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

Langue moderne I : Anglais
Cycle 2021-2022/1

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. How social media turns online arguments between teens into real-world violence

2. Don't Drop The Ball, For Our Children's Sake

3. Advantages and Disadvantages of Artificial Intelligence

4. A summary of the Civil Rights Movement in America

5. Does COVID-19 Mean The End For Globalization?

1. How social media turns online arguments between teens into real-world violence

For the last three years, I have studied how and why social media triggers and accelerates offline violence. In my research, conducted in partnership with Hartford-based peace initiative COMPASS Youth Collaborative, we interviewed dozens of young people aged 12-19 in 2018. Their responses made clear that social media is not a neutral communication platform.

In other words, social media isn't just mirroring conflicts happening in schools and on streets – it's intensifying and triggering new conflicts. And for young people who live in disenfranchised urban neighborhoods, where firearms can be readily available, this dynamic can be deadly.

Internet banging

It can result in a phenomenon that researchers at Columbia University have coined "internet banging." Distinct from cyberbullying, internet banging involves taunts, disses and arguments on social media between people in rival crews, cliques or gangs. These exchanges can include comments, images and videos that lead to physical fights, shootings and, in the worst cases, death.

It is estimated that the typical U.S. teen uses screen media more than seven hours daily, with the average teenager daily using three different forms of social media.

Comments and livestreams

The feature most frequently implicated in social media conflicts, according to our research with adolescents, was comments. Roughly 80% of the incidents they described involved comments, which allow social media users to respond publicly to content posted by others.

Taylor, 17, described how comments allow people outside her friend group to "hype up" online conflicts: "On Facebook if I have an argument, it would be mostly the outsiders that'll be hypin' us up … 'Cause the argument could have been done, but you got outsiders being like, 'Oh, she gonna beat you up.'"

Meanwhile, livestreaming can quickly attract a large audience to watch conflict unfold in real time. Nearly a quarter of focus group participants implicated Facebook Live, for example, as a feature that escalates conflict.

Brianna, 17, shared an example in which her cousin told another girl to come to her house to fight on Facebook Live. "But mind you, if you got like 5,000 friends on Facebook, half of them watching … And most of them live probably in the area you live in. You got some people that'll be like, 'Oh, don't fight.' But in the majority, everybody would be like, 'Oh, yeah, fight.'"

She went on to describe how three Facebook "friends" who were watching the livestream pulled up in cars in front of the house with cameras, ready to record and then post any fight.

Strategies to stop violence

Adolescents tend to define themselves through peer groups and are highly attuned to slights to their reputation. This makes it difficult to resolve social media conflicts peacefully. But the young people we spoke with are highly aware of how social media shapes the nature and intensity of conflicts.

A key finding of our work is that young people often try to avoid violence resulting from social media. Those in our study discussed four approaches to do so: avoidance, deescalation, reaching out for help and bystander intervention.

Avoidance involves exercising self-control to avoid conflict in the first place. As 17-year-old Diamond explained, "If I'm scrolling and I see something and I feel like I got to comment, I'll go [to] comment and I'll be like, 'Hold up, wait, no.' And I just start deleting it and tell myself … 'No, mind my business.'"

Reaching out for support involves turning to peers, family or teachers for help. "When I see conflict, I screenshot it and send it to my friends in our group chat and laugh about it," said Brianna.

The deescalation strategy involves attempts by those involved to slow down a social media conflict as it happens. However, participants could not recount an example of this strategy working, given the intense pressure they experience from social media comments to protect one's reputation.

They emphasized the bystander intervention strategy was most effective offline, away from the presence of an online audience.

Peer pressure goes viral

Young people are all too aware that the number of comments a post garners, or how many people are watching a livestream, can make it extremely difficult to pull out of a conflict once it starts.

There is a growing consensus across both major U.S. political parties that the large technology companies behind social media apps need to be more tightly regulated. Much of the concern has focused on the dangers of unregulated free speech.

