiple times to the developments taking place around them. New devices were introduced to the market. New challenges emerged and old challenges became more urgent. New trends shaped their environment.

Young people are not only masters at adapting, they also force the world to adapt to their life perspectives. Because they are so fast at changing to match their environment, they force their environment to change quickly too. They ask companies and organizations to change in accordance with the trends and topics that matter to them. For many young people, sustainability and equality are so important topics that they will boycott brands if they don't follow those values.

Drive

Lastly, what strongly characterizes young people today is their drive. They feel the urgency of solving global challenges deeply. They know that leaving these challenges unsolved will negatively impact their future in a decisive manner. For this reason, they follow their values strictly and take action in order to improve the world. We see this a lot in our pirate community. Our pirates know that it's now or never, and they put endless energy into making a positive impact on the world. Hard work and big visions are the natural way of operating for these young people. They have a strong drive, strong passion and strong will.

** A group of young people who want to « encourage young minds to dream big, to find out what they are passionate about and to follow their own path ».*

4. History of School Uniforms

From <https://school-uniforms.procon.org>, last updated on: 6/21/2022 (shortened and adapted version)

Traditionally favored by private and parochial institutions, school uniforms are being adopted by US public schools in increasing numbers. According to a 2020 report, the percentage of public schools that required school uniforms jumped from 12% in the 1999-2000 school year to 20% in the 2017-18 school year. School uniforms were most frequently required by elementary schools (23%), followed by middle (18%), and high schools (10%).

Proponents say that school uniforms make schools safer for students, create a “level playing field” that reduces socioeconomic disparities, and encourage children to focus on their studies rather than their clothes.

Opponents say school uniforms infringe upon students’ right to express their individuality, have no positive effect on behavior and academic achievement, and emphasize the socioeconomic disparities they are intended to disguise.

History of School Uniforms

The first recorded use of standardized dress in education may have been in England in 1222, when the Archbishop of Canterbury mandated that students wear a robe-like outfit called the “cappa clausa.” The origin of the modern school uniform can be traced to 16th Century England, when the impoverished “charity children” attending the Christ’s Hospital boarding school wore blue cloaks reminiscent of the cassocks worn by clergy, along with yellow stockings. As of Sep. 2014, students at Christ’s Hospital were still wearing the same uniform, and according to the school it is the oldest school uniform still in use. When Christ’s Hospital surveyed its students in 2011, 95% voted to keep the traditional uniforms.

In later centuries, school uniforms became associated with the upper class. At one of England’s most prestigious schools, Eton, students were required to wear black top hats and tails on and off campus until 1972, when the dress codes began to be relaxed.

School uniforms in the United States followed the traditional use of uniforms established in England and were generally limited to private and parochial schools. One exception was found in government-run boarding schools for Native American children, first established in the late 1800s, where the children, who had been removed from their families, were dressed in military-style uniforms

US School Uniform Movement Begins

The first US public schools known to institute uniform policies were in Maryland and Washington, DC, in the fall of 1987, with Cherry Hill Elementary School in Baltimore,

MD, gaining the most publicity. These early uniform programs were voluntary, but according to a New York Times report from Dec. 1987, most parents supported the idea and “almost all” students wore the uniforms. School officials and other advocates of the new uniform policies noted improvements in students’ “frame of mind” and stated that uniforms had “sharply reduced discipline problems.” They also reported that uniforms had “already reduced the preoccupation of students with expensive designer clothing for school wear and eased the financial burden that placed on the students’ families.” The origin of the uniform policy in Baltimore has been linked to a 1986 shooting, in which a local public school student was wounded during a fight over a pair of \$95 sunglasses.

By the fall of 1988, 39 public elementary schools and two public junior high schools in Washington, DC, had instituted mandatory uniform policies, and soon the movement spread to other states, including Connecticut and New Jersey, generally in urban schools with mainly low income and minority students. In 1988, Ed Koch, then-Mayor of New York City, expressed support for school uniforms, saying that they encourage “common respect and improve the learning environment,” and praising them because of their similarity to outfits worn in private and parochial schools. A pilot uniform program was introduced in New York City in 1989.