But from the vantage point of the adolescents we spoke with in Hartford, a conflict that occurs on social media is also a public health threat. They described multiple experiences of going online without the intention to fight, and getting pulled into an online conflict that ended up in gun violence. Many young people are improvising strategies to avoid social media conflict. I believe parents, teachers, policymakers and social media engineers ought to listen closely to what they are saying.

2. <u>Don't Drop The Ball, For Our Children's Sake</u>

by Refaat Sabbah, a human rights and education activist, president of the Global Campaign for Education.

The theme of the Global Action Week for Education — "Making the right to an inclusive, equitable, quality, free public education a reality" — is the pressing issue of our time. Global challenges such as poverty, increased inequality, migration, human-induced climate impact and political interferences that lead to internal and cross-border humanitarian crises are deterrents to the effective implementation of education that is truly equitable, just, inclusive and transformative. The education 2030 agenda is our universal response to ensure we address these challenges.

Education challenges

Despite significant improvements in literacy and narrowing of the gender gap, 750 million adults, two-thirds of whom were women, remained illiterate in 2016. Today, millions of children and youth in school lack the minimum literacy and numeracy skills because of overcrowded classrooms and inadequately trained teachers.

In 2017, 262-million children of primary and secondary schoolgoing age were out of school. Education in emergencies is a human rights atrocity that can no longer be ignored.

Last month, in the wake of Cyclone Idai, hundreds of thousands of children were affected: in Mozambique about 263 000 children were out of school after more than 3 300 classrooms were destroyed; in Zimbabwe, 150 schools and an estimated 60 000 children were affected.

The pernicious nature of conflict and wars is also detrimental. In Burkina Faso, hundreds of schools have closed because of the threat of terrorist attacks. War-torn countries such as Yemen and Syria will take years, if not decades, to recover. What will become of the millions of children not attending school because their classrooms have been bombed by governments and militia? Who will account for the severe shortage of teachers because of unpaid service? Enough is enough. Society can no longer sit back and watch as children are forced out of school and in some cases, recruited as child soldiers by armed groups. Are we building a society that promotes war over education?

The role of civil society

Despite numerous commitments to collective and inclusive participation by governments and the international community, many national education coalitions and civil society organisations remain excluded from the planning, implementation and monitoring of the fourth sustainable development goal.

Although there is some attempt to keep schools open and bring a sense of normalcy to traumatised children, education activists, union representatives and students are often criminalised or brutally repressed for the work they do.

The exclusion of legitimate civil society is a contradiction of the collective commitment made to implement and monitor the fourth sustainable development goal. Over the years, civil society has broken barriers and influenced the direction of education policy and delivery in their countries, through their capacity to engage with and influence policymakers.

To truly leave no one behind, civil society is mounting pressure on governments to fulfil their commitments to provide free, compulsory public basic education for all people.

In late 2018 at the Global Citizen Festival, an impressive $495.3-million was committed to education, specifically in the areas of gender equality and education, and ensuring that all children attend school. These efforts resulted in 289 291 actions, five commitments and seven announcements delivered, affecting more than 31.5-million lives.

Although these pledges must be applauded, sleeves must still be rolled up to ensure that the means of implementation exist in order to fully attain the fourth sustainable development goal.

My education, my right(s)

Without quality education for all, the future looks bleak. Citizens will lack skills to interrogate and actively participate as assertive holders of their basic human rights. Without quality and inclusive education, children with disabilities remain on the outskirts of society, attending special needs schools and taught in separate classes.

Inclusive education encourages children with and without disabilities to participate and learn together, fostering better learning opportunities for all. Transformative education must address broader issues and embrace collective social endeavours beyond the skills acquired in classrooms.

During the 2019 Global Week of Education, we call on governments to step up to the challenge and play an active role in promoting education and lifelong learning opportunities for all. Civil society is a strong and valuable partner and should be consulted and involved in decision-making at all levels. We cannot do without education.