The first school district in the United States to require all its K-8 students to wear uniforms was the Long Beach Unified School District, CA, in Jan. 1994. Later the same year, California Governor Pete Wilson signed a bill officially allowing schools to implement mandatory uniform policies. In accordance with the new law, Long Beach parents were given an opt-out provision. The Long Beach Unified School District announced through a spokesman that gang activity in the area had provided an impetus for the policy: “Every large city in the U.S. has been concerned about the gangs. Their clothes really are an unofficial uniform of intimidation.”

US Uniform Statistics

According to figures released in 2018 by the National Center for Education Statistics, the total number of public schools nationwide requiring students to wear school uniforms increased from 12% during the 1999-2000 school year to 21% during the 2015-2016 school year. In 2015-2016, 25% of public primary schools enforced a uniform policy, as did 20% of public middle schools and 12% of public high schools. A higher proportion of schools located in cities had mandatory uniforms in 2015-2016 than schools in suburban, town, and rural areas. Mandatory uniforms were far more prevalent in “high-poverty” schools (in which 76% of students were eligible for reduced-cost or free lunch programs) than in “low-poverty” schools.

Among the US cities with the highest use of school uniforms in public schools are Philadelphia (100% of schools), New Orleans (95%), Cleveland (85%), Chicago (80%), Boston (65%), and Miami (60%). The number of schools with “strict dress codes” has also increased, from 47% in 2000 to 57% in 2010.

5. Students show ‘shocking growth in support for censorship’, ministers warn.

Richard Adams, Education editor, Thu 23 Jun 2022, theguardian.com

Survey reveals many students value safety, compassion and avoidance of discrimination above free speech

Ministers have warned that students are showing “shocking growth in support for censorship” after a survey revealed that many favoured safety and avoidance of discrimination over unrestrained free speech.

The survey by the Higher Education Policy Institute (Hepi) found that current students are more likely to support measures that restrain freedom of speech or expression on campus, and approve of removing offensive materials and memorials, compared with their predecessors six years ago, when it last conducted the survey.

Nick Hillman, Hepi’s director, said the survey showed “a very clear pattern” of a majority of students preferring interventions such as trigger warnings on course content and restrictions on speakers.

“In 2016, we found considerable ambivalence and confusion about free speech issues. Now it is clear most students want greater restrictions to be imposed than have tended to ... in the past,” Hillman said.

“This may be primarily for reasons of compassion, with the objective of protecting other students, but it could also reflect a lack of resilience among a cohort that has faced unprecedented challenges.”

But Michelle Donelan, the higher education minister for England, said the report “shows a shocking growth in support for censorship across a wide range of indicators”. “University leaders can no longer afford to stand aside, but must take active steps to combat these intolerant attitudes on campus, both promoting and protecting free speech,” she said.

“We cannot allow our young people – the future of this great country – to feel like their free speech is being stifled and that they have to bow to the majority opinions on campus.”

Of the 1,000 students surveyed, 61% said they wanted to “ensure that all students are protected from discrimination rather than allow unlimited free speech”, compared with 37% in 2016. Just 17% of students supported “ensuring unlimited free speech on campus, although offence may occasionally be allowed” – fewer than the 27% who agreed in 2016.

The results also revealed that many students felt universities were “becoming less tolerant of a wide range of viewpoints”, with 38% agreeing and 27% disagreeing. But there was a clear division between men and women, with 51% of men agreeing compared with 28% of women.

The use of trigger warnings for uncomfortable course content appears to be strongly endorsed by students themselves, with 86% agreeing that they should sometimes or always be used and just 14% opposing them. In 2016, 32% of students opposed their use.

Many more students now support religious or special interest groups being consulted about on-campus events, while 77% agreed that staff should receive compulsory training in cultural awareness.

There was smaller but growing support for more direct restrictions, including 36% who agreed that academics should be fired for using material that “heavily offends” students – more than double the 15% who agreed in 2016.

A growing minority also supported removing Holocaust denial or racist literature from university libraries, although more than a third of students wanted all material to remain.

Only 20% said they supported cancelling events that were legal but made some students unhappy. About a third supported protests outside the event itself.

The survey revealed little interest in banning political parties or organisations from campus. Only 26% wanted a ban on the far-right English Defence League, while 19% wanted to ban the British National Party and 12% wanted to ban the Communist Party of Great Britain.

There was little support for banning mainstream political parties, with 11% wanting a ban on the Conservatives, 5% a ban on Labour, and a further 5% a ban on the Liberal Democrats.