3. <u>Advantages and Disadvantages of Artificial Intelligence</u>

By Sunil Kumar, November 25th, 2019

Artificial Intelligence is one of the emerging technologies which tries to simulate human reasoning in AI systems. John McCarthy invented the term Artificial Intelligence in the year 1950.

The advantages of Artificial intelligence applications are enormous and can revolutionize any professional sector. Let's see some of them

1) Reduction in Human Error : Computers do not make « human errors » if they are programmed properly. With Artificial intelligence, the decisions are taken from the previously gathered information applying a certain set of algorithms. So errors are reduced and the chance of reaching accuracy with a greater degree of precision is a possibility.

2) Takes risks instead of Humans : This is one of the biggest advantages of Artificial intelligence. We can overcome many risky limitations of humans by developing an AI Robot which in turn can do the risky things for us. Let it be going to mars, defuse a bomb, explore the deepest parts of oceans, mining for coal and oil, it can be used effectively in any kind of natural or man-made disasters.

3) Available 24x7 : An Average human will work for 4–6 hours a day excluding the breaks. Using AI we can make machines work 24x7 without any breaks and they don't even get bored, unlike humans.

4) Helping in Repetitive Jobs : In our day-to-day work, we will be performing many repetitive works like sending a thanking mail, verifying certain documents for errors and many more things. Using artificial intelligence we can productively automate these mundane tasks and can even remove **"**boring" tasks for humans and free them up to be increasingly creative.

5) Digital Assistance : Some of the highly advanced organizations use digital assistants to interact with users, which saves the need for human resources. The digital assistants are also used in many websites to provide things that users want. We can chat with them about what we are looking for. Some chatbots are designed in such a way that it's become hard to determine whether we're chatting with a chatbot or a human being.

6) Faster Decisions : By using AI alongside other technologies we can make machines take decisions faster than a human and carry out actions quicker. While taking a decision humans will analyze many factors both emotionally and practically but AI-powered machine works on what it is programmed and delivers the results in a faster way.

7) Daily Applications : Daily applications such as Apple's Siri, Window's Cortana, Google's OK Google are frequently used in our daily routine whether it is for searching a location, taking a selfie, making a phone call, replying to a mail and many more.

Around 20 years ago, when we were planning to go somewhere we used to ask a person who already went there for the directions. But now all we have to do is say "OK Google where is Visakhapatnam". It will show you Visakhapatnam's location on google map and the best path between you and Visakhapatnam.

8) New Inventions : AI is powering many inventions in almost every domain, which will help humans solve the majority of complex problems. F.i. **:** doctors can now predict breast cancer in the woman at earlier stages by using advanced AI-based technologies.

As every bright side has a darker version, Artificial Intelligence also has some disadvantages. Let's see some of them.

1) High Costs of Creation : As AI is updating every day the hardware and software need to get updated with time to meet the latest requirements. Machines need repairing and maintenance which need plenty of costs. Their creation requires huge costs as they are very complex machines.

2) Making Humans Lazy : AI is making humans lazy with its applications automating the majority of the work. Humans tend to get addicted to these inventions, which can cause a problem to future generations.

3) Unemployment : As robots are replacing the majority of the repetitive tasks, performed by the minimum qualified individuals, human interference is becoming less, which will cause a major problem in the employment standards.

4) No Emotions : Machines cannot develop a bond with humans, which is an essential attribute when it comes to Team Management.

5) Lacking Out of Box Thinking : Machines can perform only those tasks which they are designed or programmed to do; anything out of that they tend to crash or give irrelevant outputs, which could be a major backdrop.

4. A summary of the Civil Rights Movement in America

www.bbc.co.uk

Slavery was officially outlawed in America in 1865 but this was far from the end of it. It would take many years and a great struggle to see black Americans treated in the same way as white Americans.

The abolition marked the beginning of a period called Reconstruction (1865-1877).

Reconstruction saw black American men vote for the first time. Black people attempted to gain better paying jobs and seek a social life that was more equal. Despite these gains, black Americans did not have equality. Many of the equalities granted in theory such as voting rights were quickly taken away again in practice.

Many black people living in the Northern States faced informal methods of racial discrimination, while Southern States passed laws called 'black codes', which tried to keep black people working as farmers or servants for little pay.

In the Southern States local governments passed laws preventing black people from using white public facilities such as schools and parks. These were called 'Jim Crow laws'.

The Ku Klux Klan was established in the Southern states after the American Civil War. The KKK aimed to promote 'white supremacy' by intimidating, attacking and lynching black people.

The Fourteenth Amendment to the US constitution granted newly freed enslaved people equal citizenship to white people. However, in the 1896 Plessy v. Ferguson decision, the Supreme Court ruled that racially segregated facilities if 'separate but equal' did not violate the constitution. This was called segregation, and in reality, black people's facilities were almost always worse than those of white people.

The Fifteenth Amendment to the Constitution established that neither race nor slavery could prevent black people from voting. However, state leaders used poll taxes and created impossible- to- pass literacy tests to limit the ability of African Americans to vote.

Through a system called 'convict lease,' black Americans serving prison terms, sometimes for trivial or unproven crimes, were forced to work against their will and without pay.

There had been successful attempts to improve the status of black people before the 1950s:

The National Association for the Advancement of Colored People (NAACP) was set up in 1909. They funded lawyers for black people who were treated very badly by the courts.

In 1941 there was a plan for a march on Washington, DC to protest segregation, but it was called off when President Roosevelt signed an executive order banning discrimination in the defence industry.

During the decades before the Civil Rights Movement, black American activists such as Ida B. Wells and W.E.B. Du Bois engaged in many kinds of protests against lynching, police brutality, and poor economic conditions faced by black people.

The Civil Rights Movement was another phase of black political protest, rather than something entirely new in the history of the United States, which is why the Civil Rights Movement is sometimes called 'The Second Reconstruction'. Today many consider the Civil Rights Movement to have been led by Martin Luther King Jr, but key events make clear that it was the actions of everyday people - men, women, and children - that helped make the movement successful:

In 1954, Rev Oliver Brown won the right to send his child to a white school. In the landmark Brown v Board of Education case, the Supreme Court finally ruled that segregation could not ever be equal.

In 1955, Rosa Parks refused to give up her bus seat to a white person, inspiring the Montgomery Bus Boycott.

In 1957, nine black students, with military protection, attended a white school in Little Rock, Arkansas.

In 1963, after campaigns of restaurant sit-ins, 'Freedom Rides' on interstate buses and civil rights marches – a quarter of a million people marched in the 'March on Washington for Jobs and Freedom' to hear King's 'I Have a Dream' speech.

In 1966, the Black Panther Party for Self-Defense (BPP) formed in Oakland, California. Along with Malcolm X, the BPP represented strands of civil rights activism that drew attention to experiences of racial inequality happening in the cities of the north and California. Martin Luther King until 1968 had largely focused on southern issues.

But civil rights did not bring prosperity or jobs to most black communities. Many black Americans remained poor and frustrated by persistent discrimination, police harassment and low standards of living. The basic rights that had been promised to many black Americans were not realised in practice. As a result, groups such as the Black Panthers sought to move the Civil Rights Movement to another level by encouraging black communities to become self-sufficient by setting up food, housing and education schemes, as well as policing their own communities. The Black Panthers also saw violence as a justifiable and effective way to bring about political change.

In 1968, Martin Luther King Jr was assassinated. This led to a wave of riots that destroyed many black communities across American cities. Some of these communities never recovered. To this day, poverty, and violence and discrimination against black people continues.

5. <u>Does COVID-19 Mean The End For Globalization?</u>

by Professor George Yip, Imperial College Business School

The freedom to travel anywhere in the world, integrated global supply chains and thriving interconnected markets and national economies have been somewhat absent over the past year. Since March 2020, we've seen travel restrictions and quarantines, national lockdowns, high unemployment and business closures instead. The effects of the COVID-19 pandemic have been felt on virtually every single country's economy. In fact, as from September 2020, every advanced economy was in a recession or depression, whilst all emerging economies are in a recession.

Many would argue that the interconnection and dependency between countries, a cause of globalization, could have made the economic and potential public health impact even worse for major countries.

Globalization has taken a back seat for now, but will it ever return?

For a long time, the globalization of business was accelerated by key geopolitical events such as the gradual opening of China from 1979 and the fall of the Berlin Wall in 1989.

But globalization was already not as strong as in previous years, before the outbreak of the pandemic. Certain aspects of globalization were already being reversed due to two major political events - the election of US President Donald Trump – a protectionist and anti-internationalist leader and the United Kingdom's vote to leave the European Union, both in 2016. Also, other phenomena such as the rising cost of oil, which peaked at $147 a barrel in 2008 and companies briefly seeking to deglobalize their costly supply chains, have triggered calls for the reversal of globalization.

COVID-19 is the greatest peacetime disruptor of globalization in the history of the modern world and certainly represents an unprecedented threat to the international trading system.

A lasting threat?

When considering whether COVID-19 will have a permanent effect on the strategies of multinational companies, the answer depends, of course, on how long it lasts, as well as the continuing threat of future pandemics.

The effect of COVID-19 on globalization strategies comes via four mechanisms: the behaviour of national governments, the attitudes of consumers, the mindset of executives and key stakeholders in multinational companies, and the economics of business globalization.

Before COVID-19, China put itself forward as the champion of free trade at the World Economic Forum in Davos. Many observers were surprised. But in the history of international trade, it has always been the country with international competitive advantages that has adopted this attitude. First it was Britain, then the USA, and now it is the turn of China.

However, some national governments may use COVID-19 as an excuse to pull back from multilateralism and free trade, leaving them in an interesting position with voters. Although voters may be against free trade in theory, they support it with their wallets when they shop. Walmart, the largest retail chain in the United States, continues to source 70-80 percent of its products from Chinese suppliers. Occasional calls for boycotts have gone nowhere and this is unlikely to change when people's sole focus for purchasing is price and value.

Global supply chain trade-off

Meanwhile, for multinational companies it is a straightforward choice between commitment and flexibility. A commitment to a specialized supply chain that is low-cost but also provides the required quality levels, yields the greatest short-term profit. But this strategy, of course, poses high risks – especially in the face of "Black Swan" disruptions such as COVID-19.

All companies should build in some duplication and flexibility in their global supply chains, including to guard against putting themselves into adverse bargaining positions. The cost of duplication and flexibility, however, can be high, and companies sacrifice short-term profit margins for long-term security.

The manager or director charged with designing and running a global supply chain is always under huge profit pressure to deliver in the cheapest and most efficient way. This profit pressure continues up the hierarchy all the way to the chief executive and top-down pressure to cut costs is often the reason attributed to many flaws in supply chains, such as the BP Deepwater Horizon oil spill in 2010.

It is probably only boards of directors who can apply counter pressures for more flexible and secure supply chains. But companies that sacrifice short-term profits for greater long-term security then suffer the risk of hostile takeovers.

Anglo-Saxon versus Europe and Asian models

The United States and the United Kingdom have a so-called "Anglo-Saxon" system of corporate governance that greatly prioritizes the short-term interests of current shareholders, not the long-term interests of the company. More profitable companies will be able to afford the short-term cost of making their supply chains more flexible.

For this reason, it's likely that multinationals based in mainland Europe or in Asia, which give more protection to companies compared to shareholders, will be more likely to create more flexible global supply chains.

Meanwhile, more profitable companies will be able to afford the short-term cost of making their supply chains more flexible. This reflects how these types of companies are leading in other initiatives, such as sustainability – they have the means to introduce changes for the long-term gain of both the company and the world.